



Pupil Premium Strategy 2020 – 2021 academic year

Member of Staff Responsible:	D Mills, Deputy Headteacher
Date approved:	July 2020
Review date:	July 2021

Agreed by:

J Horton Chair of Governors	July 2020
B Riggott Headteacher	July 2020





Statement of Intent

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Statement of Intent

Parkside Community School is committed to removing the barriers to learning, participation and belonging that pupils may possess in order to support them to achieve their very best life chances. We are committed to using all available resources to support pupils in developing a sustainable approach to future life that focuses on always caring about the choices that will shape their future.



The Pupil Premium is a grant provided to schools and academies by the government for pupils aged 11 to 16 who are in receipt of Free School Meals and those who have been at some point in the last 6 years, for previously Looked After Children and for Services Children. The Government defines pupils who fall into these Pupil Premium categories as 'disadvantaged' as they face barriers to participation and progress that non-disadvantaged pupils may not. **Parkside Community School is committed to using the Pupil Premium Grant to close the progress gap between pupil premium pupils and non-pupil premium pupils:**

Summary of the categories of Pupil Premium grant allocated to each qualifying pupil:

Pupil Premium: Pupils who are currently Free School Meals or have been Free School meals at some point in the last 6 years (Ever 6)	£955
Pupil Premium Plus: Pupils having left local authority care as a result of adoption, a special guardianship order, a child arrangements order.	£2345
Service Pupil Premium: Pupils with a parent serving in the regular armed forces who have been registered as a 'service child' in the school census at any point since 2011. Pupils with a parent who died whilst serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme or the War Pensions Scheme. Pupils with a parent who is on full commitment as part of the full-time reserve service are classed as service children.	£310



1. Parkside Pupil Premium Strategic Team

Member	Role and responsibilities
Mr J Kelly	Pupil Premium Governor - Strategy impact and accountability assessor
Mr B Riggott	Headteacher – Strategy intent and impact
Mr D Mills	Deputy Headteacher - Strategy intent, intervention leadership and management impact
Mrs K Machent	Business Manager, financial budget management and value for money impact
Mrs L Asher	Director of Teaching – teaching and learning intervention management
Mr G Dearman	Director of Pastoral Care – pastoral intervention management

2. Pupil Profile, funding and allocation of funding summary

Pupils in school	482
Proportion of disadvantaged pupils	263 pupils (55% of the school cohort) of which: <ul style="list-style-type: none"> • 258 pupils are Pupil Premium • 4 pupils are Pupil Premium Plus • 1 pupil is Service Pupil Premium
Pupil Premium allocation this academic year	£257,035
Academic year or years covered by statement	2020/21 – 2022/23

Personal/Resource	Strategic Impact Focus	Funding allocation
Deputy Headteacher	Intervention leadership, management and impact. Senior Leadership Team mentor programme	£17,870
Business Manager	Financial Budget management including value for money. Routines for learning – personalised budget allocation including uniform, equipment and experiences.	£7,341
Director of Teaching	Quality First Teaching (QFT) intervention leadership, management and impact. Modern Foreign Language uptake. Senior Leadership Team mentor programme	£14,647
Director of Pastoral Care	Pastoral intervention leadership, management and impact. Senior Leadership Team mentor programme	£43,941
Director of English	Disciplinary Literacy Closing the Basics Gap Closing the Progress Gap through quality first teaching CPD delivered to teachers and additional teaching time intervention. Senior Leadership Team mentor programme	£7,393



Director of Mathematics	Progress Intervention management Closing the Progress Gap in all Closing the Basics Gap Closing the Progress Gap through quality first teaching CPD delivered to teachers and additional teaching time intervention. Senior Leadership Team mentor programme	£6,099
Science and Technology, Humanities and Creative and Faculty Directors	Closing the Progress Gap through quality first teaching CPD delivered to teachers and additional teaching time intervention. Senior Leadership Team mentor programme	£20,040
Literacy Tutor	Closing the Basics Gap	£12,904
Numeracy Tutor	Closing the Basics Gap	£13,328
Assistant SENCO	Leadership and Management of Closing the Reading Gap. Age appropriate Reading Age intervention. Transition.	£11,345
Teaching Assistant(s)	Age appropriate Reading Age intervention.	£4,546
Year 11 intervention lesson	Closing the Progress Gap in English, mathematics and science.	£5,424
Pastoral Manager	Meeting school expectations. Transition.	£16,991
Pastoral Officer	Meeting school expectations.	£13,519
Early Help and Safeguarding Manager	Social, emotional and mental health (SEMH) intervention. Transition.	£18,484
Early Help Officer	Routines for Learning - Parkside Pick-Up	£6,348
Attendance Officer	Closing the attendance and Persistent Absence (PA) GAP	£15,128
Experiences Co-coordinator	Increase Cultural Capital intervention.	£4,366
Lead teacher – Careers	Careers and post-16 transition.	£1,743
Personalised budget	Routines for learning – uniform, equipment, experiences.	£15,000

3. Disadvantaged pupil performance overview for 2018-2019 academic year

Measure	Parkside Pupil Premium	National Pupil Premium	National non-Pupil Premium
Progress 8	0.42	-0.45	0.13
Ebacc entry	16%		45%
Attainment 8	42.6		50.3
% Grade 5+ in English and maths	32%		50%



4. Barriers to future attainment and progress for Parkside Community School pupils eligible for pupil premium

4.1	<p>Reading, Literacy and Communication</p> <p>A significant proportion of pupils join Parkside with KS2 English Reading SAT Scores significantly below the national average. Pupils' wider literacy skills, including the use of vocabulary and comprehension, reading ages and written and verbal communication skills are below age related expectations and act as barriers to participation in all areas of the curriculum.</p>
4.2	<p>Mathematics and numeracy</p> <p>A significant proportion of pupils join Parkside with KS2 mathematics SAT Scores significantly below the national average. Pupils' wider numeracy skills, including skills related to number and problem solving, are significantly below age related expectations and act as barriers to participation other areas of the curriculum.</p>
4.3	<p>Routines for Learning</p> <p>A significant number of pupils lack basic routines for learning including: no breakfast routines, unhealthy diet, incorrect uniform, missing equipment including school bag and stationery, lack of self-discipline resulting in a failure to meet school behaviour expectations related to behaviour and attendance, poor organisation of self and/or lack of home learning support which results in non-completion of homework.</p>
4.4	<p>Social, Emotional and Mental Health trauma</p> <p>A significant proportion of pupils join Parkside with identified and/or unidentified social, emotional, and mental health areas of need that have resulted in unresolved trauma.</p>
External barriers	
4.5	<p>Attendance and punctuality</p> <p>An attendance and punctuality gap exists between the attendance of Pupil Premium pupil and non-Pupil Premium pupils.</p>
4.6	<p>Experiences that build cultural capital</p> <p>A significant number of Pupil Premium pupils do not have the depth of cultural experiences that non-Pupil Premium pupils possess leading to accessibility barriers to the curriculum and future post-16 pathways.</p>



5. Intended Impact of Parkside Community School Pupil Premium strategy

	Intended impact	Impact criteria
5.1	The progress of Pupil Premium pupils is at least in line the national progress of non-Pupil Premium pupils.	No deficit Progress 8 score gap present. <i>National Progress 8 score for pupil premium pupils -0.45</i> <i>National Progress 8 score for pupil non-premium pupils 0.13</i>
5.2	The average Progress 8 score of Pupil Premium pupils per pot is above national progress of non-Pupil Premium pupils.	No deficit Progress 8 score gap within English, mathematics, Ebacc and Open Pots. <i>National English score for non- Pupil Premium pupils 0.11</i> <i>National mathematics score for non-Pupil Premium pupils 0.11</i> <i>National Ebacc score for non- Pupil Premium pupils 0.14</i> <i>National Open score for non- Pupil Premium pupils 0.12</i>
5.3	Increase the number of Pupil Premium Pupils who are studying Modern Foreign Language(s) at Key Stage 4.	The number of Year 9 Pupil Premium pupils opting to study Modern Foreign Language is at least the national entry rate by the 2022-23 academic year. <i>National Ebacc entry 40%</i>
5.3	Pupil Premium pupils attend Parkside Community School regularly, meet the expectations of the school's Behaviour Policy and complete knowledge builder/creativity builder and revision tasks outside of the lesson environment.	Pupil Premium absence and Persistent Absence are in line with non-Pupil Premium pupils nationally. <i>National Absence for Pupil Premium pupils 8.2%</i> <i>National Absence for non-Pupil Premium pupils 5.5%</i> <i>National Persistent Absence for Pupil Premium pupils 24.7%</i> <i>National Persistent Absence for non- Pupil Premium 9.1%</i> Pupil Premium pupils are punctual to school and lessons. Pupil Premium sanctions in line with non-pupil Premium Pupils. Pupil Premium pupils engage with a range of services to support their social, emotional and mental health as appropriate. Fixed period and permanent exclusion below national average. <i>National Permanent exclusions for premium pupils 0.50%</i> <i>National Permanent exclusions for non-premium pupils 0.10%</i> <i>National fixed period for non-premium pupils 24.93%</i> <i>National fixed period for non-premium pupils 6.16%</i>



		Pupil Voice
5.4	Pupil Premium pupils experience a range of enrichment/extra-curricular experiences and have high aspirations for their future.	Extra-curricular/Enrichment Report, NEET Figures, Destinations Data, Apprenticeship Figures, HE Data.
5.5	Pupil Premium pupils care about and are confident about the high aspirational choices they are making for themselves and their future.	Pupil Voice demonstrates that pupils are undertaking a caring and considered decision making process, Post-16 applications demonstrate considered choices. Destinations Data demonstrates a year-on-year increase in HE destinations.

6. Funding allocation breakdown – Quality First Teaching for all

Action	Intended outcome	Evidence and rationale for this choice	Implementation strategy	Staff Lead(s)	Review
Leadership places the Pupil Premium Strategy at the heart of the school improvement strategy with all staff understanding the strategy and their role within it.	Progress outcomes for disadvantaged pupils at least in line with national non-Pupil Premium pupils (0.13) through the recruitment, retention and continuing CPD of the highest quality leaders.	Education Endowment Foundation (EEF) recommends high quality teaching, support through the highest quality leadership and management, as having the largest impact on Pupil Premium pupils.	Strategic Team responsible for the Pupil Premium provision. A range of staff briefings, INSETS and CPD delivered and revisited to all current and new staff. The intent of implementation is to keep the profile of the Pupil Premium Strategy at the forefront of school development.	Govs BRI DMI LAS GDE	Weekly via Faculty link Meeting Faculty directed time. Calendared Pupil Premium data analysis reviews Termly via Faculty Feedback SLT agenda item Lesson Observation Learning walks Book Looks Pupil Voice



<p>CPD for all staff on Quality First Teaching interventions to ensure that Pupil Premium students are able to access the curriculum and achieve.</p>	<p>Pupil Premium progress outcomes are at least in line with national non-Pupil Premium pupils.</p>	<p>Improvements in Pupil Premium results in 2019 underpinned by CPD focused on use of targeted provision to ensure any gaps in literacy/numeracy are closed. Quality First Teaching in the classroom including effective differentiation CPD is the key to continuing to improve outcomes.</p>	<p>Weekly departmental CPD time.</p> <p>Learning Walks and calendared data analysis will identify gaps and focus for intervention.</p> <p>Faculty/Lead Teacher time reports and data analysis will ensure a focus on the Pupil Premium cohort is sustained.</p>	<p>LAS SBK JHA</p>	<p>Weekly via Faculty link Meeting</p> <p>Calendared Pupil Premium data analysis reviews</p> <p>Termly via Faculty Feedback SLT agenda item</p> <p>Lesson Observation Leaning walks Book Looks Pupil Voice</p>
<p>Consistent implementation of Literacy Strategy including Disciplinary Literacy in the classroom and reading interventions.</p>	<p>To raise Reading, Literacy and Communication skills pupils have from KS2 in order to facilitate participation in an appropriate curriculum.</p> <p>Pupils have access to intervention programme(s) as appropriate.</p>	<p>Current reading intervention programme has significantly improved the reading ages of pupils, accessibility to the curriculum and chances of achieving basics measure.</p> <p>The need to share this across all faculties to continue to raise the profile of literacy for all Pupil Premium pupils to promote engagement and skill development.</p>	<p>Director of Teaching to use School Improvement Plan and Literacy Action Plan to embed literacy development at all levels.</p> <p>Director of English to provide CPD to other Directors/Lead Teachers regarding developing pupils from their KS2 outcomes.</p>	<p>LAS SBK HSP</p>	<p>Weekly via Faculty link Meeting</p> <p>Calendared Pupil Premium data analysis reviews</p> <p>Termly via Faculty Feedback SLT agenda item</p> <p>Lesson Observation Leaning walks Book Looks Pupil Voice</p>
<p>Consistent and effective</p>	<p>Ensure pupils experience numeracy in a consistent way</p>	<p>Current success of numeracy intervention programme</p>	<p>Director of Mathematics to</p>	<p>JHA</p>	<p>Weekly via Faculty link Meeting</p>



<p>implementation of numeracy strategy across the curriculum and numeracy interventions.</p>	<p>across all subjects and continue to utilise the expertise of the mathematics team.</p> <p>Pupils have access to intervention programme(s) as appropriate.</p>	<p>demonstrated by three year upward trend in pupil progress.</p> <p>The need to share this across all faculties to continue to raise the profile of literacy for all Pupil Premium pupils to promote engagement and skill development.</p>	<p>provide CPD to other Directors/Lead Teachers regarding developing pupils from their KS2 outcomes.</p>		<p>Calendared Pupil Premium data analysis reviews</p> <p>Termly via Faculty Feedback SLT agenda item</p> <p>Lesson Observation Learning walks Book Looks Pupil Voice</p>
<p>Increase the number of Pupil Premium pupils who are studying Modern Foreign Language(s) at Key Stage 4.</p>	<p>The number of Year 9 Pupil Premium pupils opting to study Modern Foreign Language is at least the national entry rate by the 2022-23 academic year.</p>	<p>Importance of facilitating subjects on future destinations and outcomes.</p> <p>Broad and balanced curriculum for all.</p>	<p>Additional teaching group added to Year 7 and Year 8 curriculum to accelerate pupil participation and progress from KS2 starting point.</p> <p>Modern Foreign Languages action plan implemented.</p>	<p>LAS</p>	<p>Weekly via Faculty link Meeting</p> <p>Key Stage 4 Options schedule</p>
<p>Curriculum planning</p>	<p>Curriculum plans well sequenced to address gaps and barriers to learning in knowledge and cultural capital through strategies such as cognitive recall, interleaving driving independent writing opportunities.</p>	<p>To date, adjustments to curriculum planning have seen improvements in pupil premium trial examinations. The school will continue to embed changes and look deeper into the metacognition of low prior attaining pupils.</p>	<p>Teaching and Learning Programme delivered to all staff through INSET.</p>	<p>LAS Faculty Directors</p>	<p>Weekly via Faculty link Meeting</p> <p>Calendared Pupil Premium data analysis reviews</p> <p>Termly via Faculty Feedback SLT agenda item</p> <p>Lesson Observation Learning walks</p>



	CPD program across the year to build on last year's CPD and further close the attainment and progress gap between Pupil Premium pupils and non-Pupil Premium pupils.				Book Looks Pupil Voice
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7. Funding allocation breakdown – Targeted support

Action	Intended outcome	Evidence and rationale for this choice	Implementation strategy	Staff Lead(s)	Review
1:1 English and mathematics provision for Pupil Premium pupils who are studying alternative timetables.	Pupil Premium Basics outcomes in line with non-Pupil Premium pupils from the same starting point.	Pupil Premium Pupils will have wider range of Post-16 progression pathways and life chances.	Literacy and Numeracy Tutor strategy	SBK JHA ADA JBA	Weekly via PCS Meeting Calendared Pupil Premium data analysis reviews Termly via PCS Feedback SLT agenda item Leaning walks Book Looks Pupil Voice
Targeted support for pupils below age related expectations in reading and mathematics.	To close the gap of Pupil Premium pupils who are below age related expectations and those who are not.	Importance of literacy and numeracy for life chances/basics measure in KS4. Need these skills to access the full curriculum.	Literacy and Numeracy Tutor strategy	SBK JHA HSP	Calendared Pupil Premium data analysis reviews Termly via Faculty Feedback SLT agenda item



					Lesson Observation Leaning walks Book Looks Pupil Voice
Key Stage 4 intervention for all Pupil Premium pupils who are at risk of a negative Progress 8 score at the end of Year 11.	<p>Pupil Premium outcomes in line with non-Pupil Premium pupils from the same starting point.</p> <p>A package of revision workshops and boosters delivered after school for Y10 and Y11 to address gaps in learning across all subjects and address barriers to learning such as revision opportunities at home.</p>	Key Stage 4 intervention programmes have been proven to significantly improve the outcomes of disadvantaged pupils in recent years.	<p>Mentor time Ebacc intervention programme</p> <p>Key Stage 4 After school intervention programme</p>	DMI JHA	<p>Calendared Pupil Premium data analysis reviews</p> <p>Termly via PCS Feedback SLT agenda item</p> <p>Leaning walks Book Looks Pupil Voice</p>
Routines for Learning – Equipment	<p>Equipment made available, alongside a developing independence and organisation strategy, to ensure equipment is not a barrier to learning for our disadvantaged pupils.</p> <p>All Pupil Premium pupils are adequately equipped and ready in line with non-Pupil Premium pupils.</p>	Pupil Premium pupils receive behaviour logs for equipment. All disadvantaged pupils to be given a full equipment pack for free. A further resource for pupils to borrow (with sanctions if too often) to be activated.	Mentor time equipment check system	AMI LBO	<p>PSC Impact Meeting schedule</p> <p>Pupil Voice</p>
Routines for Learning – Behaviour	<p>Fixed term and permanent exclusion below national average.</p> <p><i>National Permanent exclusions for premium pupils 0.50%</i></p>	Pupils who meet school behaviour expectation are proven to make better progress.	Behaviour intervention programme	GDE AMI	<p>PSC Impact Meeting schedule</p> <p>Pupil Voice</p>



	<p>National Permanent exclusions for non-premium pupils 0.10%</p> <p>National fixed period for non-premium pupils 24.93%</p> <p>National fixed period for non-premium pupils 6.16%</p> <p>Pupil Premium sanctions in line with non-pupil premium pupils.</p>		Assertive Mentor Alternative Curriculum		
Routines for Learning – Attendance	<p>Pupil Premium attendance and Persistent Absence are in line with non-pupil premium pupils nationally.</p> <p>National Absence for Pupil Premium pupils 8.2%</p> <p>National Absence for non-Pupil Premium pupils 5.5%</p> <p>Pupil Premium pupils are punctual to school and lessons. Pupil Premium sanctions in line with non-Pupil Premium pupils.</p> <p>National Persistent Absence for Pupil Premium pupils 24.7%</p> <p>National Persistent Absence for non-Pupil Premium 9.1%</p>	If pupils do not attend school they do not learn, if they do not learn they will not make good progress and therefore will restrict their future life chances.	Attendance and punctuality intervention programme Parkside Pick-Up	GDE AMI BPL	PSC Impact Meeting schedule Pupil Voice
Routines for Learning – learning outside the lesson environment	<p>Pupil Premium pupils complete knowledge builder/creativity builder and revision tasks outside of the lesson environment in line with the completion rate of non-Pupil Premium pupils.</p>	Pupil Premium pupils not revising at home even with parent contact are identified. Pupils placed into an after school support intervention for up to 5 hours per week.	Knowledge Builder/Creativity Builder intervention programme		PSC Impact Meeting schedule Pupil Voice



8. Funding allocation breakdown – other approaches

Action	Intended outcome	Evidence and rationale for this choice	Implementation strategy	Staff Lead(s)	Review
Social, Emotional and Mental Health support	To ensure the Pupil Premium pupils effectively engage with/have access to Early Help services.	Pupil Premium pupils who have social, emotional and mental health areas of need are proven to have attendance issues that result in less than good progress that can impact post-16 life chances.	Early Help Offer engagement Parental engagement	SHO DMIC	PSC Impact Meeting schedule Pupil Voice
Parental Engagement	Increased parental support for Low Prior Attaining Disadvantaged Pupils through at least 90% attendance at Parents' Evenings.	Parental engagement with the school has been proven to underpin improved outcomes for Pupil Premium pupils.	Parental Engagement Evenings Child care support Bespoke appointment system	GDE BPL	PSC Impact Meeting schedule Pupil Voice
Secondary Transition Programme	Pupils and parental voice and staff feedback indicate positive engagement shown in attendance, rewards and sanctions data.	Primary Headteacher feedback Pupil Premium pupils require support with the transition from primary to secondary school with regard to routines for learning.	Transition Programme	DMI SHO AMI HSP	PSC Impact Meeting schedule Pupil Voice
Careers	To ensure all pupils, including Pupil Premium pupils, are not NEET and are offered impartial advice and guidance. To increase the proportion of Pupil Premium pupils accessing Higher Level Apprenticeships or Level 3 courses. To ensure that pupils are engaged in Post 16 destinations and beyond	Life chances for all and economic prosperity for pupils who are in deprivation. To give pupils access to the wider experiences and cultural capital needed to ensure these life chances	Careers Service	DMI KOS	Alternate weekly meeting