

Pupil premium strategy statement (Secondary)

School overview

Metric	Data
School name	The Park Community School
Pupils in school	2020 1416
Proportion of disadvantaged pupils	2020 26.27%
Pupil premium allocation this academic year	2020 £302,257.50
Academic year or years covered by statement	2018 – 2020
Publish date	November 2020
Review date	May 2021
Statement authorised by	G Roscoe
Pupil premium lead	R Lewin
Governor lead	M Gagg

Disadvantaged pupil performance overview for last 3 academic years:

2018

Progress 8	-0.83
Ebacc entry	9.76%
Attainment 8	32.91
% Grade 5+ in English and maths	17%

2019

Progress 8	-0.62
Ebacc Entry / Score	21.95% / 3.13
Attainment 8	35
% Grade 5+ in English and maths	28%

2020

***This data is derived from Centrally Assessed Grades, due to Covid-19.**

Progress 8	-0.6
Ebacc Entry / Score	15.28% / 3.38
Attainment 8	40.19
% Grade 5+ in English and maths	36.11%

Strategy aims for disadvantaged pupils

NB. To produce comparative data the EEF recommends we use their family of school data sets available on the April after the results are published- available here: <https://educationendowmentfoundation.org.uk/tools/families-of-schools-database/the-park-community-school-ex32-9ax/>

Aim	Target	Target date
Progress 8	Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	May 21
Attainment 8	Achieve above average attainment score for disadvantaged pupils amongst similar schools	May 21
% Grade 5+ in English and maths	Achieve above average English and maths 5+ scores for similar schools	May 21
Other- Attendance	Sustain attendance above national average for FSM/PP	May 21
Ebacc Entry/Score	Better EBacc Entry/Score for all pupils for similar schools	May 21

Teaching priorities for current academic year

NB: Due to Covid-19 some of these priorities will not be able to be met, but remain in place for when we can return to normal.

Measure	Activity
<p>Priority 1</p> <p>Teaching and Learning</p> <p>-Raising standards for all through specific leadership of ITT and T and L</p> <p>-AHTs, Investment in the Improvement of Teaching and Learning</p> <p>Reason: The greatest impact on DS attainment and outcomes from the classroom. Invest in the leadership of teaching and learning to improve outcomes for all, including DS students.</p>	<p>Curriculum reform and development is supported to build a knowledge rich curriculum accessible to all students.</p> <p>Leadership changes to enable improved and effective teaching and learning across the school.</p> <p>To include CPD and support for effective teaching.</p>
<p>Priority 2</p> <p>Effective Transition</p> <p>-HEP and Suzanne R</p> <p>Improve the transition and link between Primary and Secondary School</p> <p>Reason: Limit the drop in attainment between primary and secondary school and ensure secondary school ready.</p>	<p>Utilise transition coordinator to learn about and work with students in year 5 and 6 and settle them in during year 7 and reduce their barriers to a successful transition.</p>
<p>Priority 3</p> <p>Literacy and Reading for pleasure.</p> <p>Reason: Some low levels of literacy are impacting attainment. Research evidence links reading for pleasure with improved outcomes.</p>	<p>Embed Accelerated Reader across KS3 to support increase in reading for pleasure through tutorials and English lessons.</p>
<p>Priority 4</p> <p>Improve information for Teachers</p> <p>Ensure all teachers have the best information available to support the attainment of their DS.</p> <p>Reason: Ensure all DS students, whatever levels of attainment, are challenged to raise outcomes.</p>	<p>Ensure the best information about all DS students is available to help teaching and learning in the classroom- Pupil Passports are in place for all DS students.</p> <p>Classcharts used to share information.</p>

Barriers to learning these priorities address	Teacher development to ensure consistency and effective delivery every lesson. Key members of staff. Drop off in student performance from Y6-Y7. Accelerated Reader leadership and parental engagement with learning and reading Admin time to complete and enter Passports
Projected spending	£200,000+

Targeted academic support for current academic year

Measure	Activity
Priority 1 Academic Mentoring -NIH, NKK, Reducing the barriers of low academic and/or literacy levels in specific DS students.	Literacy/Academic mentoring interventions across KS3/4 for low attaining disadvantaged pupils to support their academic skills and/or literacy where needed on an individual basis.
Priority 2 Literacy Development -KLO CPD and reporting to parents.	Introducing Key Literacy Outcomes and Reporting across all subjects.
Priority 3 Inclusion -Supporting the BLES team including the Mulberry, LINC, Pastoral mentors	Ensure all DS students whose barriers include attendance or emotional needs have dedicated support in place.
Barriers to learning these priorities address	Levels of parental support influencing low literacy outcomes. CPD for staff on KLO. Reducing multiple barriers- attendance, inclusion, etc. Covid-19 Impacts
Projected spending	£50,000+

Wider strategies for current academic year

Measure	Activity
Priority 1 Homework Support	Increasing attendance at Homework and Football Club amongst disadvantaged pupils.
Priority 2 Cultural Capital	Supporting DS students in all Cultural Capital opportunities in and out of school- visits and trips.
Priority 3 Basic needs	Supporting students to access basic needs, for example, breakfast club, uniform discounts, support with revision guides and equipment. Cooking ingredients, Chromebooks.
Barriers to learning these priorities address	Attendance of key pupils at Homework and Football Club. Availability and allocation of funding to different visits, resources and activities. Staffing and support for the breakfast club.
Projected spending	£40,000+

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching and Learning	Ensuring enough time is given over to allow for staff professional development.	Use of INSET days and additional cover being provided by senior leaders.
Targeted support	Ensuring all staff understand and support KLO development.	Use of Wonder Wednesdays and reporting procedures use the systems in place.
Wider strategies	Engaging the families facing most challenges are supported. Ensure DS attend breakfast club.	Working closely with the LA and other local schools . Limits to support for trips and visits. Letters to invite and opening it to all.

Review: aims and outcomes- Current situation

Aim	2018 Outcome	2018 Family Average	Achieved?	2019 Outcome	2019 Family Average ¹	Achieved?	Provisional 2020 Outcomes *School Data
Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	-0.79	-0.5	No	-0.62	-0.6	No -0.02 variance	-0.6
Achieve above average attainment score for disadvantaged pupils amongst similar schools	32.8	38	No	35	36.5	No -1.5 variance	40.18
Achieve above average English and maths 5+ scores for similar schools	17%	26.7%	No	28%	22%	Yes +6% variance	36.11
Better EBacc Entry/Score for all pupils for similar schools	9.76%	NA	NA	3.1	3	Yes	3.38
Sustain attendance above national average for FSM	92.5% FSM	92.4% FSM/E6 national 2019 ²	Yes	89.45% NB- Covid-19 had a large impact in T2/3	90.8% (9.2% FSM Absence rates Nationally for Secondary Schools ³)	No -1.35% variance	

¹ <https://educationendowmentfoundation.org.uk/tools/families-of-schools-database/the-park-community-school-ex32-9ax/>

² https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/787463/Absence_3term_201718_Text.pdf

³ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/875216/Absence_3term_201819_tables.xlsx

