

Pupil premium strategy statement (Secondary)

School overview

Metric	Data
School name	The Park Community School
Pupils in school	1409
Proportion of disadvantaged pupils	25.48%
Pupil premium allocation this academic year	£299, 198
Academic year or years covered by statement	2018/19 – 2020/21
Publish date	October 2019
Review date	October 2020
Statement authorised by	G Roscoe
Pupil premium lead	R Lewin
Governor lead	M Gagg

Disadvantaged pupil performance overview for last 2 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	-0.59
Ebacc entry	21.95%
Attainment 8	36.15
% Grade 5+ in English and maths	29.27%

Strategy aims for disadvantaged pupils

NB. To produce comparative data the EEF recommends we use their family of school data sets- 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	Sept 21
Attainment 8	Achieve national average for attainment for all pupils	Sept 21
% Grade 5+ in English and maths	Achieve average English and maths 5+ scores for similar schools	Sept 21
Other	Sustain attendance above national average	Sept 21
Ebacc entry	Better national average EBacc Entry for all pupils	Sept 21

Teaching priorities for current academic year

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>
<p>Barriers to learning these priorities address</p>	<p>Teacher development to ensure consistency and effective delivery every lesson. Key members of staff.</p> <p>Drop off in student performance from Y6-Y7.</p>

	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.
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.
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 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	2019 Outcome	2018 Family Average ¹	Achieved?
Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	-0.79	-0.59	-0.5	No
Achieve national average for attainment for disadvantaged pupils	32.8	36.15	38	No
Achieve average English and maths 5+ scores for similar schools	17%	29.3%	26.7%	No
Sustain attendance above national average		92.5% HT1 PP	92.4% FSM/E6 national 2019 ²	Yes

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

Review of Targets from previous PP Strategy Review (2019):

1.	Current attainment					
	<i>Baseline: August 2017 Pupils eligible for PP (Park School – UPDATED VALIDATED DATA)</i>	<i>Baseline: Pupils not eligible for PP (national average 2016)</i>	<i>6 Month Review: Feb 2019 Pupils Eligible for PP</i>		<i>Results 2019 Final Review: Pupils Eligible for PP</i>	<i>Target: August 2019</i>
Progress 8 Score	-0.78	0.12 (2016)	Y10: -0.56	Y11: -0.63	-0.61	-0.3
% achieving Basics 9-5/9-4	17%/34%	??/70 (2016)	30%/66%	23%/33%	27.5%/45%	30%/55%
Progress 8 English/Maths	-1.09/-0.67	0.09/0.11 (2016)	-0.54/0.42	-0.98/0.64	-0.83/-0.1	-0.3/-0.25
Progress 8 Ebacc/Open	-0.64/-0.94	0.15/0.11	-0.74/-0.49	-0.35/-0.67	-0.35/-1.08	-0.3/-0.3
End of Year 9 % Expected Progress English	46%	85.2% (Non PP Park School 2017)	36.5%		36%	55%
End of Year 9 % Expected Progress Maths	56%	85.1% (Non PP Park School 2017)	60%		46.1%	55%
Attendance %	90.89% (To Half Term 5)	94.95% (All to Half Term 5 Park School 2017)	92.62%		92.64%	95% (To Half Term 5)
Number of Days Lost to Fixed Term Exclusions	77 Days	50 (Non PP Park School 2017)	36		65 days	37 Days