

# 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	(3/31) 10%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was published	15.12.2023
Date on which it will be reviewed	30.09.2024
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	£3105
Recovery premium funding allocation this academic year	£6000
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
<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>	£9105

# 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: £ 3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Specialist CPD</b> CPD for all staff around gender identity and school based anxiety</p>	<p>Lesson observations reveal the range of strategies staff are using to improve the learning of pupils especially around learning retention</p> <p>Lesson plans always include strategies around gender identity and pupils affected by school based anxiety.</p>	<p>1,2,3,4,5,6,7</p>
<p><b>Distance Learning offer</b> New strategies employed (e.g. Introduction of the AV1 robot) to work with students who are not attending site as a targeted response to non-attendance.</p>	<p>The distance learning provision is an impactful personalised response to disengagement</p> <p>Working closely with pupils and their families, often in their homes, helps re-engage learners who are unwilling to access the school site</p> <p>The aim with any learner on a distance package is to resume full time on site education when possible</p>	<p>1,5,15</p>

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

Budgeted cost: £ 2600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Bedrock – Software to support the development of vocabulary and literacy skills.</b></p> <p><b>Purchase and staff training.</b></p>	<p>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.</p> <p>When used consistently pupils should display an enhanced vocabulary and reading fluency.</p>	1,2
<p><b>Member of staff to access training to become an assessor for Irlen’s screening</b></p>	<p>Pupils receive targeted support and resources as needed.</p> <p>Evidenced in Personal Learning Plans and Provision Maps</p>	2, 3, 4

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

Budgeted cost: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Pastoral Learning Mentors</b></p> <p>In addition to our in class support, we also employ a mentor who acts as an attendance officer who works with families in order to encourage high levels of attendance and build home school relationships.</p>	<p>For children presenting with SEMH needs, the DfE (2018:15) cite effective Child Protection and Early Help processes as being significant protective factors in mitigating the challenges listed above.</p> <p>This has an effective impact for improved parental engagement. The pastoral mentor dedicates time to building good quality relationships with parents.</p>	5-21

**Total budgeted cost: £ 9100**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The Pupil Premium funding we received in 2022-2023 was used to provide:

- Specialist CPD for staff related to working with children affected by trauma;
- In class learning mentors to support students;
- Distance learning teacher as a response to non-attendance;
- Accurate assessment of learning needs via Educational Psychologist and external assessors;
- Outreach Teacher;
- Access to the BIT counsellor for individual therapy and parenting courses.

All staff received CPD to enhance their understanding of trauma and adopted a trauma informed approach within their practice.

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

In a pupil voice activity, all pupils reported that they felt safe and that their voices were heard at Park School.

Of our year 11 students on the SEND register, 89% left with a nationally recognised qualification in maths and English; 32% also left with two vocational qualifications. Of our distance learners, 100% achieved a nationally recognised English qualification and 91% achieved a nationally recognised maths 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.

85% 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

