

# Pupil premium strategy statement 2025-26



This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	1004
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2025/26 to 2028/29
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Mrs C Eulert Headteacher
Pupil premium lead	Mr J Allen Assistant Headteacher
Governor / Trustee lead	Mrs P Sutcliffe Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£355,345.
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£355,345

# Part A: Pupil premium strategy plan

## Statement of intent

Colne Park High School is an inclusive learning community where students are given opportunities to learn and succeed within a safe, well-ordered environment. We aim to raise the aspirations and attainment of disadvantaged pupils through a range of evidence informed experiences which complement their learning and expand cultural capital.

We are committed to all students making at least good progress. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including those that are high attainers. We realise that the gap has widened after the pandemic and will target resources at raising the attainment of disadvantaged pupils.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. The English indices of deprivation (IoD) 2025 measure relative levels of deprivation in England. Of the 296 local authority districts in England, the **index of multiple deprivation (IMD)** ranks Pendle 13<sup>th</sup> within the most deprived 10% of all authorities. A change from 2019 ranking (36<sup>th</sup> out of 296) Pendle is ranked as the most deprived authority in Lancashire on the domains; barriers to housing and services and the living environment. On the domains of income, employment, and education, skills and training, Pendle ranks amongst the 20% most deprived areas in England. On the health and disability domain Pendle is in the 20% most deprived areas. On the living environment domain Pendle is in the 20% most deprived areas in England. ([LCC Indices of deprivation 2025](#))

When we have completed our own analysis of the deprivation data by **post code** of the students on roll at Park High, we know that 30% of our students come from postcodes in the bottom 10% of most deprived in the country. Significantly, 49% of our students come from postcodes in the bottom 30% of most deprived significantly below national average. ([Local Deprivation Explorer 2025](#))

Figures from the Department for Work and Pensions March 2023 show 8,836 Pendle Children aged under 16 were living in relative poverty. A household is considered to be in relative poverty if its income is below 60% of the current median average. Pendle has the highest level of child poverty of any UK local authority with 43.2% of children under 16 living in relatively low income families. ([Lancashire Telegraph](#))

Quality first teaching is at the heart of our approach, with a focus on areas in which pupil premium pupils require the most support in school. This is proven to have the greatest impact on closing the attainment gap and at the same time will benefit the non-pupil premium pupils in our school. Implicit in the intended outcomes is the

intention that non-pupil premium pupils' attainment will be sustained and improved alongside progress for their pupil premium peers.

Our approach will be evidence informed alongside research conducted by the EEF. Throughout the academic year the progress of pupil premium students will be closely monitored with a three tiered approach to assessment; regular low stakes assessment, half termly diagnostic assessments and termly summative assessments in order to act early to intervene and ensure pupil premium students are challenged in the work they are set. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school

Through effective use of this additional funding, Colne Park High School is fully committed to ensuring that the individual needs of each entitled child is met. As a result of the additional funding, the school expects that eligible pupils will make better progress and achieve higher standards than would have been likely without it. This will be demonstrated by a narrowing of the Attainment 8 Gap (no Progress 8 figures for 2025 and 2026 due to no KS2 data nationally). A key focus of the strategy will be to improve Pupil Premium outcomes:

- the % of eligible pupils achieving at least a grade '5' in English and Mathematics
- the % of eligible pupils entered for the English Baccalaureate

The Pupil Premium Strategy is a working document and outlines a whole school approach in which staff take responsibility for disadvantaged pupil outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Attainment of Pupil Premium students is lower than that of their peers 2025 A8 gap -14.43, 2024 A8 gap -15.09, 2023 A8 gap -12.03  Internal assessments show that the gap widens during students time at our school.
2	Attainment at the end of Year 11 in English and Maths is lower for disadvantaged students compared to their peers. 2025 +5 E&M gap 31.4% and +4 E&M gap 32.7 % 2024 +5 E&M gap 34% and +4 E&M gap 33% 2023 +5 E&M gap 19% and +4 E&M gap 28%

3	Our observations and data from attendance at parent evenings suggests that pupil premium parental engagement is lower than their peers.
4	<p>Lower attendance rates for pupil premium students compared to non-pupil premium.</p> <p>During the academic year 2024-25 school attendance 89.2% was below the national average 91.3%.</p> <p>Park High pupil premium attendance was significantly below that of their peers 82.9% and the national average 86.2%. Further analysis shows that attendance for pupil premium students in Year 11 was 72.5% which is significantly below the national average 83.6%</p> <p>Persistent absence for 2024-35 was 30.3% (25.1% national average). However, the percentage of pupil premium students that are persistently absent is much higher. (49.7% compared to 41.9% national PP average)</p> <p>Our observations indicate that absenteeism is negatively impacting the progress of pupil premium students particularly those student in Year 11.</p>
5	Lower than expected Reading levels on entry for pupil premium students. On entry to Year 7 (2025 KS2 Reading SS) 31% of our disadvantaged pupils arrive below age related expectations compared to 13% of non pupil premium students.
6	Lower than expected numeracy levels on entry for pupil premium students. On entry to Year 7 (2025 KS2 Maths SS) 37% of our disadvantaged pupils arrive below age related expectations compared to 18% of non pupil premium students.
7	Internal tracking indicates that punctuality to school is not proportionate. The pupil premium cohort of the school (34%) equate to 50% of the lates to school so far this academic year.
8	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.

## 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
Set a challenging curriculum and improve attainment among disadvantaged pupils particularly in English and Maths and increase pupil premium students entered at EBacc	<p>By the end of our current plan in 2028/29, 50% or more of disadvantaged pupils enter the English Baccalaureate (EBacc) above national averages</p> <p>In 2021/22 Ebacc entry was 28% this has increased each year to 63% in 2024/25.</p>

	<p>2028/29 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> <li>• an average Attainment 8 score &gt;35.</li> <li>• A strong pass in English and Maths &gt;35%</li> </ul>
To achieve improved wellbeing for all pupils, including those who are disadvantaged and sustain this over time.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• a significant increase in participation in enrichment activities including the DofE, particularly among disadvantaged pupils in Year 9</li> <li>• qualitative data from student voice, student and parent surveys and teacher observations.</li> </ul>
Stronger pupil premium parental engagement through formal and informal communication	<p>Stronger parental engagement between school and disadvantaged families through increased positive phone calls recorded through the <b>Sense of Belonging Strategy</b>, face to face communication, targeted attendance at Parent Evenings and events such as the Year 11 Success Fayre.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for <b>all</b> pupils being no more than <b>5%</b>, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers reduced to <b>5%</b> (2024/25 <b>7.8%</b>)</li> <li>• the percentage of all pupils who are persistently absent returning to pre covid figures being below <b>15%</b> and the figure among disadvantaged pupils being no more than <b>20%</b>.</li> </ul>
Improved reading comprehension among disadvantaged pupils across KS3.	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p>
Improved numeracy skills amongst disadvantaged pupils across KS3	<p>Numeracy tests show improved skills amongst disadvantaged students and the gap between disadvantaged pupils and their non-disadvantaged peers is reduced.</p>

## 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: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a comprehensive continued professional development programme for all	<b>Great Teaching Toolkit - Evidence Review June 2020</b> 'CPD must consider both subject knowledge and subject-specific pedagogy in	1, 2

<p>staff focusing on subject pedagogy</p> <p>Allocation of timetabled CPD time for faculties to focus on evidence based teaching strategies e.g WALKTHRU's, Teach Like a Champion, StepLab models and Deliberate Practice to embed these habits.</p> <p>Weekly clinics to focus on <b>'Park High School Playbook'</b> focusing on <b>codified routines</b> for example entry routines, Do it Now, Review Now (green pen), active monitoring, circulation, explicit instruction, no opt out and cold calling.</p>	<p>order to achieve their full potential" Teacher Development Trust - Developing Great Teaching</p> <p>Teach Like A Champion <b>Doug Lemov</b></p> <p>Focus on practice and retrieval (<b>EEF Guidance Report on Metacognition and Self-Regulation</b>, Dylan Williams – Formative Assessment Strategies).</p>	
<p>Daily use of a <b>Knowledge Organiser</b> within form time to consolidate core knowledge from each subject. Launched as part of the <b>Prepared for Learning Strategy</b>. The Knowledge Organiser is aligned to Curriculum Related Expectations in KS3 and specifications in KS4</p> <p>As part of the <b>Actively Engaged Strategy</b> students follow 'look cover, write and check' to review learning daily.</p> <p>Weekly Knowledge Organiser quizzes for retrieval of core knowledge in each subject during form time to disrupt the forgetting curve.</p>	<p>Focus on practice and retrieval <b>EEF Guidance Report on Metacognition and Self-Regulation</b>, Dylan Williams – Formative Assessment Strategies.</p> <p>Knowledge Organisers p62-73 – <b>Teach Like a Champion 3.0</b>, Doug Lemov 2021</p>	1, 2
<p>Developing metacognitive and self-regulation skills in all pupils with a whole school approach to <b>Scaffolding</b> and deliberate practice to embed.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: <b>EEF T&amp;L Toolkit - Metacognition and self-regulation 7+ months</b></p>	1, 2
<p>Teacher release for <b>quality assurance</b> (15 staff) of quality first teaching strategies with daily feedback in SLT and follow up support.</p>	<p>How to build quality assurance into programme scale up <b>EEF August 2024</b></p>	1, 2

<p>All teaching staff are paired in coach/coachee partnerships with ring fenced time for drop ins and personal feedback using the StepLab platform for bespoke training modules. Following a three week cycle of observation, observation and feedback sessions focussing on codified routines.</p>	<p><b>“Instructional Coaching is currently the best evidence form of professional development we have and has been proven to have direct impact on progress of pupils in the classroom.” Sims, S., (2019). <a href="#">Four reasons Instructional Coaching is currently the best-evidenced form of CPD.</a> <a href="#">Quantitative Education Research</a></b></p> <p>"The most successful leaders I've worked with give feedback in this way: they observe teachers frequently and assign them just one or two action steps per week. It feels slow at first...but little by little, the steps build momentum" <b>Bambrick-Santoyo, (2018)</b> Leverage leadership 2.0: A Practical Guide to Building Exceptional Schools. 2nd ed. Jossey-Bass</p>	<p>1,2</p>
<p>Whole school plan for Reading including twice weekly focus sessions in afternoon RISE sessions to model reading aloud and echo reading with tutor to model fluency.</p> <p>Including exposure to a diverse cannon of literature. Reading material linked to the Behaviour Curriculum during the afternoon RISE sessions.</p>	<p>Ofsted Review of Reading  <b>EEF T&amp;L Toolkit</b> – Phonics - 5+ months  <b>EEF T&amp;L Toolkit</b> – Reading Comprehension Strategies 6+ months          Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject <b>EEF Guidance Report Improving Literacy in Secondary Schools.</b>          Improving Literacy in Secondary Schools          Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: <b>Why closing the Word Gap Matters – Oxford Language Report word-gap.pdf (oup.com.cn)</b></p>	<p>5</p>
<p>Develop a broad and rich vocabulary curriculum to address current deficiencies in the vocabulary of disadvantaged students with the development of Tier 2 and 3 subject specific language to provide improved access to the curriculum in all areas.</p>	<p>‘over four years, research has recorded that an average child in a professional family accumulated experience of almost 45 million words; in a working-class family, 26 million words: and in a family receiving welfare, 13 million words’. <b>Meaningful differences in the experiences of young children Hart and Risley Landmark Study 1995</b></p> <p>On average reading comprehension approaches improve learning by an additional six months’ progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress. <b>EEF T&amp;L Toolkit Reading Intervention Strategies: High impact low cost based on extensive evidence 6+ months</b></p>	<p>5, 6</p>



<p>Purchase of standardised diagnostic GL assessments for Reading and CAT4D.</p> <p>In addition to the development of in house standardised assessments and feedback from assessments.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><b>Standardised tests - Assessing and Monitoring Pupil Progress - EEF</b></p>	<p>1, 2, 5, 6</p>
<p>Additional 0.5 hours per week with Y11 Maths subject specialist developing Maths Study.</p> <p>We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers.</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <b>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</b></p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models: <b>KS2_KS3_Maths_Guidance_2017.pdf (educationendowmentfoundation.org.uk)</b></p>	<p>1, 2, 6</p>

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

Budgeted cost: £ 105,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Daily English and Maths <b>Intervention</b> informed from weekly RAG meeting to narrow the gap taking place in morning and afternoon form time.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="http://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups: <a href="http://educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>EEF T&amp;L Toolkit rating: One to One tuition: high impact for moderate cost based on moderate evidence +5 months</p>	<p>1, 2, 8</p>
<p>Weekly <b>RAG</b> meeting to identify Academic and Pastoral interventions for Year 11 students</p>	<p><b>EEF T&amp;L Toolkit rating: Mentoring 2+ months</b></p>	<p>1, 2, 8</p>



<p>(every Thursday) Year 10 (half termly). Key staff Headteacher, Assistant Headteacher RSL, Lead Practitioner, Deputy and Assistant Headteacher Behaviour Leads, DSL, SENDCO, Attendance Lead, Assistant Headteacher English and Lead Practitioner Maths. To inform and target intervention.</p>	<p>Research from other successful schools where this has made impact. Clear identification of those pupils who are disadvantaged and robust tracking and monitoring to ensure they do not fall below that of their peers- rapid intervention when/if gaps appear.</p>	
<p>Targeted KS3 intervention running through the <b>Intervention Centre</b> currently 11 KS3 intervention groups working with 67 students.</p> <p>(Lego therapy, anger management, outdoor learning, IDL, KS3 EAL, boys- activity group, girls – my best me, emotional resilience and numeracy)</p> <p>Two staff allocated literacy intervention to reduce literacy gaps with students identified below expected standard and supported with phonics and fluency during morning form time and Intrinsic from time.</p>	<p><b>EEF T&amp;L Toolkit – small group tuition - rating: Moderate impact +4 months</b></p> <p><a href="#">Moving Forwards, making a difference: Reading fluency in Key...   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Fluency   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>5, 6, 8</p>

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

Budgeted cost: £100,345

Activity	Evidence that supports this approach	Challenge number(s) addressed
As part of the strategy for <b>Sense of Belonging</b>	FFT data shows that schools with significantly reduced persistent absence	4, 7

<p>expand attendance team capacity - attendance support workers to pro actively intervene with students in bands of concern. Attendance Strategy.</p> <p>As part of the <b>Sense of Belonging Strategy</b> a soft landing area is facilitated by an EBSA trained member of staff to reduce Persistent Absenteeism and reduce barriers.</p> <p>As part of the <b>Sense of Belonging Strategy</b> to improve punctuality establish late gate and punctuality interventions.</p>	<p>levels have higher attainment. <b>FFT Datalab Report</b></p> <p>EEF Rapid Evidence Review: Attendance interventions</p>	
<p>As part of the <b>Actively Engaged Strategy</b> a lesson support team and triage to act swiftly and remove internal truancy, remove or minimise barriers to learning.</p>	<p><b>EEF Supporting school attendance -</b> 2. Build a culture of community and belonging for pupils.</p>	<p>4, 7, 8</p>
<p>As part of the <b>Sense of Belonging Strategy</b> develop approaches to engage 'hard to reach parents' as partners in their child's learning. Positive communication – weekly phone calls each week to be tracked by a senior leader to target groups of students.</p> <p>Targeted communication through email to disadvantaged families and improve communication through all social media outlets tracking analytics for engagement.</p> <p>Weekly Microsoft Sway 'Parents at Park' to inform all families of life at Park High.</p>	<p><b>EEF T&amp;L Toolkit – Parental Engagement - rating: moderate impact low cost based on extensive evidence 4+ months</b></p> <p>Research shows that the more parents get involved with school the more likely their child will:</p> <ul style="list-style-type: none"> <li>• Achieve better grades</li> <li>• Score more highly in tests</li> <li>• Higher attendance rate</li> <li>• Improved social skills</li> <li>• More likely to complete homework</li> <li>• Have a more positive attitude to school</li> <li>• More likely to graduate from Higher education</li> </ul> <p><b>(Parent Partnership Research)</b></p>	<p>3, 8</p>

<p>Establish an online system of appointments at parents evening to target parents who don't usually attend increasing engagement. Events including the Year 11 Success Fayre to engage parents in revision and accessing resources.</p>		
<p>Contingency fund for acute issues e.g uniform, stationary, support for trips and visits including end of year museum and cultural attractions to expand cultural capital.</p> <p>As part of <b>Prepared for Learning Strategy</b> all students are checked daily for basic equipment (pen, pencil, ruler, green pen) as part of morning routines and supplied where appropriate to reduce barriers to learning.</p> <p>As part of <b>Prepared for Learning</b> all students are uniform checked and supplied uniform where appropriate to reduce barriers to learning.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>4, 8</p>
<p>Raise the aspirations of disadvantaged pupils through a range of experiences which complement their learning and expand cultural capital</p> <p>An <b>Opportunity Tracker</b> to track opportunities within school to positively target PP students. Tracked by senior leader.</p> <p>Through our Personal Development Days and programme responsive additional activities which</p>	<p>There is a culture of low educational aspiration within certain groups of disadvantaged pupils evidenced within pupil voice and lack of parental experience of higher or further education.</p> <p>The <b>Sutton Trust</b> commissioned report <b>Subject to Background</b>, based on data produced through the Effective Pre-School, Primary and Secondary Education (EPPSE) project found that bright dis-advantaged children would be more likely to attain 3 A-Levels if, in addition to a high quality education, they had enrichment and supportive home learning environments from a young age. This included reading books and going on educational outings in the early years of secondary school.</p>	<p>4, 8</p>

<p>provide key social, economic, and creative development.</p> <p>Intrinsic Personal Development running 3 days a week throughout the year.</p> <p>Regular assemblies with external visitors, colleges and employers.</p> <p>Appointment of a SLT designated role for careers - SCH</p>	<p>The <b>Social Mobility Commission report <i>An Unequal Playing Field</i></b> uncovered evidence that extra-curricular activities are important predictors for participation in beyond compulsory education, help to boost confidence in social situations and help develop social networks.</p> <p>Whilst there is no direct focus on cultural capital within the <b>EEF T&amp;L toolkit</b>, there are evaluations of approaches which are linked to it.</p>	
<p>Adoption of a cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating their behaviour and emotions. This is led by school mental well being workers</p>	<p>There is evidence to suggest that <b>CBT</b> can have a high impact on risk behaviours and behavioural difficulties: <a href="#">Cognitive Behavioural Therapy - Youth Endowment Fund</a></p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: <a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p>	<p>4, 8</p>

**Total budgeted cost: £ 355,345**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The school strategies were implemented across all tiers with evidence of positive impact across elements of the tiered approach. The activities that have been successful have been kept and further expanded and refined. We have analysed the performance of our pupil premium students during the previous academic year using national assessment data and our own internal assessments.

Outcomes for all students was lower than the previous years with both pupil premium and non pupil premium students attaining lower than previous year in key indicators

	PP		Non-PP	
	2025	2024	2025	2024
Entered Ebacc	49%	50.7%	69.2%	71%
Ebacc Standard Pass	6.5%	9%	28%	38%
English & Maths (9-7)	3.2%	7%	2%	13%
English & Maths Strong Pass (5+)	16%	21%	47%	55%
English & Maths Standard Pass (4+)	37%	41%	69%	74%
5 GCSE or Equivalent inc English & Maths (5-9)	12.7%	16%	42%	47%
5 GCSE or Equivalent inc English & Maths (4-9)	33%	30%	64.5%	67%

Ebacc Entry is in line with last year for pupil premium students and significantly above national averages. Ebacc Standard pass for pupil premium students is in line with previous year. English and Maths pass rate has decreased with pupil premium students. Students achieving 5 GCSE or Equivalent inc English & Maths (5-9) has decreased with pupil premium students. The gap between students achieving 4+ in English and Maths last year was 32.6% compared to the 2024 national average 29%.

The most successful areas of last year's plan such as small group interventions in English and Maths at KS4 and small group interventions in KS3 will be adapted for the current strategy.

The teaching strategy was well implemented, understood by all and created an environment for consistency across teaching. This teaching approach strategy has been expanded to ensure consistency and ambition. Additional actions like the paybook and codified routines have been added. The introduction of the weekly RAG

meetings to ensure resources are focused on student achievement and progress will allow swift action to be taken when risk of possible underachievement is identified.

Measure	All	PP	Non PP
Cohort Size	209	63	146
APS	3.83	2.99	4.15
Gaps A8		-14.43	
Filled All Progress 8 Buckets	86.12%	76.19%	90.41%
EBacc APS	3.49	2.54	3.91
Entered EBacc	63.16%	49.21%	69.18%
EBacc Strong Pass	10.53%	4.76%	13.01%
EBacc Standard Pass	21.53%	6.35%	28.08%
English & Maths (9-7)	2.39%	3.17%	2.05%
English & Maths Strong Pass	37.8%	15.87%	47.26%
English & Maths Standard Pass	59.33%	36.51%	69.18%
5 GCSEs (9-5)	33.01%	11.11%	42.47%
5 GCSEs or Equivalentents (9-5)	35.41%	12.7%	45.21%
5 GCSEs inc English & Maths (9-5)	30.62%	11.11%	39.04%
5 GCSEs or Equivalentents inc English & Maths (9-5)	33.01%	12.7%	41.78%
5 GCSEs (9-4)	51.2%	26.98%	61.64%
5 GCSEs or Equivalentents (9-4)	55.5%	33.33%	65.07%
5 GCSEs inc English & Maths (9-4)	50.72%	26.98%	60.96%
5 GCSEs or Equivalentents inc English & Maths (9-4)	55.02%	33.33%	64.38%

Data from summative and formative assessments indicates that overall attainment will increase this summer and pupil premium 4+ E&M 39% and 5+ E&M 22% will show an increase.

Lower attendance rates for pupil premium students compared to non-pupil premium. During the academic year 2024-25 school attendance 89.2% was below the national average 91.3%.

Park High pupil premium attendance was significantly below that of their peers 82.9% and the national average 86.2%. Further analysis shows that attendance for pupil premium students in Year 11 was 72.5% which is significantly below the Y11 national average 83.6%. Our observations indicate that absenteeism is negatively impacting the

progress of pupil premium students particularly those student in Year 11. It is important that interventions with pupil premium attendance continue to be a major focus this year.

Persistent absence for 2024-25 was 30.3% (25.1% national average). However, the percentage of pupil premium students that are persistently absent is much higher. (49.7% compared to 41.9% national PP average)

FFT research shows the impact that poor attendance has on GCSE results. Nationally students with an attendance below 80% attain 0.5 grades below in every subject. However, the effect of poor attendance has a more dramatic effect at Park High School with those students below 80% average GCSE value added -2 grades (SMID analysis)

Currently this academic year 2025-26 pupil premium attendance is better (>1%) than at the same last year but below national averages 86.1% (FFT na 87.7%).

Only Year 8 pupil premium attendance is above pupil premium national averages

	Year to date (Dec 2025)
School Pupil Premium Attendance	86.1%
FFT Pupil Premium Attendance	87.7%
Difference	-1.1

Based on the information above the gaps although reducing are still present. Our evaluation of the approaches delivered last academic have led to the whole school strategies **Actively Engaged**, **Prepared for Learning** and **Sense of Belonging** to achieve the outcomes we have set out to achieve by 2028-29 as set out in the Outcomes section above.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider



## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year**

We currently have two service pupil premium students. There has been no separate strategy for these two students. However, in May a dedicated member of staff has been identified to support these students. Each of the students has a monthly review to check in on their wellbeing and support with anxiety and loss when a family member is deployed. Referrals as required are then made to the Student Wellbeing Team.

**The impact of that spending on service pupil premium eligible pupils**

Both students are making excellent good progress in school.

## Further information (optional)

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantaged on education outcomes and how to address educational disadvantage. This involved working collaboratively across the Pennine Trust and forming a Pupil Premium working group.

Additionally, engaging in the research schools network with **Blackpool Research School and EEF Making the Difference Programme**. This does not only ensure our strategies are evidence informed but it also ensures we have and use the latest educational research to support our disadvantaged students as the EEF's primary purpose is to close the disadvantaged learning gap.

We are part of a working group with other schools within the Apex Trust collaborating on shared ideas and planning.

Apex Disadvantaged Network – Nov 2025 - completed

Apex Disadvantaged Network – Jan 2026

Apex Disadvantaged Network – June 2026

Governor reviews take place following the [EEF Pupil Premium Guidance to support and challenge your school to implement an effective strategy](#) (Sept 2024)

Review 1 – Oct 2025 – completed

Review 2 – Feb 2026

Review 3 – April 2026

Review 4 – May 2026

Review 5 – July 2026