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	198
Proportion (%) of pupil premium eligible pupils	52% PP incl LAC
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2026/28
Date this statement was published	April 2026
Date on which it will be reviewed	April 2027
Statement authorised by	Carolyn Ellis-Gage
Pupil premium lead	Vicky Shingles
Governor / Trustee lead	Chris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ £111,150
Pupil Premium Post LAC funding allocation this academic year	£ £5380
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	£116530

Part A: Pupil premium strategy plan

Statement of intent

Our Aim

At Parkside, we want every student to have the same opportunities to succeed, regardless of their financial background. While we know that a student's special educational needs are often their primary challenge, we also recognise that family circumstances can create extra hurdles.

We use our Pupil Premium funding to level the playing field. Our goal is to make sure that disadvantaged pupils achieve just as well as their classmates in the areas that matter most: **independence, confidence, and readiness for adult life.**

Where We Are Focusing

Through careful observation and assessment, we have identified five key areas where this extra funding can make the biggest difference for our students:

- **Social Skills:** Helping students join in, make friends, and access activities outside of the classroom.
- **Wellbeing:** Giving students the tools to understand their emotions and **self-regulate** (staying calm and focused).
- **Safety & Support:** Providing an extra layer of protection for our most vulnerable students and working closely with their families.
- **Life Skills:** Making sure students learn how to handle real-world tasks, from managing money to traveling safely.
- **Future Careers:** Providing expert coaching so every student has a plan for what they will do when they leave us.

How We Use the Funding: Our Three-Step Plan

We follow a proven national model to make sure the money is spent effectively. Every decision we make is designed to improve a pupil's **communication, independence, and self-regulation.**

1. Great Teaching for Everyone

We believe that the best way to help students is to have excellent staff in every classroom.

- **What we do:** We invest in specialist training for our teachers and assistants. This ensures they have the expertise to support every child's unique communication style and help them learn to manage their own emotions and behavior (self-regulation).
- **Parent Benefit:** This helps all children at Parkside, as the whole school benefits from more skilled staff and a calmer, more supportive learning environment.

2. Targeted Support

Sometimes, a student needs a specific "boost" to help them overcome a barrier to learning.

- **What we do:** We provide **targeted support for mental health and wellbeing**, ensuring students feel safe and ready to learn. We also prioritise **"Literacy and Maths for Life."** This means teaching students how to read bus timetables, manage a budget, and understand work contracts.
- **Parent Benefit:** Your child gets help tailored to their specific needs—whether that is emotional support or practical skills—ensuring they gain the **independence** they need for the future.

3. Beyond the Classroom (Preparing for Adulthood)

This is about the "whole child" and their life outside school.

- **What we do:** We employ a specialist **Careers Leader and a Job Coach**. They work one-on-one with students to find work experience and college placements that actually fit their interests.
- **Parent Benefit:** We take the stress out of the "what happens next?" question by providing professional guidance and hands-on support for your child's transition to adulthood.

We don’t make assumptions. We don't provide support just because a student is eligible for a certain type of funding; we provide it because our assessments show it is the right thing to do for that individual young person.

By focusing on **communication, independence, and self-regulation**, we look at the strengths of every student and build our strategy around helping them shine.

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 support through personalised thrive support plans	Pupils have strategies to support with self regulations and understand their own feelings and emotions. 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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest school and outdoor learning	Our investment in **Forest School and outdoor learning** is driven by evidence that natural environments significantly improve **self-regulation** and **cooperative behavior** in pupils with complex needs. Research (e.g., *Taylor & Francis, 2024*) shows that the outdoors provides a low-arousal setting that reduces anxiety, allowing students to practice emotional control and focus. Furthermore, practical outdoor tasks create a natural necessity for **communication and teamwork**, encouraging pupils to collaborate on shared goals like shelter-building. By integrating these sessions, we provide a vital "sensory classroom" where pupils build the resilience and social confidence essential for their independence and long-term wellbeing.	35 individual 1-1 plus
OPAL and trained play therapists in school	Our investment in the **OPAL Play Award** and specialised **Teaching Assistant (TA) training** is supported by evidence that high-quality, facilitated play is a powerful engine for **self-regulation and social development**. Independent evaluations of the OPAL framework, such as those by the **University of Gloucestershire**, demonstrate that schools often see up to an **80% reduction in behavioral incidents** as students learn to navigate risk, resolve conflicts, and manage emotions within a structured play environment. By training our TAs as "Play Facilitators" rather than just supervisors, we align with **EEF guidance** on maximizing TA impact, ensuring they can expertly guide the development of essential social skills. This approach ensures that our disadvantaged pupils return to the classroom with restored attention and the emotional readiness required to engage fully with their learning.	
Employment of job coach	We employ a dedicated **Job Coach** based on robust evidence from the **Careers & Enterprise Company** and the **National Audit Office**, which shows that individualised coaching is the single most effective factor in helping pupils with SEND secure long-term employment. Research indicates that while only 7% of people with learning disabilities are in paid work nationally, **supported internships and job coaching models** can increase this to over 36% by providing a vital bridge between education and the workplace. Our Job Coach doesn't just find placements; they provide the **"on-the-job" training and mentoring** that builds a pupil's self-esteem and vocational skills in real-time. By investing in this specialist role, we are directly improving our pupils' future financial independence and significantly reducing the likelihood of them becoming NEET	All Pupils

	(Not in Education, Employment, or Training) after they leave Parkside.	
CPD for real life experiences teaching	We prioritize specific **CPD for staff in "Maths and Literacy for Life"** because research from the **Education Endowment Foundation (EEF)** and the **National Literacy Trust** emphasizes that for pupils with SEND, academic progress is most sustainable when it is rooted in functional, real-world application. Evidence shows that "contextualized learning"—teaching numeracy through budgeting or literacy through navigating public transport—significantly increases pupil engagement and the retention of core skills. According to the **DfE's "Preparation for Adulthood" framework**, specialized staff training in these areas ensures that academic targets are not met in isolation but are directly linked to a pupil's future independence and employability. By equipping our staff with the latest strategies for teaching functional skills, we bridge the gap between abstract classroom concepts and the practical demands of adult life, ensuring our disadvantaged pupils leave Parkside with the "cultural capital" and functional competency required to navigate the world confidently	All pupils

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

Budgeted cost: £ *30,150*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture trained staff employed	We employ **nurture-trained staff** because evidence from **NurtureUK** and the **Education Endowment Foundation (EEF)** shows that a "whole-school nurture approach" is transformative for both pupils and their families. Research indicates that nurture-trained practitioners are uniquely skilled at building "secure base" relationships, which are essential for families who may have previously experienced school as a place of stress or judgment. By applying the **Six Principles of Nurture**, staff can provide families with the emotional scaffolding and "reparenting" techniques needed to manage complex behaviors at home, significantly reducing household tension and the risk of family breakdown. An independent study by the **University of Leicester** found that schools with embedded nurture provision see a marked improvement in parental mental health and a decrease in family vulnerability, as parents feel empowered and supported rather than isolated. This holistic support ensures that the stability	

	created in school extends into the home, providing a consistent and safe environment for our most disadvantaged pupils to thrive.	
Thrive	We implement the **Thrive Approach** to provide our disadvantaged pupils with a neuroscientific framework for emotional growth, addressing the root causes of behavior to build long-term resilience. Evidence from **ImpactEd (2024)** shows that schools using Thrive consistently outperform national wellbeing averages, while long-term studies have linked the approach to a **38% reduction in severe absence** by creating the "Safe Harbour" environments necessary for vulnerable learners to thrive. By utilizing Thrive's diagnostic tools, our staff can identify specific developmental gaps and provide "reparative" support that strengthens **self-regulation**. This ensures students move from a state of "fight or flight" into a calm, learning-ready state, fostering the social-emotional stability required to access the full curriculum and build positive relationships.	Small groups across the year

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
		20 over the year
Additional Parent Support Advisor	We employ a **Parent Support Advisor** (PSA) because evidence from the **Department for Education (DfE)** and the **Education Endowment Foundation (EEF)** confirms that high-quality parental engagement is a key lever for improving outcomes for disadvantaged pupils. Research indicates that schools with dedicated family support roles see a significant increase in attendance and a reduction in safeguarding risks, as the PSA acts as a vital bridge between home and school to provide early intervention. According to the **National Working Group for Parent Support**, having a trusted professional to help families navigate complex systems—such as housing, healthcare, and social care—directly reduces household stress and prevents "hidden" vulnerabilities from escalating. By supporting the family holistically, the PSA ensures that the home environment is stable and supportive, which is the essential foundation for a child to be emotionally ready to learn and succeed.	50 families over the year
Paying towards trips and visits	We use Pupil Premium funding to remove financial barriers to **school trips and residentials**, recognizing these as essential drivers for **cultural capital** and personal agency. Evidence from the **University of Oxford's OxWell Student Survey**	60 over the year

	(2026) highlights that school trips are the most significant factor in fostering a **sense of belonging**, particularly for pupils with SEND and those at risk of isolation. Furthermore, the **Learning Away "Brilliant Residentials"** study confirms that these experiences provide unique developmental opportunities, with **83% of pupils** reporting increased confidence and improved peer relationships. By ensuring disadvantaged pupils access these "awe and wonder" moments, we provide the real-world context needed to build **self-esteem**, resilience, and the social assets required to navigate adulthood with a broader, more ambitious outlook on life.	

Total budgeted cost: £110150

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 2024 to 2025 financial year.

Trips and Experiences

Over the last year pupils have experienced many opportunities to apply learning skills in different contexts. Additionally, pupils have the opportunity to experience and practice life skills such as travelling in the community, shopping, self-care etc.

These experiences are in the form of weekly local visits as well as trips further afield. Examples of the types of trips and visits are listed below:

Life Skills & Independence Training (TITAN, Travel, Shopping): These are trips focused on practical daily living skills, public transport use, road safety, and community shopping.
Physical Activity & Sports: This category includes activities like swimming, gym visits, football, basketball, bowling, climbing, and tennis.
Cultural & Educational Visits: These are trips to formal institutions for learning or enrichment, such as museums, art galleries, the Cathedral, the Hippodrome, and other fun/educational destinations like the Dinosaur Park.
Careers, Work Experience, & Further Education: This covers awareness visits to colleges, career fairs, and work-based skill development.
Nature, Environment & Outdoor Education: This includes visits to local parks, nature reserves and fishing/outdoor activities.
Local Community & Wellbeing: This encompasses general walks in the local area, visits to charity shops, libraries, churches, and simple community engagement activities.

Over the last year the average number of trips & visits attended per pupil were:
Junior Department – 36
Sensory Department – 43
Senior Department – 82
Pathways Department - 153

Pupil Voice

Pupils in receipt of Pupil Premium are consistently reported to enjoy school, playtime and have friends at school more than pupils not in receipt of Pupil Progress.
The below email is taken from the Summer 2025 whole school Pupil Voice.

PP	I enjoy school	I feel a safe at school	I enjoy playtime	I have friends at school
Yes	90%	92%	97%	99%
No	10%	8%	3%	1%

Non PP	I enjoy school	I feel a safe at school	I enjoy playtime	I have friends at school
Yes	81%	93%	92%	94%
No	19%	7%	8%	6%

SEMH

All school staff have been trained in the Thrive Approach. In addition to this two members of staff have been trained as Thrive Practitioners to deliver 1:1 sessions as well as supporting staff and one senior leader has completed the Thrive "Leading emotionally healthy primary schools" course.

We monitor incidents of pupil mental health and, although these are higher for pupils in receipt of Pupil Premium, compared to those who are not, the gap has become much smaller this academic year.

2024/25 Average Incidents			
	Attendance	Mental Health	Serious Behaviours
PP	87%	15	12
Non PP	93%	6	13

Sept - April 2025/26 Average incidents			
	Attendance	Mental Health	Serious Behaviours
PP	91%	6	10.2
Non PP	92%	5	15.9

Academic

Parkside has a cyclic progress cycle that monitors progress data termly. Pupils who are flagged up through either/both the data and Teacher judgement are then supported through a graduated approach.
Due to the complex, spikey profiles of our pupils, progress looks different year on year.

Average Maths Progress 24/25	
PP	5.00%
Non PP	5.30%

Average Phonics progress 24/25	
PP	4%
Non PP	5%

Average Literacy Progress 24/25		Average Maths Whizz Progress 24/25	
PP	5.70%	PP	0.55 Year
Non PP	7.80%	Non PP	0.63 Year

Enrichment Experiences

Pupils at Parkside School access a range of enrichment experiences through the Therapeutic Curriculum. This curriculum follows a graduated approach where some pupils are put forward for Therapeutic Intervention such as Forest School, Hair & Beauty, Music Therapy, Play Therapy etc.
89% of pupil premium pupils have accessed a therapeutic intervention.



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	