

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	602
Proportion (%) of pupil premium eligible pupils	145 pupils = 24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published	22/11/24
Date on which it will be reviewed	Annually
Statement authorised by	The Governing Body
Pupil premium lead	Natalie Mancini
Governor / Trustee lead	Sarah Moore

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 187,380 (July)
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	£ 187,380

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 recognise that some pupils face significant challenges to their learning, be that academically, socially, emotionally, or indeed in terms of their aspirations. 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 strategy is to decrease the difference in attainment between disadvantaged (DL) and non- disadvantaged pupils across all year groups (in-line with the national picture).

Parkside Quality First 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.

The school has embedded The Thrive approach and is a 'Thrive School of Excellence' for all pupils to support and build positive relationships with peers and adults. These strong positive relationships are particularly important for our disadvantaged pupils, ensuring they have an adult they trust and someone who champions their well-being and helps reduce their barriers to learning.

Inclusion is at the heart of the school. The school was awarded the Quality Inclusion Mark in March 2023.

"Remarkably high standards and expectations are visible throughout Parkside for pupils, staff and parents and within everyday learning and life."

(IQM Inclusive School Award March 2023)

Our strategy lays out how we will use the school's pupil premium funding 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.

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 (29% of the DL pupils are also SEND). The school has a high percentage of SEND pupils compared to national and local data, with the highest proportion being social, emotional and mental health. 68% of our DL pupils are also registered as vulnerable.
3	Early writing and reading needed by a higher proportion of DL pupils.
4	Parents valuing good attendance; increasing attendance data for DL pupils
5	Dealing with Learned Helplessness academically and through self-worth. DL pupils taking offered opportunities
6	Lower parental engagement causing a lower aspiration and not investing in their child's education with attendance, reading and homework support.

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
<p>Attainment – Early English</p> <p>Decrease the difference in early reading and writing for DL pupils to be more in-line with non-DL peers, to increase STAR reading NRSS score allowing pupils better access across the curriculum.</p>	<p>Pupils' reading ages and NRSS will improve and increased attainment in summative assessments. No more marking in-line or above national average for DL pupils.</p>
<p>Attainment - Maths</p> <p>Pupils retaining methods and strategies, closing the gaps on prior learning. Good basic number skills shown and developing resilience through problem solving and reasoning.</p>	<p>Pupils retaining knowledge and skills able to transfer across the curriculum. Improved summative assessments.</p>

<p>Attainment across the curriculum Accelerate the progress of disadvantaged pupils to decrease the difference and improve attainment</p>	<p>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. Attainment is more in-line with non-DL peers.</p>
<p>Teaching and Learning DL pupils 'knowing more and remembering more' through retrieval activities and formative assessment. Use of targeted reactive intervention.</p>	<p>Pupils' attainment will be more in-line with their non-DL peers. Interventions effective.</p>
<p>Active Learners All staff to use DL training and strategies to support with Learned helplessness and form tutors to champion DL with highest need.</p>	<p>DL pupils more independent, attendance improved and higher self-esteem and confidence leading to higher aspiration.</p>
<p>Social, emotional and well-being All eligible disadvantaged pupils are at age appropriate social and emotional development</p>	<p>Thrive screenings show pupils achieving age appropriate social and emotional development this is also demonstrated around school and when accessing lessons. Able to use learnt strategies.</p>
<p>Achievement and Behaviour Rewards and sanctions in line with their non-DL peers.</p>	<p>Improved number of achievement points gained for positive conduct, academic contributions and making the right choices and upholding the Parkside Standard. A decrease in behaviour points and 'Shining the light' working effectively to support DL pupils to reflect on behaviour choices.</p>
<p>Attendance Maintain attendance for disadvantage pupils</p>	<p>Attendance of 93% target achieved</p>
<p>Parental engagement An increased in parental engagement for DL pupils.</p>	<p>Improved attendance from parents of DL pupils at parents' evenings, coffee mornings, Family Thrive afternoons, Subject information evenings and engagement parental consultation</p>
<p>Aspirations and opportunities DL pupils taking up wider curriculum opportunities, enrichment and extra-curricular</p>	<p>Pupils build character and increase their culture capital. Future education and careers aspirations</p>

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 68,537

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for all staff on the THRIVE approach, regularly revisited.</p> <p>Licensed practitioners to attend external THRIVE training.</p> <p>2 full days leadership training in THRIVE.</p>	<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>	<p>2 and 5</p>
<p>CPD for Quality First Teaching for Early English</p>	<p>In-school data shows that reading and language development has been affected by the lockdowns. National data relating to DL pupils reinforces this. Recent studies identify that Year 5 pupils to be further behind in Reading across the country as they were in Reception and Year 1, which has impacted on their phonological development. (Sept 2024)</p> <p>Revisit and build on previous CPD, evidence show this is the best way to approach CPD and make it effective.</p> <p>Bottom 20% of reader flagged on BromCom, so all staff aware of the pupils needing further support.</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>Reading comprehension Strategies 6 months gain (EEF Toolkit)</p> <p>Oral Language interventions – 6 months gain (EEF Toolkit)</p> <p>Feedback – 6 months gain</p>	<p>3, 5 and 6</p>

	Homework – 5 months gain	
CPD for Quality First Teaching for Maths	<p>In-school data shows that maths development has been affected by 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. (Sept 2023)</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>	1, 5 and 6
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 to monitor reading ages.	<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 and previously the BMSLP.</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>	1,2,3,5 and 6
<p>Recruitment and Retention of key staff to ensure appropriate support for DL pupils include:</p> <ul style="list-style-type: none"> -Head of Academic Support responsible for the Pupil Premium -SENDCo and Assistant SENDCo -Learning Mentor -Family Support Worker -Attendance and Inclusion Officer -Welfare Manager 	<p>Staff accountable for DL pupils progress and attainment. Key staff with specific responsibility to make impact.</p> <p>Recruitment of key roles is significant in maintaining high standards in teaching across the school whilst enabling us to build strong relationships with all pupils, particularly those disadvantaged/CLA/PLAC. Pupils who are in most need of extra support are identified early and receive high quality interventions that impact their future outcomes.</p> <p>The appointment of a Learning Mentor and Attendance Officer promotes the opportunity to work with both DL pupils and their parents/carers to ensure appropriate support</p>	All

<p>-Well-being support Officer</p>	<p>is provided. This challenges barriers intern helping to raise aspirations reducing social, emotional and attendance issues for DL pupils.</p> <p>Key staff monitor the impact of strategies and implement new initiatives when required.</p> <p>Behaviour interventions can have 4 months gain (EEF Toolkit)</p>	
<p>Revisit CPD (<i>‘Thinking Differently about Disadvantaged Learners’</i>) for all staff on the strategies and approaches with DL pupils. Use of National College for additional CPD.</p> <p>Head of Academic Support to attend network meetings.</p> <p>School signed up for LA 2 year programme: Evidence into Action: Addressing the needs of our Disadvantaged Learners - The importance of literacy in addressing disadvantage</p>	<p>Staff accountable for DL pupils progress and attainment. Links made through performance management. Continue to use strategies to support accelerated progress and deal with ‘Learned Helplessness’.</p> <p>Focus on increased opportunities for DL pupils.</p> <p>Learning how to learn – 7-month gain (EEF Toolkit)</p>	<p>All</p>
<p>Upskill teachers, staff and LSAs to support targeted interventions.</p> <ul style="list-style-type: none"> -FFT diagnostics for early readers - WAAM, - Talkabout - Phonics - Lexonik - Might Moe (Anxiety) - Anger Gremlin - Trauma Informed - Lego Therapy - IDL - ADHD awareness - Touch typing 	<p>School and national data shows focus needed on early reading.</p> <p>Effective and targeted support raises outcomes and motives learners by removing barriers.</p> <p>Teaching Assistant intervention 4 months gain (EEF Toolkit)</p>	<p>1,3 and 5</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.</p> <p>Arts participation 3 months gain (EEF Toolkit)</p> <p>Physical activity 1 month gain (EEF Toolkit)</p>	<p>4,5 and 6</p>
<p>CPD for staff through working collaboratively with colleagues across schools as part of the STLP.</p>	<p>Staff continuing to work collaboratively across subject areas and age ranges will share best practise and further improve standards.</p> <p>Collaboratively learning approaches 5 months gain (EEF Toolkit)</p>	<p>All</p>

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

Budgeted cost: £ 79,206

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>THRIVE support sessions for vulnerable / disadvantaged pupils.</p>	<p>Whole school approach to THRIVE embedded in the ethos of the school.</p> <p>Proven evidence that the Thrive approach improves attendance at school and in lessons, as well as reducing 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>	<p>2,4,5 and 6</p>
<p>Implementation of FFT Reading diagnostics to identify specific needs of the lowest readers. Pupils receive support both inside and outside the classroom. Interventions include: Phonic, Lexonik, Lexia, Renaissance Reading,</p>	<p>Accelerate progress of target groups on their phonological awareness, reading fluency and comprehension.</p> <p>Improved reading levels support pupils in their learning of all subjects.</p> <p>EEF Reading comprehension strategies +6 months gain</p>	<p>3 and 5</p>

Reading for Fluency and Comprehension.	EEF Phonics programme +5 months gain Individualised learning – 4 months gain (EEF Toolkit)	
Provision of Wave 1 interventions using Phonics, Lexia, Lexonik and TTRockstars. Support groups with high proportion of DL pupils accessing this regularly.	EEF CPD documentation – Quality First Teaching has the greatest impact on pupils accelerated progress for target groups or individuals. Accelerate progress of target groups on their basic skills, reading fluency and comprehension. Used in previous academic years and proven to accelerate progress. Individualised learning – 4 month gain (EEF Toolkit)	1,2,3 and 5
Intervention groups to offer wave 2 targeted support in Literacy and Numeracy with staff responsible for intervention. Engage in school-led tuition for individual pupils using outside agencies using Fleet Services.	Accelerated progress for target groups or individuals. Improved attendance in school. Small group intervention 4 months gain (EEF Toolkit) Proven method previously used by school and analysed to have impact on academic understanding, Pupil voice supports that it build confidence in knowing and remembering more. Personalised tutoring to target specific areas for improvement and raise the attainment of individuals. 1-1 tuition 5 months gain (EEF Toolkit) Teaching assistant interventions gain 4 months	1,3 and 5
Identified pupils in need of extra academic support in Maths and Reading work collaboratively with a Y8 Literacy or Maths Leader, which is overseen by the Head of Maths and KS2 English.	Pre-teaching raises confidence enabling pupils to make progress. One to one regular reading support effective in improving reading fluency and build confidence. Improved fluency allows pupils to then comprehend a text. Individualised learning – 4 months gain (EEF Toolkit)	1,2,3 and 5
Social, Emotional and well-being target wave 2 support. Offered to pupils who need extra support to access learning. This is one to one or part of a small group. Interventions include: -Thrive	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. Access to an available adult to talk about worries and who can provide support. We know that this helps with pupils' readiness to learn.	2,4, 5 and 6

<ul style="list-style-type: none"> -Learning mentor sessions -RESPECT sessions -Police Cadets Programme -Listening Service -KD Coaching -Mentoring -Lego Therapy -Mighty Moe -Anger Gremlin 	<p>Behaviour interventions 4 months gain and Social/Emotional Learning 4 months gain (EEF Toolkit)</p>	
<p>Homework support available daily for all pupils to access adult support and technology available during the school day. Along with Private Study time after school.</p>	<p>Remove barriers to learning and accelerate the learning opportunities and encouragement from key adults. Providing the same opportunities, resources and support as their non-DL peers. Homework – 5 months gain (EEF Toolkit)</p>	<p>1, 2,3, 5 and 6</p>
<p>Consistent use of the 'Ordinarily Available' strategies to provide for the needs of all individuals and make all learning accessible.</p>	<p>Remove barriers to learning and accelerate the learning opportunities. Used by all teachers and proven to be highly effective along with Quality First Teacher Individualised learning – 4 month gain (EEF Toolkit)</p>	<p>2 and 5</p>
<p>Pupil profile development and mentoring time by Learning Mentor to target individual DL pupils to boost their social, emotional well-being, whilst raising attendance, aspiration and parental involvement.</p>	<p>This support continues to be critically important to a small number of pupils. Through mentoring sessions, pupils can talk about their worries to a key adult who provides appropriate support whilst working on strengthening the Parkside values. We know this helps pupils with their readiness to learn leading to greater progress and attendance. Social/Emotional Learning 4 months gain (EEF Toolkit)</p>	<p>4,5 and 6</p>
<p>DL Champions identified by Head of Academic support and Learning Mentor for half termly positive attention to compliment the Thrive approach.</p>	<p>Raising the awareness of individuals to promote positive well-being this intern raises self-esteem. This is effective in improving attendance and access to learning. Social/Emotional Learning 4 months gain (EEF Toolkit)</p>	<p>4,5 and 6</p>

Mentoring programme initiated, where a high proportion of DL pupils will meet people in different industries to experience career advice and broaden their understanding and aspirations of future opportunities beyond school.	Highly effective in ensuring disadvantaged pupils receive equal opportunities to their non-DL peers. Raise aspirations and broaden their knowledge of the cultural capital.	4,5 and 6
Whole school shared approach to using Provision Map to develop and implement Learning and behaviour support plans to address the individual needs of pupils.	Findings from previous practice identifies that consistency is effective in raising standards.	2

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

Budgeted cost: £ 41,401

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	2,4,and 6
Liaison work with pupils, parents and outside agencies by DSL / Pastoral Manager / Attendance officer / Welfare officer / SENCO and SENDCo administrator. Learning conversations and pastoral support.	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 plans and collaborative work with the LA to ensure good attendance. Welfare sessions, check-ins and interventions are based on previous practise and proven to be successful.	2,4 and 6

<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>Trauma Informed School. TISUK trained practitioners to support the needs of a significant number of DL pupils.</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)</p> <p>Family Thrive session and early help sessions are part of our practice.</p> <p>Building positive relationships with all pupils as social, emotional and mental health challenges have increased.</p> <p>EEF Social and emotional learning +4 months progress.</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>EEF sports participation +2 months gain EEF arts participation +2 months gain</p>	2,4,5 and 6
<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>	2 and 6
<p>Pupil profile development and mentoring time by Learning Mentor to target individual DL pupils to boost their social, emotional well-being, whilst raising attendance, aspiration</p>	<p>This support continues to be critically important to a small number of pupils. Through mentoring sessions, pupils can talk about their worries to a key adult who provides appropriate support whilst working on strengthening the Parkside values.</p> <p>We know this helps pupils with their readiness to learn leading to greater progress and attendance.</p>	2,4, 5 and 6

and parental involvement.	Social/Emotional Learning 4 months gain (EEF Toolkit)	
DL Champions identified by Head of Academic support and Learning Mentor for half termly positive attention to compliment the Thrive approach.	Raising the awareness of individuals to promote positive well-being this intern raises self-esteem. This is effective in improving attendance and access to learning. Social/Emotional Learning 4 months gain (EEF Toolkit)	5 and 6
Mentoring programme initiated, where a high proportion of DL pupils will meet people in different industries to experience career advice and broaden their understanding and aspirations of future opportunities beyond school.	Highly effective in ensuring disadvantaged pupils receive equal opportunities to their non-DL peers. Raise aspirations and broaden their knowledge of the cultural capital.	5 and 6
Regular contact with families of DL pupils to provide support when needed. Including support with food, uniform and enrichment.	Highly effective in supporting DL to attend regularly and be given the same opportunities as their non-DL peers. This compliments the social, emotional and well-being support.	4 and 6

Total budgeted cost: £ 189,144

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 2023 to 2024 academic year.

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

Year 5 pupils, 75% made expected progress and 35% made above expected progress in English. 88% made expected progress and 63% made above expected progress in Maths.

In Year 6 the data used was from GL baseline to SATS scores. Year 6 pupils, 88% made the expected progress and 18% made above expected progress in Reading. 94% of pupils made expected progress and 48% made above expected progress in Maths.

Year 7 pupils, 93% made expected progress and 70% made above expected progress in English. 97% made expected progress and 83% made above expected progress in Maths.

Year 8 pupils, 90% made expected progress and 84% made above expected progress in English. 100% made expected progress and 97% 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 102.4, this is progress of 23.1 points from baseline and English 104.5, this is 16.8 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 90.5% (increase of 3.5%) for pupils eligible for Pupil Premium funding (whole school target 94%).

85.4% (whole school 88.6%) of the pupils eligible for Pupil Premium attended an extra-curricular activity with regular participation 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
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
White Rose	
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/ PCLA pupils. Previous evidence supports that those supported by the Pupil Premium make outstanding progress in both Mathematics and English during their four years at this middle school.