

1. Introduction

The school will receive £245,435 for Pupil Premium Funding for 2020-21. Approximately 24% of students at Park are on the Ever 6 Free School Meals register. This funding sheet is a working document and indicates how Park intends to spend the money this academic year running alongside the Pupil Premium Policy. This funding is designed to support the attainment of the most vulnerable students.

The funding is aimed at “**narrowing the gap**”. At Park High School we are committed to all students making at least expected progress or better, whether they are Pupil Premium students or not. Park High School is an inclusive learning community where “**No One Gets Left Behind**” and students are given opportunities to learn and succeed within a safe, well-ordered environment. We are committed to all students gaining a positive Progress 8 score. We realise this needs to be a greater focus this year with our PP students and we have targeted resources at raising the attainment of disadvantaged pupils.

2. Summary of current situation

Summary information 2020-21					
Total number of pupils	1086	Number of pupils eligible for PP	257	Grant allocation amount Nov 2020	£245,435

Prior attainment summer 2020			
	PP <i>(COVID CAG based on 2019 P8 Score formula in SMID)</i>	All students <i>(COVID CAG based on 2019 P8 Score formula in SMID)</i>	
Overall P8	-0.28	0.33	
% achieving grade 4+ in English and Maths	37%	70%	
% achieving grade 5+ in English and Maths	22%	43%	
Attainment 8 score average	35	48	

Outcomes in 2020 are based on CAGs due to COVID-10. PP progress and attainment are both higher than the previous year. However, the P8 gap has increased to 0.61 from previous year 0.55. The Attainment 8 gap has increased from 9 to 13 from the previous year.

3. Summary of main barriers to educational achievement – desired outcomes and success criteria to measure effects

In school barrier	Desired outcome	Success Criteria
1) Attainment of the Pupil Premium students in comparison to non Pupil Premium.	The key focus of the use of the ‘Pupil Premium’ will be to improve: <ul style="list-style-type: none"> the % of eligible pupils achieving at least a grade ‘5’ in English and Mathematics the % of eligible pupils achieving the English Baccalaureate 	The most up to date data we have for the current Year 11 is taken for the Y10 Spring Tracker . This indicates that the PP gap is minimal in this year group. This section will be updated after the Autumn tracker and Mocks Jan 2021.

	<ul style="list-style-type: none"> the % of eligible pupils achieving their FFT20% Benchmark in English the % of eligible pupils achieving their FFT20% Benchmark in Mathematics 	
2) Progress of PP boys. In particular High Ability PP boys.	Reduction in the P8 gap between PP boys in particular Higher ability PP boys and non PP students	The most up to date data we have for the current Year 11 is taken for the Y10 Spring Tracker . This indicates that the PP gap is minimal in this year group. This section will be updated after the Autumn tracker and Mocks Jan 2021.
3) Limited access to learning resources such as ICT and books in the home environment.	All students can access remote learning for independent learning and 'bubble' closure or periods of absence	All students can access a remote learning strategy that meets the needs of Park High Students. Survey all students and parents to ascertain need, establish plan that enables students to access phones on mobile devices, allocate school computers for home learning and investigate DfE grant for disadvantaged student laptops to ensure all students working from home have access.
4) PP parental engagement through formal and informal communication	Stronger parental engagement between school and PP students through the school email of identified cohort and targeted attendance at Parent Evening and Year 11 Success Fayre	Strong PP/teacher communication compared with other groups. Regular communication. Attendance to online Parents Evening to be monitored. PP parents increase after targeted intervention and home contact.
5) Lower attendance rates for PP students compared to NPP students	Improved attendance for PP students	Improve the whole school attendance and reduce the PP/non-PP gap to below 2019/20 gap of 3.8%
6) Lower than expected literacy levels on entry for PP students.	Work towards closing the gaps between reading age vs chronological age for PP students to be in line with NPP students.	Current Gap for PP/non-NPP students in Yr7, Yr8, Yr9 to be reduce. Analysis of CAT4 data to indicate current situation in light of no KS2 Sat's
7) Lower than expected numeracy levels on entry for PP students.	Improved numerical skills for PP students identified on entry	Maths analysis indicates an impact on PP student's skill levels closing the attainment gap and progress gap through out Year 7.
8) Student voice indicates a lack of engagement in the current curriculum for PP students in particular Low Ability PP boys.	A tailored curriculum to meet the needs of the PP students maintaining P8 success for the students	Implement a new curriculum and maintain strong P8 values and closing the gap between PP and non-PP students by developing more vocational options in a number of subjects.

4. Planned expenditure 2020-21:

	Chosen action / approach	What is the evidence and rationale for this choice	Staff Lead	Cost
1	Allocation of SLT role to lead PP initiatives. Including on-costs.	Internal reviews of leadership. Learning from what works in other successful schools. Research undertaken by NFER 'effective ways to support disadvantaged pupils' achievement'	JAL	£74,985
2	Reduce barriers to independent learning with a timetabled period 6 for 'Prep Work' for all students. As our PP cohort is approx. 30% of the whole school cohort, we have spent 30%	Evidence from in school data, marking, work scrutiny's, pupil panels and staff panels show gaps in the quality of independent learning PP and non- PP.	RHO	£52,000

	of the money on supporting smaller Prep class sizes. This will initially be limited during the first term in order to meet			
3	Provision of laptops to support independent learning of PP students. A successful bid for 101 laptop devices was made to the DfE. Devices have been distributed to PP students during bubble closures to support home learning	Student survey, parental MS Forms Survey and 1-1 interview with JAL to ascertain need.	JAL	£0
4	Provide a comprehensive continued professional development programme for all staff focusing on subject pedagogy. Through the Great Teaching Toolkit - Evidence Review. Through PDR process teaching staff to focus on target areas to improve pedagogy.	Great Teaching Toolkit - Evidence Review June 2020'CPD must consider both subject knowledge and subject-specific pedagogy in order to achieve their full potential' Teacher Development Trust - Developing Great Teaching	RHO	£4500
5	Develop a broad and rich vocabulary curriculum to address current deficiencies in the vocabulary of disadvantaged students with the development of Tier 2 and Tier 3 subject specific language to provide improved access to the curriculum in all areas Target Reading Programme/Initiative at Disadvantaged pupils with low scores in reading comprehension and verbal element of CAT4.	'over four years, research has recorded that an average child in a professional family accumulated experience of almost 45million words; in a working-class family, 26 million words: and in a family receiving welfare, 13million words'. (Meaningful differences in the experiences of young children Hart and Risley Landmark Study 1995) On average reading comprehension approaches improve learning by an additional five 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. (EEF Toolkit) EEF Rating: High impact 6+ months	CAT	£3600
6	Target numeracy programme at Year 7 disadvantaged pupils with low scores in quantitative and spatial elements of CAT4	<i>Last year, over half of those eligible for free school meals had not achieved the expected level in maths by age 16. To break this link between family income and educational attainment, we have to start early and make sure that all young people—regardless of background—have access to great maths teaching in primary and secondary school (Education Endowment Foundation)</i> Too many of our young people do not get a sufficiently high grade in mathematics and as a result, risk social and economic exclusion. These pupils are disproportionately drawn from disadvantaged homes	STH	£2600
7	Establish a Team around the Disadvantaged Cohort (TAD) to effectively remove or minimise barriers to their learning. Allocation of a Lead Practitioner with the responsibility of raising Pupil Premium achievement. This role will include monitoring and evaluating group and as part of the Quality of Education team complete faculty work scrutiny and feedback actions to faculties in order to create a team around the disadvantaged students. Lead the Disadvantaged Team that includes FSM champions and PSWs.	Internal reviews of leadership. The Educational Endowment Foundation and last external PP audit indicated the merit of quality first wave teaching in the use of marking, feedback and homework. This will be evidenced in work scrutiny documentation.'	STH	£5,000

8	As part of TAD - designation of faculty FSM champions to monitor provision and implement FSM strategy. Teaching time allocated.	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.	STH	£1,000
9	As part of TAD - staffing in the Pastoral Welfare Team to work closely with PP students, mentoring and supporting to improve attendance, behaviour for learning and achievement. Total salary of £87,000 with on-costs. As our PP cohort is 30% of the whole school, we have spent £20,010 towards their salary	Previous success at school backed up by Educational Endowment Foundation and Sutton Trust research . 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.	CBR	£18,100
10	Ensure middle leaders are confident in using intelligent data sources to accurately and robustly target individual intervention plans for disadvantaged pupils. Intervention taking place through the English and Maths carousel of curriculum intervention and a comprehensive after school intervention timetable for Year 11 students. Refresher training in the use of SMID analysis by JAL.	Data is used effectively by senior managers, teachers, teaching assistants and governors to pose and answer questions about current standards, trends over time, progress made by individual pupils, to track pupils' progress and to set high expectations. Using Data to Raise Achievement – Good Practice in Schools (Lambeth 2013)	JAL	£2000
11	Enable ease of Identification; disadvantaged pupils, including those who are more able, are clearly identifiable on all Bromcom/ marksheets and tracking sheets / SMID data / Gap reports and electronic seating plans.	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.	JAL	£2000
12	Additional teaching time of PP Year for 11 Maths and English groups by experienced Maths and English Teachers. A selection of 48 students have been removed from option groups (where they were underperforming) for extra English and Maths Intervention classes to ensure they achieve the enabling 4+ E&M for college and apprenticeship. Reducing Option class sizes and enabling 6 new intervention groups	The Educational Endowment Foundation indicate the merit of quality first wave teaching in the use of marking, feedback and homework. Feedback from local college and training providers stress the importance 4+ E&M to gain entry to Level 3 qualifications and training Small group tuition is effective which greater feedback from the teacher, more sustained engagement in smaller groups, or work closely matched to learners needs has a positive impact EEF Rating: Moderate +4 months Reducing the number of pupils in a class to 20 or below suggests the range of approaches a teacher can employ and the amount of attention each pupil will receive will increase. EEF Rating: Moderate impact +3 months	MCA	£24,000
13	Attendance support worker to intervene with PP pupils in school and support home visits. Development of risk registers and attendance tracking sheets	Previous success at school.	GJA	£3,500

14	<p>Raise the aspirations of disadvantaged pupils through a range of experiences which complement their learning and expand cultural capital</p> <p>Through our PD days and curriculum enrichment design a programme of additional activities which provide key social, economic and creative development.</p> <p>Intrinsic PD running 3 days a week throughout the year.</p> <p>Appointment of a lead teacher of careers JTI</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. EEF Rating: Moderate impact for moderate cost +4 months</p>	CBR and JTI	£12,500
8	<p>Year 10 and 11 revision resources and a contribution to the subscription to GCSEPod</p>	<p>Previous experience and success by other schools as a PiXL initiative.</p>	SHU	£3,000
9	<p>Improve engaging curriculum – introduce technical awards for targeted students in Year 9 and 10 additional small class sizes.</p>	<p>Through research with other successful schools. Advice from PiXL National conference. Matching courses to the employment opportunities in the local area.</p>	MCA	£10,000
10	<p>Develop approaches to engage 'hard to reach parents' as partners in their child's learning. Establish an online system of appointments at parents evening to target parents who don't usually attend.</p>	<p>Research shows the more parents get involved with school the more likely their child will:</p> <ul style="list-style-type: none"> • Achieve better grades • Score more highly in tests • Higher attendance rate • Improved social skills • More likely to complete homework • Have a more positive attitude to school • More likely to graduate from Higher education <p>(Parent Partnership Research)</p>	CBR	£3000
11	<p>Provision/uniform and shoes/basic stationary equipment Unfortunately, under COVID restriction/limitations we have not offered the breakfast yet</p>	<p>Research from other successful school where this has made impact.</p> <p>Parental involvement is consistently associated with pupil success at school. (EEF)</p>	HEL and STH	£3,250
11	<p>Allocation of an additional English and Maths teachers to reduce the number of students in class.</p>	<p>Research with other successful schools and school experience of the merit of quality first teaching in the use of marking, feedback and homework.</p> <p>Reducing the number of pupils in a class to 20 or below suggests the range of approaches a teacher can employ and the amount of attention each pupil will receive will increase. EEF Rating: Moderate impact +3 months</p>	MCA	£16,400
14	<p>Pupil Premium trip account. Access to trips and visits to museums, arts and cultural attractions for disadvantaged through mid and end of year trips to expand cultural capital</p>	<p>Previous experience in improving pupil engagement and outcomes of PP pupils.</p> <p>There is a culture of low educational aspiration within certain groups of disadvantaged pupils evidenced within pupil voice and lack of parental</p>	HEL and JAL	£2,000

		experience of higher or further education. EEF Rating: Moderate impact for moderate cost +4 months		
15	Improve monitoring of PP progress and accountability of Curriculum Leaders through link meetings and establishment of Quality For Education Leadership Team. Systematic review of progress data to lead to an action plan of intervention for the next half term.	Our own quality assurance processes.	RHO	£2,000
			Total	£245,435

5. Date of next Strategy Review

First Review	January 2021	Second Review	April 2021	Third Review	July 2021	Final Review Statement	October 2021
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6. Details of pupil premium spend for the previous year

Review of previous year expenditure 2019-20		
Mid-year review:	March 16 th JAL and SLT review of Spring SMID data. Current pro predictions by teaching staff for results 2020 P8 of PP show a gap to NPP students. The attendance gap at the end of HT4 between PP and NPP whole school is 3.8%.	
Feedback to Governors	July 2020 (did not take place due to school closure)	
Evaluation of previous year action	Completed September 14 th JAL and Feedback to School Governors	
Grant allocation amount 2019-20	£266,475	
Action/approach	Estimated Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP if appropriate	Lesson Learned (and weather you will continue with this approach)
<ul style="list-style-type: none"> Initiative to reduce barriers to independent learning with a timetabled period 6 for 'Prep Work' for all students. This also gives the opportunity for targeted intervention during this time to students who otherwise would not have engaged. 	<ul style="list-style-type: none"> Reduction in the number of behaviour concerns for homework. As the quality of work has improved by PP students due to access to time, internet and teacher support. High engagement Year 11. The 2020 results show a significant P8 gap between PP and NPP. The P8 of NPP students improved from the previous year. 	<ul style="list-style-type: none"> The initiative to use period 6 for vertical prep classes has once again been included in the school timetable and budgeted for staffing. However, this is not comprehensive due to the pandemic and changes to staggered end to the day. Year 11's have been kept out of the vertical groupings in order for targeted intervention to take place. Before School closure this was great success and timetabled well to meet needs. This has not beed

<ul style="list-style-type: none"> • Increase in the staffing of leadership of the PP students. A Whole School lead for PP as part of the SLT and a PP lead practitioner to help analyse day, work scrutiny and faculty action plan. • Additional teaching time of PP Year 11 students for Maths and English groups by key staff after removal from Option subjects. • Curriculum changes to a cohort of PP students to include vocational options in Btec Animal Care, Btec Performing Arts, NCFE Health and Fitness, NCFE Business Studies, OCR Engineering, OCR iMedia to improve engagement and progress. • Four Pastoral Support Worker assigned to Houses to support each year group. Each PSW allocated 33% of working week to mentoring PP students. Significant impact on PP attendance is planned 	<ul style="list-style-type: none"> • Impact made on 36 identified students removed as they improved their attainment and progress from start of Year 11 to result. • Positive impact and significant increase in the progress of Open Bucket Subjects 2020. Engaging Curriculum having positive results in year 9 and 10 • Increased engagement and support to improve attendance, behaviour for learning and achievement off PP students. 	<p>scheduled until Nov 2020 due to the pandemic and staggered end to the day for safety reasons.</p> <ul style="list-style-type: none"> • The initiative of an SLT lead for PP is again written into the budget. The role next year will evolve into the monitoring and scrutiny of PP student work then support for Teacher and Faculties. This will be developed to establish a team around the disadvantaged (TAD) • Significant timetable changes are planned for September to support year 11s in catch up English and Maths. The plan is to take a cohort of 46 predominately PP students out of Option 1, Option 2, Option 3 and create 4 small classes who will gain one English Intervention and One Extra Maths Intervention. • A hybrid model of the timetable allows students to concentrate on a KS4 three-year curriculum supporting student engagement and those with poor attendance. • Restructuring of the pastoral team to the House System and bubble year groups as a result of Covid measures. Welfare team are to continue to stay with key students and continue to work with each PP cohort.
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