

Pupil premium strategy statement – Parkside Academy

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	881
Proportion (%) of pupil premium eligible pupils	44.7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	October 2025
Date on which it will be reviewed	September 2026
Statement authorised by	K. Armstrong
Pupil premium lead	R. Wingfield
Governor / Trustee lead	J. Armitage

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£377325
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£377325

Part A: Pupil premium strategy plan

Statement of intent

To ensure every single pupil premium student receives the best possible teaching and the best possible learning to:

- Motivate our pupils in order to have high aspirations and achieve their full potential
- Prepare them as fully as possible to aim for a positive lifestyle beyond school
- Help them grow into mature and responsible adults
- Raise their awareness of the needs, rights and responsibilities of all members of our community.

The main barriers that hinder the academic achievement of pupils in receipt of pupil premium funding are as follows; low-academic aspirations, attendance, poor literacy and numeracy skills, support from home and limited access to wider enrichment opportunities. These factors drive our pupil premium policy to ensure that our pupils are able to achieve their full potential.

- Pupil Premium funding has been used in a variety of ways with the direct and explicit aim of narrowing the attainment gap between the highest and lowest achievers. This may include investment in both academic and pastoral initiatives to provide enrichment or enhancement for individual pupils. Attainment of Pupil Premium children is monitored via subject assessment meetings and in SLT link and data meetings.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Literacy - Targeted pupil premium program to raise levels of communication within the curriculum. Diagnostic testing enables Parkside throughout the academic year to assess the literacy and numeracy skills found in our students. This data informs the allocation of our strategies who require additional phonics training, small group intervention and reading interventions. Assessment data indicates that the percentage of pupils entering the school with reading ages below average has increased due to the pandemic.

2	Attendance – Tacking absenteeism in pupil premium students who fail to attend regularly, are late or who are and persistent absentees. Using data over from the previous 3 academic years show that the difference between a pupil premium students and none pupil premium students ranges from 3 to 5% over an academic year. Although the academies attendance both overall and for pupil premium students remains above national average, the gap between these students remains. Data indicates that students who are late for lesson or who fall into the category as a persistent absentee are often pupil premium students.
3	Engagement – Raising the levels of pupil premium engagement within lessons and enrichment in order to raise pupil aspirations and progress. Through analysis of data linked to behaviour and achievement it is clear that there is a gap between pupil premium and non-pupil premium in terms of positive behaviour and engagement within lessons. Through our quality assurance program, student voice has indicated pupil premium students are often unsure of what career / education paths they want to follow and what pathways are available to them. Although very successful, there is a gap in NEET between the two groups of students. Data also shows that pupil premium students wishing to part take in extended curriculum opportunities are lower than their peers are. Pupil premium students during in class discussions are also less able to clearly explain the purpose of their work and how it will lead to further opportunities and skill. Behaviour data taken over the previous 2 academic year's indicates that pupil premium students are more likely to be excluded from education and at risk of permanent exclusion.
4	Resources – Ensuring that pupil premium students are fully resourced including uniform, PE kit, and stationery. Our data in regards to student resources including uniform, PE kits, stationery and technology shows that pupil premium students often do not have access to these resources which can in turn make them more reluctant to attend lessons and able to partake in lessons in and outside of school.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved fluency of reading and communication in pupil premium students.	- Targeted intervention program to allow pupil premium students access to staff and resources in order raise levels of those below age related expectation. - Data and internal tracking to show narrowing gaps between pupil premium students and their peers. - Students to be more confident in their reading ability and texts accessed both in and outside of the classroom. - Students to be able to access a full curriculum offer in both KS3 and KS4. - Reading opportunities planned and delivered throughout the curriculum. - Phonics screening and intervention programmes used successfully in order to improve student attainment. - Tutor Programme to incorporate daily opportunities for reading with the introduction of the Year Group read.
Pupil premium students to access the necessary support in order to increase their attendance, punctuality to lessons and a reduction of students classed as persistent absentees.	- Improved attendance across all year groups and targeted attendance students. - Students to be punctual to lessons in order to actively engage in the curriculum. - Overall attendance for pupil premium students to be above national average. - Reduction in fixed term exclusion data in pupil premium students encourage students to engage and attend lessons. - Range of mental health support including 1:1 support such as EWEL team, counselling on offer for targeted students. - Use of Trust support – Horizon and Thrive
The engagement of pupil premium students within lessons, in extracurricular activities and cultural experiences are enhanced raising students aspirations, creating students	Student voice to show pupil premium students enjoy their time at Parkside and can speak fluently about their experience.

equipped for the next stage of their education/career path.	• Internal tracking to show a narrowing gap between none pupil premium and pupil premium students in subject areas. • Reduction in the number students at risk of a FTE who are PP. • Improved attainment for pupil premium students, narrowing the gap between them and their peers. • Increased number of rewards points issued to pupil premium students to promote positive attendance. • Targeted pupil premium quality assurance procedures including lesson observations, work analysis, DDI etc. to show increased attainment and progress within lessons narrowing. • Internal tracking to show increased engagement in extracurricular activities expanding student's cultural horizons. • Parental engagement on targeted raising achievement evenings, parental engage to increase in uptake and in parent voice feedback. • Careers programme to equip students with the knowledge and skills in order to get to the next stage of their education/career pathways, reducing potential NEET figures. • Increased number of pupil premium students accessing the EBACC qualification. • Increase in positive points on Classcharts
All pupil premium students to have access to key resources such as uniform, PE kits and lesson resources in order to be able engage successfully in lessons.	• All pupil premium students to have access to free/clean uniform and PE resources promoting pride in appearance where required. • Removing barriers to students in accessing their curriculum with items including stationery. • Students to have access to devices in and out of school to extend and consolidate their learning where required. • Improved engagement in homework activities. • Increased use of low stakes testing and instant feedback via e-learning tools.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 144285

Activity	Evidence that supports this approach	Challenge number(s) addressed
Two Higher Level Teaching Assistants to assist within lessons and withdrawal of PP students to ensure any areas of weakness are tackled i.e. phonics, numeracy	- EEF: improving literacy in secondary schools EEF: Preparing for Literacy Toolkit - One to One Tuition and Small Group Tuition	Challenge 1
Appointment of LSA/ELSA staff to work with key students in lessons and support with phonics and areas of weakness across all subject areas	- EEF: improving literacy in secondary schools EEF: Preparing for Literacy Toolkit - One to One Tuition and Small Group Tuition	Challenge 1
Appointment of additional PP lead to focus on whole school initiatives with a focus on KS4 PP students to ensure they are appropriately supported during GCSE study and have opportunity to achieve the best possible outcomes.	- EEF Guide to Pupil Premium - EEF Teaching and Learning toolkit EEF: Metacognition and Self-Regulated Learning	Challenge 1 Challenge 3 Challenge 4
Access to “homework club” for all PP students to provide resources and academic support	- EEF Guide to Pupil Premium	Challenge 1 Challenge 4
Subsidised music lesson offer for all PP students to expand cultural horizons	- EEF Guide to Pupil Premium	Challenge 3
Targeted revision to support revision techniques and knowledge retention in PP students	- EEF: Metacognition and Self-Regulated Learning	Challenge 1

High quality teaching pedagogy in all classrooms using the latest action research to inform practice to ensure teachers are using the best strategies to ensure pupil premium students make progress.	- EEF Guide to pupil premium "Ensuring an effective teacher is at the front of every class" - EEF Teaching and Learning toolkit - EEF: Metacognition and Self-Regulated Learning - WalkThrus - Tom Sherrington - Great Teaching Toolkit subscription for staff from Evidence Based Education	Challenge 3
Teaching and Learning team with a focus on action-research based practice to ensure no child is at a disadvantage at Parkside Academy – using contextualised research to bridge the attainment gap.	- EEF Guide to pupil premium "Ensuring an effective teacher is at the front of every class" - EEF Teaching and Learning toolkit - Great Teaching Toolkit subscription for staff from Evidence Based Education	Challenge 1 Challenge 3
Staff CPD programme including key pupil premium strategies and research including - phonics, behaviour for learning, retrieval strategies, questioning.	- EEF Guide to pupil premium "Ensuring an effective teacher is front of every class"	Challenge 3
Improving levels of communication, including reading, to allow targeted pupil premium students access to the curriculum and promote a love of reading.	- EEF: improving literacy in secondary schools - EEF: Preparing for Literacy	Challenge 1
Revision guides for year 11 pupil premium students to allow independent revision and work	- EEF Guide to Pupil Premium	Challenge 3 Challenge 4
Expanding students' cultural horizons to ensure PP students have careers aspirations/educational goals	EEF Guide to Pupil Premium	Challenge 3
Changes to Tutor Programme to incorporate daily reflection asks to promote metacognitive approaches to learning and opportunities to reflect on success	- EEF: Metacognition and Self-Regulated Learning	Challenge 3
Aspire and Achieve programme to build intrinsic motivation in students and promote positive attitudes to learning – as well as providing frequent	- EEF Guide to Pupil Premium - EEF Teaching and Learning toolkit - EEF: Metacognition and Self-Regulated Learning	Challenge 1 Challenge 2 Challenge 3

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 89850

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 intervention to tackle individual needs of PP students	EEF: Mentoring Toolkit - One to One Tuition and Small Group Tuition	Challenge 1
Targeted masterclasses for pupil premium students delivered by strategic leads across the trust in core subjects and humanities	Toolkit - One to One Tuition and Small Group Tuition	Challenge 1
KS3 intervention programmes for pupil premium students focussing on literacy and numeracy skills.	Toolkit - One to One Tuition and Small Group Tuition	Challenge 1
Small group pupil premium intervention in core subjects: - Reading fluency intervention group - Book, brew, biscuit intervention	Toolkit - One to One Tuition and Small Group Tuition	Challenge 1
Phonics intervention to ensure identified pupil premium students can crack the phonics code, increase reading ages and access the curriculum.	EEF: improving literacy in secondary schools EEF: Preparing for Literacy Toolkit - One to One Tuition and Small Group Tuition	Challenge 1
Key PP tutor group identified in Year 11 to offer a tailored Tutor Intervention Programme	Toolkit - One to One Tuition and Small Group Tuition	Challenge 1 Challenge 2 Challenge 3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 143190

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full time attendance officer to ensure PP students attendance is sustained and improved	DfE: Improving school attendance: support for schools and local authorities.	Challenge 2

Resources including school uniform, PE kit, lesson resources to be issued to students in need	EEF Guide to Pupil Premium	Challenge 4
Full time member of staff and the school "Sensory Room" giving students access to a safe space in school in order to access the curriculum. PP prioritised.	EEF: Healthy Minds EEF: Improving Behaviour in Schools	Challenge 3
Weekly on site EWEL team to help targeted pupil premium students and their engagement in school	EEF: Healthy Minds EEF: Improving Behaviour in Schools	Challenge 3
Part time member of pastoral care in charge of Adolescent Mental Health to assist PP students with anxiety in attending school or who are struggling with mental health issues	DFE Promoting and supporting mental health and wellbeing in schools	Challenge 2
Time allocated to key stage lead to support for transition work from KS2 to KS3 to ensure PP students' needs are identified	EEF: Improving Literacy - Supporting oral language development KS2	Challenge 1
Support for pupil premium students via an emotional wellbeing lead to support wellbeing of PP students suffering from social anxiety and mental health issues affecting their attendance	EEF: Healthy Minds DFE Promoting and supporting mental health and wellbeing in schools	Challenge 2
HLTA time allocation to support Post 16 pathway awareness of career paths of pupil premium students.	EEF Guide to Pupil Premium	Challenge 3
Rewards for pupil premium students, minimising exclusion figures to ensure students are kept in the classroom environment.	DfE: Improving school attendance: support for schools and local authorities.	Challenge 2
Progress Manager acquisition to support with pastoral issues with a focus on pupil premium attendance, uniform etc.	DfE: Improving school attendance: support for schools and local authorities.	Challenge 2 Challenge 4
Reading books for all year 7 PP students.	EEF Guide to Pupil Premium	Challenge 1 Challenge 4

Ensuring pupil premium students have access to a daily breakfast	National School Breakfast Programme	Challenge 3 Challenge 4
Full time attendance officer to ensure PP students attendance is sustained and improved	DfE: Improving school attendance: support for schools and local authorities.	Challenge 2

Total budgeted cost: £ 377325

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<i>Attainment 8 score – 32.69</i> <i>Students achieving 9-4 in English and maths – 35%</i> <i>Students achieving 9-4 in English – 47.5%</i> <i>Students achieving 9-4 in Maths – 37.5%</i> Attendance data: 86.8% - 22/23 86.9% - 23/24 84.7% - 24/25
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Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
• Effective monitoring of service children and their progress to ensure they make expected levels of progress. • Where required the schools wave system use of small group and 1:1 interventions are in place to support learning • High quality CPD offer for staff to ensure students get the best possible learning experience in the classroom. • Strong pastoral programme to give ensure staff are supported with any behavioural issues, social skills, self-esteem and develop positive attitudes towards their learning. • Range of enrichment activities to enable service children to access additional opportunities including leadership, subject specific opportunities etc.

The impact of that spending on service pupil premium eligible pupils
• Positive progress in relevant year groups to ensure at least expected progress is made. • Attendance figures above national average in all key groups. • All students given access to technology to ensure learning opportunities in and out of the classroom. • Positive student voice. • QA procedures to show adaptive teaching.