

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	Park Community School
Number of pupils in school	1007
Proportion (%) of pupil premium eligible pupils	64%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	25-28
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Chris Anders
Pupil premium lead	Ella Capaldi
Governor / Trustee lead	Barry Harwood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 660,587.50
Recovery premium funding allocation this academic year	£ 0
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	£ 660,587.50

Part A: Pupil Premium Strategy Plan

Statement of intent

We aim to help students find what they love and are committed to providing all students with an education that provides strong academic success alongside experiences of the world and the curriculum which broaden horizons and promote a love of learning. We are ambitious for our students and provide an education that enables them to make considered choices about their future.

We invest heavily in securing:

- High quality teaching which develops students' subject expertise and passion for learning
- A broad, balanced and innovative curriculum
- A culture of reading which develops literacy but also cultural capital
- Parental engagement and support
- Wider cultural experiences designed to broaden students' experiences of the world, their ambition, and opportunities

In order to improve:

- Attendance
- Attainment and reading ages

Challenges

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

Challenge number	Detail of challenge
1	Attendance for disadvantaged students is lower than non-disadvantaged. 2023-24: PP: 78.24% NONPP: 87.85% (Overall 81.9) 2024-25: PP: 82.8% NON PP: 90.8% (Overall 85.8%) Disadvantaged students are twice as likely to be persistent absentees as non-disadvantaged students
2	Disadvantaged students' attainment on entry to secondary school, based on historic Key Stage 2 data, Year 7 assessments and reading ages, demonstrate that they are typically lower than non-disadvantaged. GCSE outcomes for disadvantaged students are lower than those who are not disadvantaged. 2022: Basic 4+ PP 19%, Non-PP 33%, Basics 5+ PP: 6%, Non-PP 12%

	<p>2023: Basic 4+ PP 22%, Non-PP 46%, Basics 5+ PP: 6%, Non-PP 18%</p> <p>2024: Basic 4+ PP 17%, NON PP 32% , Basics 5 PP: 6% , Non PP: 20%</p> <p>2025: Basic 4+ PP 23% NON PP 45% , Basics 5 PP: 5% NON PP: 29%</p>
3	<p>Reading and literacy: Evidence from reading age data, measured annually, demonstrates that typically 30-35% of all students read below their chronological age on arrival to Park. It varies by a few percent each year, but in 2025 is made up of: 14% reading between 9 and 11 years, a further 16% below 8 years. Typically between 80-89% of students reading below 9 years are PP. In addition, reading for pleasure is less frequent for disadvantaged students outside of school.</p> <p>2022: Year 7 reading age on entry: 22% below 11 years (10% below 9 years)</p> <p>2023: Year 7 reading age on entry: 35% below 11 years (22% below 9 years)</p> <p>2024: year 7 reading age on entry: 33% below 11 years (20% below 9 years)</p> <p>2025: Year 7 reading age on entry: 33% below 11 years (16% below 9 years-89% PP, 11% NonPP)</p>
4	<p>Parental engagement for disadvantaged students is on average 20% lower than that of non-disadvantaged, as evidenced by attendance at parent evenings, student learning events and use of the parent mobile app</p>
5	<p>Wider cultural experiences: students often have not experienced some things considered typical for more affluent families. This includes travel, visiting theatres, restaurants, and wider cultural experiences locally as well as travelling internationally.</p>
6	<p>Attitude to learning average scores are lower for disadvantaged students when compared to non-disadvantaged. This includes homework completion rates.</p>

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
<p>Improve the attendance of disadvantaged students so they can engage fully with Park's broad and balanced curriculum and benefit from the high-quality teaching and support.</p>	<p>Disadvantaged attendance to be at 86% or above by end 2025-2026, 88% or above by the academic year 26/7. (2022-3 80%, 2023-4 78%, 2024-5 82%)</p>
<p>Improve the Attainment 8 and % of students achieving Grade 4 and Grade 5 or above Basics (English and maths) of disadvantaged students year on year. This will narrow the gap between that attainment of disadvantaged and non-disadvantaged students</p>	<p>Reduced gap between disadvantaged and non-disadvantaged for Attainment 8 in years 2026, 2027, 2028</p> <p>Overall % students achieving Basics Grade 4+ at 40% by 2026, 46%% by 2027</p> <p>Overall % students achieving Basics Grade 5+ at 20% by 2026, 25% 2027</p>
<p>At Key Stage 3, the percentage of disadvantaged students reaching the</p>	<p>70% of current Year 7 cohort at expected standard in English and maths by July '26</p>

expected standard (Step 3 and above) is increased so that the gap is reduced between disadvantaged and advantaged	(2024-5: 64% English, 55% maths)
Improve the number of students reading at their chronological age or above so that the gap between disadvantaged and non-disadvantaged students is narrowed and the attainment of students is improved.	75% current Year 7 cohort to be operating at chronological reading age or above by end of Year 9 (Summer 2028) (2024-5: 65%, 2023-4: 54%, 2022-3: 63%)
Reduce the number of behaviour incidents and improve overall attitude to learning (OATL) scores for disadvantaged students in Years 7,8 and 9	Average OATL scores for disadvantaged students to be average of 7 in Year 7, 7 in Year 8, 6 in Year 9 for end 205-6 Year 7 2024-5: (6.5 PP/ 8.7 Non PP) Year 8 2024-5: (5.4 PP/ 7.6 Non PP) Year 9 2024-5: (4.4 PP/ 6.5 Non PP)
Increase the number of students accessing our broader curriculum and enrichment opportunities	Disadvantaged engagement in wider enrichment opportunities to at least match that of non disadvantaged.
<p>Increase the number of students remaining in education and training post 16.</p> <p>Reduce the number of students not in education or training post 16</p> <p>Increase the number of disadvantaged students accessing Level 3 courses in Years 12 and 13</p>	<p>2024: 80.8%</p> <p>2025: 89.4%</p> <p>NON RPA:</p> <p>2024: 16.3%</p> <p>2025: 8.1%</p> <p>Level 3:</p> <p>2024: 30 students (A-level 4.46%)</p> <p>2025: 37 students (A-Level 6.1%)</p>

Activity in this academic year

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

Teaching

Budgeted cost: £386,449

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Great Learners Coaching Programme implemented across the school. All teachers paired with a coach and supported by a Learning Leader from within the Learning leader Team. 1 hour per fortnight allocated to coaching for all teachers as part of CPD programme and additional release time for Learning Leaders to facilitate instructional coaching</i></p> <p><i>1 day per week of external coach to work with key subject areas and developing teachers</i></p>	<p>EEF Professional development report. The report focusses on a strategic approach to CPD based on diagnosis of need, planned approach and review. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development Great Teaching Toolkit, June 2020, Cambridge and EEF</p>	2 and 6
<p><i>Development of Improving Teacher Programme – focussed on intensive coaching and training for group of 8 teachers</i></p>	<p>EIF, Informed by Ofsted curriculum framework and webinars, teaching standards, www.youtube.com/user/ofstednews</p>	2
<p><i>Development of Star Curriculum in Year 7</i></p>	<p>Rethinking Curriculum, Rethinking Assessment</p>	2, 3,5
<p><i>Learning Leader group of 10 teachers developing pedagogies linked to Park’s Great Learners model</i></p>	<p>Great Teaching Toolkit, June 2020, Cambridge and EEF This group focus on planning CPD and leading coaching across the school focussed on development of Great Learners. The strategy is based on evidence of great teaching and focuses of precise practice linked to these.</p>	2
<p><i>Reading canon established across the school- focussing on 48 books all students aim to read before they leave Park. Includes 5 X hours CPD, Reading lead appointment and Library technician role.</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	3
<p><i>Middle and senior leader development via NPQ Release time for school and focussed projects linked to the quality of teaching</i></p>	<p>NCSL: School leaders influence on improving teaching and learning https://dera.ioe.ac.uk/6967/1/download%3Fid=17387&filename=seven-claims-about-successful-school-leadership.pdf</p>	1 and 2

	EEF establishing leaders who drive improvement, https://educationendowmentfoundation.org.uk/public/files/Evidence-informed_school_improvement_support_exploratory_study.pdf	
<i>PIXL membership and resources to support teaching and subject development and assessment</i>	https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback	1, 2
<i>Horticulture development for ALL year 7 students weekly.</i>		5,6
<i>Broad curriculum at Key Stage 4 includes non-counting vocational subjects: Hair and Beauty, Health and Social Care, Animal Care, Horticulture and Construction Skills</i>	DfE Teaching a broad curriculum for education recovery November 2021	1,2, 5

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

Budgeted cost: £ 268,345

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Reading Coaches to deliver 1 to 1 daily intervention for 6 weeks to 'threshold readers'. This approach focusses on readers who are operating between 10 years and above but below their chronological age. The intervention is focussed on comprehension and confidence</i>	Education Endowment Fund (EEF) Reading Comprehension Strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	3
<i>Reading Plus programme purchased and implemented across Years 7 and 8- computer based comprehension programme</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	3
<i>Literacy Groups- low attaining students on entry receive small group tuition for literacy at least 3 times per week every week</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2,3
<i>Key Stage 3 Lift Off provision- provision as part of school for 12 Key Stage 3 students who all demonstrate challenging behaviours, are in danger of exclusion and persistent absence and so require</i>	KCSIE Sept 2025 Impact of exclusions DfE 2019- Report on the continued exclusion of certain groups of students	1, 3,5

<i>small group teaching and an alternative curriculum.</i>		
<i>Key Stage 4 Inspired Provision. Based at our industrial unit, 13 year 10 and 11 students receive small group teaching, targeted career education and confidence/ self-esteem mentoring</i>	KCSIE Sept 2025 Impact of exclusions DFe 2019- Report on the continued exclusion of certain groups of students	1,2, 3,6
<i>Key Stage 4 small group provision for a small group of school refusers with complex needs including SEMH, significant mental health barriers and historic trauma.</i>	KCSIE Sept 2025 Impact of exclusions DFe 2019- Report on the continued exclusion of certain groups of students	1,3,5,6
<i>UNifrog Careers programme and on line tracking tool purchased for use by all students.</i>	Enrichment for All - Big Education	2, 6
<i>ELSA full time provision via 2 X part time staff members, equivalent to one full time</i>	https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges	1, 6

Wider strategies (Attendance, behaviour, well being)

Budgeted cost: £ 203,966

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Key Stage 3: Much More Than Just a School curriculum: Our broader curriculum includes learning at our small holding, enterprise at our Print shop, construction skills at our Apex centre, catering in the school restaurant and film making in the media suite.</i>	Teaching a broad and balanced curriculum for education recovery, DFE, November 2021 Enrichment for All - Big Education	1,5
<i>Include Team- our in- school INCLUDE team provide tier 3 support for parents, students and staff via parent surgery, parent training and staff training focussed on identifying undiagnosed needs. The team consists of an associate camhs practitioner, a social worker and a youth worker. In addition, we buy into external INCLUDE support to work with our most vulnerable families and re- engage in education</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1,4
<i>Student and Family support team focussed on targeting on persistent absentees including home liaison officer with ELSA and attendance team member carrying out daily home visits for regular non attenders.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 4

<i>International Experience and opportunities to study abroad through Turing Scheme and MOUs with schools in India and China</i>	Enrichment for All 2025 Enrichment for All - Big Education	1,5,6
<i>Youth Minded Behaviour coaching-targeted intervention with groups of disadvantaged boys at Key Stage Three focussed on personal coaching, boarder experiences and goals setting</i>	EEF Behaviour mentoring and regulating behaviour https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies	1,6
<i>Welfare Support and guidance team student support. Overstaffing in this team X 2 to facilitate 1 to 1 coaching and intervention focussed on mental health, anxiety, goal setting and ongoing coaching</i>	https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges	1,4
<i>Youth Worker appointed to work informally with most vulnerable students in unstructured times, identify young careers and develop small group intervention focussed on mental health</i>	Beewell survey and findings	1,6
<i>Yes! Programme for disadvantaged students- subsidised weekend trips and visits where students travel to key locations in the UK with mentors</i>	https://educationendowmentfoundation.org.uk/news/learning-about-culture	5,6
<i>Student recruitment programme: a programme wherein students apply for jobs within the school and in doing so can establish a bank account, habits of work and earn money whilst contributing to school development</i>		1, 5
<i>Girls Network: External mentoring programme for 21 year 11 girls with businesswomen</i>		1,2, 5
<i>Deputy Head of School for inclusion focussed on establishing strong learning routines and attitude to learning</i>		1,6
<i>Revision guides and resources provided for Year 10 and 11 at significantly subsidised rates</i>		2, 6
<i>Attendance incentives and rewards to reduce occasional absence .</i>		1

Total budgeted cost: £ 858,760

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 2022-2023 academic year.

GCSE Outcomes 2025: Outcomes for students improved relative to 2024 at Basics 4+

- In 2022, the gap between students attaining The Basics at 4+ was 14 % (Non-PP 33%, PP 19%), The gap for Basics at 5+ was 6% (non-PP: 12% PP:6%)
- In 2023, the gap between students attaining The Basics at 4+ was 24% (Non-PP 46%, PP 22%) The gap for Basics at 5+ was 12% (Non-PP 18%, PP: 6%)
- In 2024, the gap between students attaining The Basics at 4+ was 15% (Non-PP 32%, PP 17%) The gap for Basics at 5+ was 14% (Non-PP 20%, PP: 6%)
- In 2025, the gap between students attaining The Basics at 4+ was 22% (Non PP 45% PP 23%) The gap between students for Basics at 5+ was 24% (Non PP: 29%, PP: 5%)

Reading intervention Impact

- 83 students across Years 7-9 students receiving one to one coaching achieved on average at least double ratio gains in reading age and/ or comprehension.

2022: Year 7 reading age on entry: 22% below 11 years (10% below 9 years) 41% 13 years +

End of Year 7: 20% below 11 years (8% below 9 years) 50% 13 years+

2023: Year 7 reading age on entry: 35% below 11 years (22% below 9 years) 28% 13 years +

End Year 7: 26% below 11 years (12% below 9 years) 54% 13 years +

2024: Year 7 reading age on entry: 33% below 11 years (20% below 9 years) 33% 13 years +

End of Year 7 : 23% below 11 years (9% below 9 years), 60% 13 years +

2025: Year 7 reading age on entry: 33% below 11 years (16% below 9 years).

Attendance Strategy

Attendance support and intervention is tiered across the school.

- Attendance is monitored daily and attendance streaks (consecutive days on attendance without a break) are rewarded weekly, through themed streaks and half termly. Overall attendance has improved, as did attendance for students in receipt of PP funding.

2022- 2023: : PP 80.1%, Non PP 83.1% (Overall 83.4%)

2023-2024: PP 78.2%, Non PP 88% (Overall 81.9%)

2024-25: PP: 82.8% NON PP:90.8% (Overall 85.8%)

- Belonging and happiness in school is closely associated with strong attendance. All students begin and end their day with a tutor who support and monitors attendance, challenging any slip. Student voice survey- 92% reported feeling happy in school and having at least 1 trusted adult. Key themes identified as positives were opportunities, teaching staff and food.

- Our attendance team carry out daily calls and visits to non-attenders. LIT referrals are made as necessary
- Attendance support workers work with families of children who are severe absentees, identifying barriers and putting plans into place to support improvement.

Post 16 Education and Training

2024: 80.8% , 2025: 89.4%

NON RPA:

2024: 16.3%

2025: 8.1%

Level 3:

2024: 30 students (A-level 4.46%)

2025: 37 students (A-Level 6.1%)

Parental engagement

Face to face parent evenings are in place for all year groups. In addition, informal sharing events and revision sessions run informally. On average over 30 face to face meetings are run with parents every week.

Our Include team work with families and carers of our most disadvantaged students, focusing on neurodiversity and support between school and home.

Our student and family support team hold case loads of families for our most vulnerable disadvantaged learners, supporting with attendance and removing barriers.

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
None	NA