

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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	Parkside Middle School
Number of pupils in school	600
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	11/12/23
Date on which it will be reviewed	Annually
Statement authorised by	The Governing body
Pupil premium lead	Rachel Sumner
Governor / Trustee lead	Sarah Moore

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 181,810 (July)
Recovery premium funding allocation this academic year	£ 29,194
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	£ 211,004

Part A: Pupil premium strategy plan

Statement of intent

At Parkside Middle School we aim to ensure all pupils, irrespective of their background, make strong progress and achieve high attainment across all subject areas. We aim to ensure all pupils have a wide and varied range of opportunities to enable them to be successful so that they can flourish socially, emotionally and academically. Where pupils are vulnerable and/or disadvantaged, we aim to remove barriers to learning and aid pupils to overcome the challenges they face. The focus of our pupil premium and recovery premium strategy is to diminish the difference between disadvantaged (DL) and non-disadvantaged pupils across all year groups, due to the gap widening because of the lockdowns and remote learning that these pupils found harder to engage with.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our strategy lays out how we will use the school's pupil premium funding, including the recovery premium, to support pupils to fulfil their potential, be fully ready for the next stage of their education and have the skills and cultural capital needed to succeed in the future.

Our approach will be responsive to common challenges and analysis of whole school data. We adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they achieve. We have a range of tried and tested strategies which we constantly review and revise as needed. Added to this we have developed a tiered approach to the recovery premium.

Challenges

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

Challenge number	Detail of challenge
1	Low prior attainment (significantly below national data) on entry particularly in Maths
2	Increased number of DL pupils also on the SEND register
3	Gaps in pupils social and emotional development have widened due to the pandemic
4	Understanding the importance of good attendance
5	DL pupils returning with lower levels of oracy skills
6	Low parental engagement and aspiration, not valuing education
7	Lack of fluency in reading and lack of reading outside of school following the pandemic
8	DL pupils taking offered opportunities

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
All eligible disadvantaged pupils are at age appropriate social and emotional development	Thrive screenings show pupils achieving age appropriate social and emotional development this is also demonstrated around school and when accessing lessons
Maintain attendance for disadvantage pupils	Attendance of 94% target achieved
Accelerate the progress of disadvantaged pupils to diminish any differences and improve attainment	The progress of disadvantaged pupils from different starting points matches or exceeds that of other pupils with the same starting point using summative / formative assessment
Consolidate prior learning for all eligible disadvantage pupils by providing the most effective tools for recovering lost education	Attainment of disadvantaged pupils will be in line with age related expectations. The progress of disadvantaged pupils from different starting points matches or exceeds that of other pupils with the same starting point using summative / formative assessment

Improve oracy, reading age and use of vocabulary.	Pupils will make accelerated progress to reach age related end points
DL pupils taking up wider curriculum opportunities and extra-curricular	Pupils build character and increase their culture capital.

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: £ 73,113

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff on the THRIVE approach. Licenced practitioners to attend external THRIVE training. 2 full days leadership training in THRIVE.	Whole school approach to THRIVE embedded in the ethos of the school as was proven before lockdowns. Proven evidence that the Thrive approach improves attendance at school and in lessons, as well as reducing on in the number of exclusions. The Thrive approach raises self-esteem to help pupils to move to age appropriate social and emotional development. It promotes health and well-being for all pupils. Behaviour interventions 4 months gain and Social/Emotional Learning 4 months gain (EEF Toolkit)	2, 3 and 4
CPD for Quality First Teaching for Reading	In-school data shows that reading and language development has been affected by the lockdowns. National data relating to DL pupils reinforces this. Revisit and build on previous CPD, evidence show this is the best way to approach CPD and make it effective. Bottom 20% of reader flagged on Bromcom, so all staff aware of the pupils needing further support. Reading comprehension Strategies 6 months gain (EEF Toolkit) Oral Language interventions – 6 months gain (EEF Toolkit) Feedback – 6 months gain Homework – 5 months gain	7

<p>CPD for Quality First Teaching for Maths</p>	<p>In-school data shows that maths development has been affected by the lockdowns and attendance due to lack of basic skill practise and module approached learning. National data relating to DL pupils reinforces this; stating that pupils are 7 months behind.</p> <p>Sequenced scheme of work and staff CPD have been proved to make accelerated progress for all pupils, alongside targeted interventions - this to continue.</p> <p>National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches to enhance our curriculum further.</p> <p>Mastery Learning – 5 months gain Feedback – 6 months gain Homework – 5 months gain</p>	<p>1</p>
<p>CPD for the Oracy framework and strategy. Reading across the curriculum focus.</p>	<p>In school evidence of social and emotional development using Thrive screenings along with Pastoral data identified oral language as an area of need for individuals.</p> <p>Termly focus on the use of purposeful, curriculum – focused, dialogue and interaction.</p> <p>Talk-time during class-time and launch of the Smart School Council promoting good listening and discussion skills, including turn-taking. Modelling good oracy skills.</p> <p>Speak like Specialist throughout the school, where pupils are expected to use subject specific language, with support where needed.</p> <p>Evidence from the EEF (toolkit) identifies that Oral language intervention – 6-month gain.</p>	<p>3,5</p>
<p>Quality First Teaching available for all pupils. CPD programme to support staff to delivery consistently high-quality learning. e.g. sequencing of learning, subject knowledge, pedagogy, scaffolding and direct teaching / retrieval / ECT programme/ Literacy and Numeracy across the curriculum / Use of Accelerated Reader/</p>	<p>Evidence EEF CPD documentation relating effective CPD linked to high quality teaching and the use of repetition. Parkside CPD programme reflects this.</p> <p>Proven impact of the STLP sharing good practice.</p> <p>Feedback – 6 months gain Mastery Learning – 5 months gain Individualised learning – 4 months gain Homework – 5 months gain Learning how to learn – 7-month gain (EEF Toolkit)</p>	<p>1,2, 5, 7</p>

<p>Recruitment and Retention of key staff to include the Assistant Head responsible for the Pupil Premium, SENDCo, academic mentors and new learning mentor for DL pupils.</p>	<p>Staff accountable for DL pupils progress and attainment. Key staff with specific responsibility to get impact. Monitor the impact of strategies and implement new initiatives Behaviour interventions can have 4 months gain (EEF Toolkit)</p>	<p>All</p>
<p>CPD for all staff on the strategies and approaches with DL pupils. All staff to complete modules 1 and 2 from 'Thinking Differently about Disadvantaged Learners.' Key staff e.g. AHT, DHT and learning mentor for DL to complete CPD.</p>	<p>Staff accountable for DL pupils progress and attainment. More strategies to support accelerated progress and deal with 'Learned Helplessness'. Focus on increased opportunities for DL pupils. Learning how to learn – 7-month gain (EEF Toolkit)</p>	<p>All</p>
<p>Upskill LSAs to support targeted interventions e.g. Reciprocal reading training and Precision Teach, 5 a day</p>	<p>School and national data shows focus needed on reading after lockdowns. Teaching Assistant intervention 4 months gain (EEF Toolkit)</p>	<p>7</p>
<p>'Embrace opportunity, nurture success and inspire futures' by offering careers advice, leadership opportunities, roles and responsibilities and extra-curricular enrichment.</p>	<p>Findings from previous practise has suggested that extracurricular and responsibilities has encouraged positive outcomes such as increased attendance and improved achievement. Arts participation 3 months gain (EEF Toolkit) Physical activity 1 month gain (EEF Toolkit)</p>	<p>3,4,5, 6 and 8</p>

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

Budgeted cost: £ 111,105

Activity	Evidence that supports this approach	Challenge number(s) addressed
THRIVE support sessions for vulnerable / disadvantaged pupils.	<p>Whole school approach to THRIVE embedded in the ethos of the school as was proven before lockdowns.</p> <p>Proven evidence that the Thrive approach improves attendance at school and in lessons, as well as reducing on in the number of exclusions.</p> <p>The Thrive approach raises self-esteem to help pupils to move to age appropriate social and emotional development. It promotes health and well-being for all pupils.</p> <p>Behaviour interventions 4 months gain and Social/Emotional Learning 4 months gain (EEF Toolkit)</p>	2,3 and 4
Wave 1 in class intervention.	EEF CPD documentation – Quality First Teaching has the greatest impact on pupils accelerated progress for target groups or individuals.	1,2 and 5
Intervention groups to offer wave 2 targeted support in Literacy and Numeracy with staff responsible for mentoring.	<p>Accelerated progress for target groups or individuals.</p> <p>Improved attendance in school.</p> <p>Small group intervention 4 month gain (EEF Toolkit)</p> <p>Proven method previously used by school</p>	1,2 and 5
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A greater proportion of the pupils who receive tutoring will be disadvantaged.	<p>Address the national programme for catch up for DL and vulnerable pupils to address gaps in learning.</p> <p>Personalised tutoring to target specific areas for improvement and raise the attainment of individuals.</p> <p>1-1 tuition 5 months gain (EEF Toolkit)</p>	1 and 5
Recovery curriculum for all. To diminish differences and fill gaps in learning by the	Creates a personalised support for DL pupils to raise their attainment.	1 and 5

implementation of Century Tech, which uses a personalised pathway for learning.	Identify gaps in learning and improve their long-term recall. Used in Summer term 2021 proven to work. Individualised learning – 4 month gain (EEF Toolkit)	
Provision of Wave 2 interventions using Century Tech, Lexia, Lexonik and TTrackstars.	Accelerate progress of target groups on their basic skills, reading fluency and comprehension. Used in previous academic years and proven to accelerate progress reference academic year 2018-2019 Individualised learning – 4 month gain (EEF Toolkit)	1 and 5
Homework support available daily for all pupils to access adult support and technology available.	Remove barriers to learning and accelerate the learning opportunities and encouragement from key adults. Homework – 5 months gain (EEF Toolkit)	1, 2 and 5

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

Budgeted cost: £ 27,747

Activity	Evidence that supports this approach	Challenge number(s) addressed
THRIVE online subscription. THRIVE full time provision for family support and partnership. THRIVE resources.	Improved attendance at school and in lessons. Reduction in the number of exclusions. Raised self-esteem and age appropriate social and emotional development. Promote health and well-being for all pupils. Whole school approach to THRIVE embedded in the ethos of the school. Behaviour interventions 4 months gain Social/Emotional Learning 4 months gain	2,3 and 4
Liaison work with pupils, parents and outside agencies by DSL / Pastoral Manager / Attendance officer / Welfare officer /	Embedding principles of good practice set out in the DfE's 'Improving School Attendance advice' is used to improve the attendance of pupils at school and in lessons. Use of attendance support	2,4 and 6

<p>SENCO and SENDCo administrator.</p> <p>Learning conversations and pastoral support.</p> <p>Pupil support and outside agency support for families.</p> <p>Child protection plans and support plans for CIN and Early help including specific interventions.</p>	<p>plans and collaborative work with the LA to ensure good attendance.</p> <p>Welfare sessions, check-ins and interventions are based on previous practise and proven to be successful.</p> <p>Signs of safety model has been adapted into a 'Thinking about the Child' approach, used with vulnerable children, which supports work with multi agencies. This is a recommended national approach and proven successful.</p> <p>Parental Engagement 4 months gain (EEF Toolkit) Family Thrive session and early help sessions are part of our practice.</p>	
<p>'Embrace opportunity, nurture success and inspire futures' by offering careers advice, leadership opportunities, roles and responsibilities and extra-curricular enrichment.</p>	<p>Subsidy for educational visits, residential trips, inspiration days, Food and Nutrition curriculum, social awareness day and music tuition has proven successful in previous academic years.</p> <p>Support parents to purchase school uniform and equipment for learning has allowed pupils in previous years to successfully take on these opportunities.</p> <p>Greater opportunities created and targeted at DL pupils.</p>	<p>3,4,5, 6 and 8</p>
<p>CLA PEP funding to support strong outcomes for all CLA pupils to support their PEP targets and ascertain pupil voice.</p>	<p>LA PEP coordinators meetings with the DT to secure smart targets. Practise that is in line with the requirements of the Virtual schools and DfE.</p>	<p>2 and 3</p>

Total budgeted cost: £ 211,965

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 to 2023 academic year.

Progress made by pupils eligible for Pupil Premium at Parkside Middle School based on externally marked GL Assessments showed:

Year 5 pupils, 73% made expected progress and 33% made above expected progress in English. 12% made expected progress and 61% made above expected progress in Maths.

In Year 6 the data used was from GL baseline to SATS scores. Year 6 pupils, 97% made the expected progress and 27% made above expected progress in Reading. 97% of pupils made expected progress and 67% made above expected progress in Maths.

Year 7 pupils, 82% made expected progress and 62% made above expected progress in English. 100% made expected progress and 97% made above expected progress in Maths.

Year 8 pupils, 89% made expected progress and 67% made above expected progress in English. 96% made expected progress and 79% made above expected progress in Maths.

Attainment on exit of pupils eligible for Pupil Premium Parkside Middle School based on externally marked GL Assessments showed:

Maths 101.8, this is progress of 14.5 points from baseline and English 105.8, this is 7.0 points progress from baseline.

(100 being the National expected attainment from GL as there are no national averages available from DfE for Year 8).

Attendance 87% for pupils eligible for Pupil Premium funding (whole school target 94%).

50% of the pupils eligible for Pupil Premium attended and extra-curricular activity outside of the school curriculum time.

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
Century Tech	Century Tech
National Tutoring Programme	Fleet Tutors
PASS and Progress Tests	GL assessment
Lexia – targeted Literacy support	Lexia
Accelerated Reader	Renaissance Learning
Thrive Approach	Thrive Online
TTRockstars	Maths Circle Ltd
Spelling Frame	Edshed
MyMaths	MyMath
Mathsframe	Mathsframe.co.uk
Kerboodle	Oxford University Press
FFT Reading Assessment Program	FFT
Lexonik	Lexonik
IDL	International Dyslexia Learning Solutions Ltd

Further information (optional)

The Pupil Premium strategy continues to be highly successful and impacts on the achievements of the disadvantaged pupils including the CLA/ PLAC pupils. Previous evidence supports that those supported by the Pupil Premium make outstanding progress in both Mathematics and English during their four at this middle school. As a school we ensured that during the periods of lockdown or if a pupil had to self-isolate, they were supported by being provided with the relevant technology, welfare calls, packages and regular contact with staff members and school placements to support engagement in the remote learning. After returning from the periods of lock-down a phased approach to the recovery curriculum was implemented as a way of ensuring the needs of all pupils were addressed.

Part C: Recovery Premium - Educational Recovery Plan

<p>Stage 1</p>	<ul style="list-style-type: none"> • Recovery curriculum provided by subject leaders for all staff through the adaptation of Medium-Term Plans and through department meetings – Maths to target basic skills and whole school to focus on Reading for understanding. • Quality First Teaching – CPD provided to support the delivery of this and is shared with the whole school through staff meetings and through mentoring sessions with Early Careers Teachers and Learning Support Assistants. A key focus for the whole school CPD programme. • Review the tracking from remote education to identify the level of engagement, to know pupils starting points and use the audits that were completed in Maths and Literacy. • LSA supporting EHCP pupils within the classroom. • Century Tech used in Mathematics/English/Science. Implemented whole school with Subject leaders to monitor the implementation and set expectations of usage and areas of focus. This information will be based on pupil progress meetings and data / script analysis. • Century Tech to be launched with parents through letters and parents evening meetings. • Lexia set up within selected Literacy groups in Year 5 and Year 6 for pupils working below their reading age and identified by the STAR tests from Accelerated Reader. Additional provision for all pupils who are in receipt of an EHC plan. • Accelerated Reader used by all pupils to monitor and track reading ages and reading progress. • Use of TTRockstars and Spelling league within KS2 lessons to promote active participation in the basic skills. • Class Thrive whole school embedded into the curriculum and follows individual screening. Used to target all pupils' social and emotional needs. • Pastoral support and rewards in place to promote the behaviour policy.
<p>Stage 2</p>	<ul style="list-style-type: none"> • TTRockstars during Assembly time supported by an LSA, pupils selected based on Subject Leader monitoring the 66 times tables results. • Additional time is used for Lexia during Assembly time to access reading intervention. • Academic mentors working with Y6 Disadvantaged Learners and pupils of need in Numeracy and Literacy (1 hour per week). Focus on building independence, resilience with learning and basic skills. Century Tech is used within the sessions along with key teaching. The focus for the pupils learning is made in collaboration with their set teacher.

	<ul style="list-style-type: none"> • LSA intervention groups for pupils with SEND – Precision teach, Talkabout, Smart moves, Reciprocal reading and Thrive. Pupils are selected based on individual needs or as part of recommendations from outside agencies. • Reciprocal reading session for Year 5 pupils to be delivered weekly by a qualified teacher. • Reading buddies for low ability readers to have opportunities to read on a regular basis. • Introduction of Lexonik to target pupils with reading ages that are significantly below. Implementation to be delivered in small groups of 4. • 1-1 and small group Thrive sessions implemented for pupils who are identified as significantly below their expected social and emotional age.
Stage 3	<ul style="list-style-type: none"> • Family Thrive sessions are provided for pupils who need support both inside and outside of school. Work is carried out both with the pupil and the parents. • National Tutoring Programme implemented with the pupils accessing 1 hour per week for 15 weeks, with a focus on Numeracy and Literacy. Areas to study are identified initially by the Subject Leaders then by liaison with the individuals' Literacy and Numeracy teacher. • Provision of 1-1 tutoring for CLA pupils either outside of school or partially within school to focus on an area of the curriculum the pupil feels they need or has been raised during the PEP. • School Led Tutoring to focus on pupils with a low or significantly low reading age or have low GL indicators for Mathematics from baseline data and pupils progress meetings.