



2024-2025 PUPIL PREMIUM STRATEGY STATEMENT

This is to be read in conjunction with the college's Pupil Premium Policy

This statement details our college's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged students. 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 college.

College overview

Detail	Data
College name	Parkside Studio College
Number of students in college	54
Proportion (%) of pupil premium eligible students	23
Academic year or years covered by our strategy	2024-2025
Publish date	01 September 2024
Review date	31 August 2025
Statement authorised by	Stewart Duguid, Chair of the Academy Board
Pupil premium lead	Karina Porter, Principal
Governor lead	Stewart Duguid, Chair of the Academy Board

Funding overview

Metric	Data
Pupil premium funding allocation this academic year	£ 24,675 (based on 23 eligible students)
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£24,675

Pupil Premium Strategy Plan

Statement of intent

The 'Pupil Premium' is funding allocated to schools for the specific purpose of boosting the attainment of pupils from low-income families who are considered disadvantaged compared to their wealthier peers. Pupil Premium is spent within the context of the overall funding agreement between the Department for Education and Parkside Studio College. Funding is based on children who have been registered for free school meals at any time in the last six years, further reinforcing the importance of making sure all those who qualify are actually registered. Nationally one in four children comes into this category across the entire ability range. A large percentage of our students are eligible for Pupil Premium and we passionately believe that this is not a barrier to success, but rather that by improving outcomes for all in our community we benefit the most disadvantaged most of all. Many of the plans we put in place to support Pupil Premium students also support and raise the outcomes of other groups within the school such as those with Special Education Needs, and those identified as EAL. The College's statement of intent can be read in detail in its Pupil Premium Policy: <https://www.parksidestudiocollege.co.uk/policy-documents>

Challenges

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

In-college barriers (issues to be addressed at college level, such as poor literacy skills)	
A	Low literacy and communication skills: a high number of PP students arrive with low language and communication skills.
B	Resilience for learning: a significant number of PP students lack concentration and stamina for learning, which can manifest in low level disruption in class. These students require support for completion of their work.
C	Low social and emotional skills: we need to put in support for PP students who consistently show poor skills in maintaining friendships and demonstrate unacceptable levels of over reactions to incidents.
External barriers (issues which also require action outside college, such as low attendance rates)	
D	Attendance: attendance rates of PP students are typically lower than that of their peers.
E	Engagement of parents, guardians, and careers: attendance at Academic Review and information evenings is low for PP. Many cannot or do not support their child with their homework.
F	Aspiration: some PP lack aspirational goals and disengage with education.
Desired Outcomes	
A	Close the literacy achievement gap between national all students and Pupil Premium.
B	Ensure PP students have ample time, space and resources to complete their work in class. Ensure PP students achieve or exceed their subject targets.
C	Reduce the number of behavior incidents of PP students through pastoral support from the teacher and support staff.
D	Attendance of disadvantaged students to be better than national averages.
E	A greater number of parents, guardians and cares attend meetings and ensure their child has access to after college and holiday booster and activity programs.
F	Improve students' wider involvement in college life so they can apply their knowledge in real life situations.

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	Target date
Progress 8*	For Pupil Premium students to achieve at least national average progress, and make at least the same amount of progress as non-Pupil Premium students.	Sept 25
Attainment 8*	For Pupil Premium students to achieve at least national average attainment, and reach the same level of attainment as non-Pupil Premium students.	Sept 25
% grade 5+ in English and mathematics	For Pupil Premium students to achieve at least national average percentage, and achieve as well as non-Pupil Premium students.	Sept 25
Improve attendance and punctuality of PP students	For Pupil Premium students to attend at least 96% of the time	Sept 25
Raising expectations and aspirations of PP students	Increased attendance to half term enrichment week and access to progression route planning support.	Sept 25

*** This school or college does not cover the full Progress 8 period.**

Some schools start educating pupils partway through the 5-year period covered by Progress 8, which should be taken into account when comparing their results with schools that start at Key Stage 3.

Teaching priorities for current academic year (CPD, recruitment and retention)

Measure	Activity	Evidence that supports this approach
Priority 1	Teachers to use data to be aware of disadvantage students, and to adapt teaching accordingly. Teachers will use prior attainment to chart a path on improving students current attainment, or adapt their teaching to support learners in making progress.	<i>While evidence from research provides valuable insight into what has happened in the classrooms in the past, it doesn't automatically mean that approach will be effective in the future. It is important to use careful judgement of the relevance and applicability of any source of evidence. EEF Guide to Pupil Premium 2023.</i>
Priority 2	High quality homework for all students, with relevant links to learning in class. Use of appropriate and high quality platforms to deliver additional learning and support. For example MathsWatch and Kerboodle.	<i>The evidence shows that the impact of homework, on average, is five months' additional progress. However, beneath this average there is a wide variation in potential impact, suggesting that how homework is set is likely to be very important. There is some evidence that homework is the most effective when used as a short and focused intervention. EEF Teaching and Learning Toolkit October 2018.</i>
Priority 3	Professional Development Training and Support. Focused CPD to improve the quality of teaching and learning from good to outstanding.	<i>Good teaching is the most important lever colleges have to improve outcomes for disadvantaged students. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for Pupil Premium.</i>
Barriers to learning these priorities address: Barrier A - Low literacy and communication skills. Barrier B - Resilience for learning. Barrier F - Aspiration		
Projected spending	£11,575	

Targeted academic support for current academic year (tutoring, one to one support, structured intervention)

Measure	Activity	Evidence that supports this approach
Priority 1	Additional interventions in literacy and numeracy for disadvantaged students.	<p><i>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact.</i></p> <p><i>Programs involving Teaching assistants or volunteers can have a valuable impact, but tend to be less effective than those using experienced and specifically trained teachers, which have nearly twice the effect on average. Overall, the evidence is consistent and strong, particularly for younger learners who are behind their peers in primary colleges, and for subjects like reading and mathematics.</i></p> <p>EEF Teaching and Learning Toolkit October 2018.</p>
Priority 2	Supporting the social, emotional, and mental health needs of disadvantaged students	<p><i>Schools now face significant challenges to ensure its continuing success. The pandemic has disrupted education like never before and the road to recovery will require robust strategies.</i></p> <p><i>The EEF has found that SEMH interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. A four-month gain in attainment is critical for pupils who have fallen behind during the pandemic.</i></p>
Priority 3	<p>High quality Personalised learning/Homework opportunities for all students, with relevant links to learning in class.</p> <p>Use of appropriate and high-quality platforms to deliver additional learning and support. For example; Microsoft Teams, My Maths and Kerboodle. Use of Personal Surface Go's.</p>	<p><i>The evidence shows that the impact of homework, on average, is five months' additional progress. However, beneath this average there is a wide variation in potential impact, suggesting that how homework is set is likely to be very important. There is some evidence that homework is most effective when used as a short and focused intervention. EEF Teaching and Learning Toolkit October 2018.</i></p>
Barriers to learning these priorities address: Barrier B - Resilience for learning. C - Low social and emotional skills. Barrier F - Aspiration		
Projected spending	£7,900	

Wider strategies for current academic year (attendance, behaviour, and wellbeing)

Measure	Activity	Evidence that supports this approach
Priority 1	<p>PP students are equipped with strategies which they can utilise to regulate their own feelings and emotions in college and at home.</p> <p>Students are also supported in improving their personal development skills. Outside organizational such as Brooks and Kooth provide speakers that deliver sessions on social interactions and communication skills in both small groups, year groups and whole college session.</p>	<p><i>Metacognition and self-regulation approaches have consistently high levels of impact, with students making an average of seven months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older students.</i></p> <p>EEF Teaching and Learning Toolkit October 2018.</p>
Priority 2	<p>PP students to receive extra support for their learning through small group tuition in enrichment boosters.</p> <p>PP students will receive this extra support in areas of the curriculum where the gaps are as identified in baseline assessments.</p>	<p><i>Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</i></p> <p>EEF Teaching and Learning Toolkit October 2018.</p>
Priority 3	<p>Improve attendance and reduce persistent absence for PP students.</p> <p>Additional buy in from Participation Team to support disadvantaged students with poor attendance.</p>	<p><i>The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4.</i></p> <p>The Department for Education (DfE), 2016.</p>

Priority 4	<p>Increase parental engagement. Personalised invitations to PP parents, guardians and carers to workshops and information events, followed up with text and phone call reminders.</p>	<p><i>The EEF has tested a number of interventions designed to improve students' outcomes by engaging parents in different types of skills development. The consistent message from these has been that it is difficult to engage parents in programmes. By contrast, a trial which aimed to prompt greater parental engagement through text message alerts delivered a small positive impact, and at very. low cost.</i></p> <p>EEF Teaching and Learning Toolkit October 2018.</p>
<p>Barriers to learning these priorities address: Barrier B - Resilience for learning. Barrier C – Low social and emotional skills. Barrier D – attendance. Barrier E – parental engagement. Barrier F – pupil aspiration.</p>		
Projected spending	£5,200	

Total budgeted cost: £24,675

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes - student performance overview for last academic year

Measure	Performance
Progress 8*	-1.32
EBacc entry **	0
Attainment 8	35.11
% grade 4+ in English and mathematics	56%
% grade 5+ in English and mathematics	25%

***This school or college does not cover the full Progress 8 period.**

Some schools start educating pupils partway through the 5-year period covered by Progress 8, which should be taken into account when comparing their results with schools that start at Key Stage 3. Progress 8 is not the most appropriate performance measure for university technical colleges, studio schools and some further education colleges. These establishments typically start educating pupils at age 14, with a focus on preparing pupils for their future careers by providing an integrated academic and professional education. Other headline measures, particularly pupil destinations, are more important for these establishments.

**** This school or college may have below average EBacc entries.**

University technical colleges, studio schools and some further education colleges with key stage 4 provision provide a specialist technical and professional education. It is not appropriate to expect the same rates of EBacc entry from these types of schools and colleges. They should decide on a case-by-case basis whether their specialist curriculum is compatible with the full EBacc.

Review: last year's aims and outcomes (review of 2023/2024 spend)

Aim – desired outcome, and chosen action and approach	Outcome
Quality of teaching for all	
<p>Recruitment of quality professionals to deliver vocational subjects. Recruitment and retention of high-quality vocational subject teachers to enable learning that delivers and imbeds the skills that meets the needs of employers and provides the necessary experience to progress to Level 3 vocational qualifications.</p>	<p>H&B Tutor Recruited Media Teacher Recruited TLA Recruited to support PP learners.</p>
<p>Professional development, training, and support. Focused CPD to improve quality of teaching and learning from good to outstanding. Early Career Teacher support through the full delivered programme via Teach West London, and additional mentoring.</p>	<p>Teachers undertake fortnightly CPD sessions to improve their practice.</p>
Targeted approaches	
<p>Additional interventions in literacy and numeracy for disadvantaged students.</p>	<p>Weekly sessions are well attended</p>
<p>Supporting the social, emotional, and mental health needs of disadvantaged students</p>	<p>Wellbeing hub is being utilised well.</p>
<p>High quality Personalised learning/Homework opportunities for all students, with relevant links to learning in class. Use of appropriate and high-quality platforms to deliver additional learning and support. For example; Microsoft Teams, My Maths and Kerboodle. Use of Personal Surface Go's.</p>	<p>All students have now been issued with surface go and use them to enhance lessons and access homework.</p>

Other approaches	
<p>PP students are equipped with strategies which they can utilise to regulate their own feelings and emotions in college and at home.</p> <p>Students are also supported in improving their personal development skills. Outside organizations such as Brooks and Kooth provide speakers that deliver sessions on social interactions and communication skills in both small groups, year groups and whole college sessions.</p>	<p>Students are supported through Rowensbrook to ensure these needs are met. Outside organisations deliver termly sessions.</p>
<p>PP students to receive extra support for their learning through small group tuition in enrichment boosters.</p> <p>PP students will receive this extra support in areas of the curriculum where the gaps are as identified in baseline assessments.</p>	<p>TLA recruited to support with small group interventions.</p>
<p>Improve attendance and reduce persistent absence for PP students.</p> <p>Additional buy in from Participation Team to support disadvantaged students with poor attendance.</p>	<p>LA attendance team utilised to improve attendance.</p>

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Protected CPD time every Thursday. INSET time to be best used for focused activities.
Targeted support	Ongoing EAL, SEND training to be provided to new staff members.	One full time TLA has been appointed to support with EAL and SEND. Timetabled intervention session with all subject teachers allows for small groups to be deployed to enhance the level of support provided.
Wider strategies	PP students and/or their parents, guardians and carers do not engage with the additional provisions	Using social media to showcase the activities that take place during enrichment week. Posting and emailing enrichment invitations Daily follow up calls to students that have not attended enrichment as timetabled.