Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Parkside School
Number of pupils in school	181
Proportion (%) of pupil premium eligible pupils	56% PP incl LAC
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024/25
Date this statement was published	April 2024
Date on which it will be reviewed	April 2025
Statement authorised by	Carolyn Ellis-Gage
Pupil premium lead	Vicky Shingles
Governor / Trustee lead	Caroline Sykes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£105, 920
Pupil Premium Post LAC funding allocation this academic year	£7710
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£113,630

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Social opportunities
- Mental wellbeing and self regulation
- Safeguarding and vulnerability
- Life skills and careers advice

- Supporting families holistically

While this strategy is specifically focussed on the needs of disadvantaged pupils, it has the potential to benefit all pupils at Parkside School as the funding will be used to strengthen teaching and learning provision supporting whole school incentives. Although there don't appear to be any differences in reading attainment between disadvantaged pupils and their peers, improving literacy is vital for our disadvantaged pupils for them to access the world when they leave school. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum. This includes support staff skilled at supporting pupil behaviour and wellbeing.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all through the employment of both level 6 Careers Leader and Level 6 Careers Advisor

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	All pupils at Parkside have a range of disabilities and **learning needs** stated on their EHCP. All pupils have a moderate or severe learning need and/or Autistic Spectrum Conditions and/or Social and Emotional needs. All of these needs impact on our pupil's ability to access their curriculum.
2	Through observations and conversations with pupils and their families we find that disadvantaged pupils generally have fewer opportunities to develop **cultural capital** outside of school.
3	Our data shows that a higher proportion of **safeguarding** concerns reported were for disadvantaged pupils.
4	Our observations, assessments and discussions with pupils and their families show that a large proportion of our disadvantaged pupils struggle with **attention and concentration** in the classroom.
5	Our observations and conversations with pupils and their families have identified that disadvantaged pupils are **vulnerable in the community** both now and when they eventually leave Parkside.
6	Our observations, assessments and discussions with pupils and their families show that a large proportion of our disadvantaged pupils have difficulties with **expressive and receptive language**.
7	Observations, behaviour reporting and our EHCP data show that disadvantaged pupils struggle with **self-regulation** and **mental wellbeing.**

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
To improve attainment for disadvantaged pupils in all subjects, notably Reading and Maths.	Assessment data, Reading and Maths ages to show that disadvantaged pupils are making progress that is at least in line with their peers.
Disadvantaged pupils access zones of regulation to support self-regulation and mental wellbeing .	Pupils have zones strategies with visual supports. A reduced number of behavioural incidents reported. Assessment data to show progress
To improve communication and interaction skills for our disadvantaged pupils.	Reduced communication frustrations leading to reduced behaviours recorded. Pupils are more independent as they are

	able to communicate and give their views and choices. Evidenced through earwig.
To provide families and carers with information to be able to support students with all areas of life.	Parent support advisors to support parents where necessary. Parents feel supported and have good communication with school.
To provide educational opportunities and experiences which enrich and supplement the curriculum. To provide opportunities for pupils to apply learning skills in different contexts.	Pupils access a range of enrichment experiences throughout the year, within and out of school. Evidence recorded on earwig.
To provide pupils with the opportunity to experience and practice life skills such as travelling in the community, shopping, self care etc.	Evidence record on earwig. Pupils access a range of life skills experiences both as part of their curriculum and supplementing their curriculum.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £44,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest school	https://sylva.org.uk/forestschools/report Forest school supports team work, collaboration, communication and gives opportunity for pupils to excel when they struggle with academic subjects.	50 rotated across the year
Employment of Careers level 6 advisor	Provide day-to-day support tailored to individual needs. Advise on which careers programme providers, activities and resources are most effective Work with local employers to coordinate experiences of the workplace for your students that are tailored to their needs.	All Pupils
CPD between staff. Phonics, maths	Increased awareness of best practice to meet need of pupils with SEN https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	All pupils

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

Budgeted cost: *£ 15,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Agreement with Educational Psychology, Specialist Teacher, OT	Specialist support for teachers Specific support for pupils at tier 2 level. Internal impact data	All pupils
Tutoring	Tutor bought in 3 hours a week to stretch the more able pupils in English and maths	Small groups across the year

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

Budgeted cost: £ *65,350*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture	Boxhall profiles, conversations with teachers, CPOMS behaviours reported	20 over the year
Additional Parent Support Advisor	Families supported emotionally, sign posted to further support, parents supported to meet children's needs https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	50 families over the year
Paying towards trips and visits	All pupils have equal opportunity to trips, no pupil does not attend purely based on finance	60 over the year
Sensory support	Equipment to support pupils sensory needs in the classrooms Behaviour data	All
Therapies (music therapy/counselling)	https://www.nhs.uk/mental-health/talking-therapies-medicine-treatments/talking-therapies-and-counselling/benefits-of-talking-therapies/ https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies	30 pupils over the school year
Breakfast support staff	Pupils settle better for the day with a school routine that includes ensuring they have breakfast. They are school ready and better able to concentrate on their learning. https://www.gov.uk/guidance/national-school-breakfast-club-programme	All pupils

	https://www.family-action.org.uk/content/uploads/2023/09/Impact-of-the-National-School-Breakfast-Programme.pdf	

Total budgeted cost: £124350

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 financial year.

Pupil Progress

Teachers complete termly pupil progress forms, analysing the progress pupils are making across the four areas:

- Literacy/Communication
- Numeracy
- Self Regulation and Mental Health
- EHCP Outcomes

Teachers use a range of data to support their own judgement of progress including Earwig, Maths Whizz, Star Reader and behaviours recorded on CPOMS.

Pupils who are identified as **not** making progress across **2 or more areas** are put onto a **watch list.** This list helps to inform therapeutic interventions as well as further in class support.

Autumn 23	Watch List (No of pupils and %)		Spring 24	Watch List (No of pupils and %)
PP	26 (50%)		PP	14 (54%)
Non PP	26 (50%)		Non PP	12 (46%)

Social Emotional Mental Health

Periodically, we analyse our CPOMS data, looking for any trends that we can react to in our practice.

Spring 2024 showed that disadvantaged pupils had, on average, more incidents of mental health reported and more incidents of restrictive physical intervention.

Mental Health incidents as of Spring 24	Average incidents	Number of pupils with at least one incident
PP	8	82%
Non PP	5	64%

Pupil Voice

Every term the pupils complete a pupil voice. When looking at the Spring 24 pupil voice, disadvantaged pupils were more likely to say they enjoyed school than non disadvantaged pupils.

Spring 24 pupil voice	I enjoy school	I feel safe at school	I enjoy playtime	I have friends at school
PP	90%	93%	96%	97%
Non PP	83%	86%	87%	94%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	