

Pupil premium strategy statement – Park School Teaching Service

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	31
Proportion (%) of pupil premium eligible pupils	(7/31) 23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	15.12.2024
Date on which it will be reviewed	30.09.2025
Statement authorised by	G Webb
Pupil premium lead	G Webb
Governor / Trustee lead	E Fletcher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7125
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <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>	£7125

Part A: Pupil premium strategy plan

Statement of intent

At Park School, we work with children who are struggling to access mainstream education through a medical need such as physical or mental illness. Our aim is to help pupils acquire the knowledge, understanding and skills they will need to successfully re-engage with education and learning.

We will use of pupil premium strategy to work with individual pupils and identify gaps in learning to ensure that each child has the academic skills that they need and use individual provision maps to help overcome barriers to success. Finally, we will help co-ordinate services to ensure that children and families are accessing the support they need.

We employ a tiered approach beginning with ensuring children receive the best quality teaching through improving staff knowledge and CPD. We use targeted approaches, 1:1 and small group work underpinned by quality ongoing formative assessment. Finally, we use wider pastoral strategies to promote pupil wellbeing, improve attendance and engagement.

Our intent is to comply with our duties in both the Equality Act 2010 and the Special Educational Needs and Disabilities Regulations 2014 by ensuring our provision is accessible for those with disabilities or SEN, including those children with SEMH needs.

Challenges

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

Challenge number	Detail of challenge
1	Children entering the centre have missed a significant amount of schooling through erratic attendance, exclusion and time out of class. Time in class may also not have been spent in an optimal learning state. This leads to children often having inconsistent academic profiles and gaps in learning.
2	Low cognitive ability and learning disabilities
3	Specific development delay or neurodiversity
4	Communication difficulties
5	Physical illness
6	Low self-esteem
7	Overt parental conflict including domestic violence
8	Family breakdown (including where children are taken into care or adopted)
9	Inconsistent or unclear discipline
10	Hostile and rejecting relationships

11	Physical, sexual, emotional abuse, or neglect
12	Parental psychiatric illness
13	Parental criminality, alcoholism or personality disorder
14	Death and loss – including loss of friendship
15	Breakdown in or lack of positive relationships
16	Peer pressure
17	Socio-economic disadvantage
18	Homelessness
19	Discrimination
20	online abuse, sexual exploitation and the influences of extremism leading to radicalisation
21	Disengagement, including attendance

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
Improved pupil engagement with education	At least 80% of pupils meet their academic targets each term.
Improved pupil attendance in a school setting	Positive swing data for attendance of at least 10%.
Prepare pupils for next steps	Where appropriate pupils return to mainstream school. Year 11's to move on to positive post 16 destinations.

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: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEN support Learning Mentor	High impact of 1:1 tuition to support pupils in class with literacy or to support referral for EHCP. Children often arrive at Park School with undiagnosed communication and/or learning needs	1,2,3,4,5,6,7

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

Budgeted cost: £ 2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bedrock – Software to support the development of vocabulary and literacy skills. Purchase continuing staff support and training.	Many pupils arrive at Park School having missed large amounts of school due to poor physical and or mental health. This can often have had a significant impact on reading ages and vocabulary. When used consistently pupils should display an enhanced vocabulary and reading fluency.	1,2
Member of staff to access training to deliver the KBIT and WRAT4 assessments	Pupils to have an in depth assessment of their learning needs to inform interventions and classroom support. Pupils receive targeted support and resources as needed. Evidenced in Personal Learning Plans and Provision Maps	2, 3, 4

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

Budgeted cost: £ 1625

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental health first aid training	Majority of pupils at Park school suffer with poor mental health and access support outside of school such as CAMHS. By having a member of staff trained in Mental health first aid pupils will have access to ongoing support during the school day.	5-21
Enrichment opportunities	To provide students with a number of enrichment opportunities to learn and explore relevant and important topics such as domestic violence, vaping, how to look after yourself and how to stay safe both on and offline. Specialist external providers to deliver.	

Total budgeted cost: £ 7125

Part B: Review of the previous academic year

Pupil premium strategy outcomes

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

The Pupil Premium funding we received in 2023-2024 was used to provide:

- Specialist CPD for staff related academic delivery and quality assurance;
- Distance learning strategies as a response to non-attendance;
- Initial introduction of the Bedrock software package for literacy support;
- Training of a member of staff to be an Irlen's assessor;
- Pastoral learning mentors to support students emotionally to increase attendance and engagement;

All staff received CPD to enhance their understanding of current teaching methodology and innovative approaches to engage learning in disengaged or resistant learners.

All classes were supported by an in class learning mentor who helped to remove barriers to learning, resulting in improved engagement.

70% of our year 11 students achieved GCSE maths and English qualifications and 100% left with a nationally recognised qualification in maths and English. Of our distance learners, 100% achieved a nationally recognised maths and English qualification.

A new whole school reading programme named Bedrock learning has been introduced and weekly sessions are timetabled for all pupils.

Pastoral learning mentors have conducted 1:1 key working sessions with students to provide support relating to a range of issues including exploitation, family issues, emotional regulation and mental health needs.

90% of pupils went on to an appropriate post16 provision.

Access to our trust counsellor ensured that the parents of our most vulnerable students received expert support and guidance

