

Funding for financial year 2018 to 2019

In the 2017 to 2018 financial year, colleges will receive the following funding for each student registered as eligible for free school meals (FSM) at any point in the last 6 years:

Number of Secondary Students on Roll (10)	Number of Students eligible for the Deprivation Pupil Premium	Percentage of secondary students eligible for the deprivation pupil premium	Deprivation pupil premium allocation (12)
66	35	53.0%	£32,725

Total Number of students eligible for the Deprivation Pupil Premium	Total allocation for the deprivation Pupil Premium
35	£32,725

2018 – 2019

Number of Pupil Premium Students	Number of LAC Students	Total of Pupil Premium allocation.
36	2	£33,193

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1. Current attainment		
	Students eligible for PP (your college) AUT 2	Students not eligible for PP (national average)
Progress 8 score average	-0.38	TBA
Attainment 8 score average	-32.25	TBA
2. Barriers to future attainment (for students eligible for PP)		
Academic barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>		
A.	Literacy and numeracy skills entering Year 10 remain lower for students eligible for PP than for other students, which prevent them from making good progress in Year 11. High attaining students who are eligible for PP also made less progress than other high attaining students during Key Stage 3. Therefore closing the gap between KS3 and KS4 needs to be a priority.	
B.	Behaviour for learning is challenging for a small group of Year 10 males (mostly eligible for PP) this is having detrimental effect on their academic progress and that of their peers.	
C.	Engagement of families with learning	
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>		
D.	Limited language and restricted vocabulary Lack of self confidence in our year 10 female cohort Potentially inconsistent teaching and learning Low aspiration of parents and students Pockets of poor attendance Less favourable perceptions of the role/importance of education outside of school	

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3. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	<p>Implementation of a foundation year for year 9 age students entering Parkside.</p> <p>Stretch and challenge intervention sessions planned and implemented for the 3 KS2 High achieving students during enrichment and intervention weeks.</p> <p>Targeted intervention for all PP students (identified from regular data drops) during enrichment and intervention weeks for core subjects.</p> <p>Numeracy and Literacy booster sessions in addition to scheduled Mathematics and English classes, sessions take twice weekly. Students are invited to attend depending on areas of development identified by regular group teachers.</p>	<p>Students successfully complete Entry Level qualifications in Mathematics, English and Science prior to embarking on full GCSE Examinations.</p> <p>Greater participation from the 3 students and improved outcomes in core subject areas. (Students are making good progress in vocational options)</p> <p>Improved individual P8 and A8 scores.</p> <p>Early identification of areas of support. Improved P8 and A8 scores.</p>
B.	<p>CPD training for all new staff.</p> <p>Regular individual student reviews by SLT team</p> <p>Greater use of PSP system</p> <p>Mentoring of targeted males by SLT</p> <p>Greater engagement with parents by teachers and SLT</p> <p>More regular class room walk in bys SLT or on call</p>	<p>Improved behaviour of year 10 boys</p> <p>Less incidents of classroom disruption</p> <p>Greater focus by these students</p>
C.	<p>Improved engagement of families so there is greater support and partnership with home</p>	<p>Increased number of parent meetings with SLT</p> <p>Parents invited in to Celebration Assemblies twice yearly.</p> <p>Modification of parent academic review afternoons to accommodate working parents.</p> <p>Core subject examination sessions for parents.</p>

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		<p>Information about jobs/career opportunities of go out to parents Substance misuse awareness programs planned</p>
<p>D.</p>	<p>Limited language and restricted vocabulary</p> <p>Lack of self confidence in our year 10 female cohort</p> <p>Potentially inconsistent teaching and learning</p>	<p>Wider usage and understanding of vocabulary:</p> <ul style="list-style-type: none"> • Students learning subject specific vocabulary through word of the week. • Appropriate revision materials to support students access subject terminology. • Accurate terminology to be used which is subject specific by all staff. • Use of spelling and literacy tasks during designated tutor time. • Focus on rewards and recognition for accurate and ambitious use of subject specific vocabulary <p>Improved levels of confidence and resilience:</p> <ul style="list-style-type: none"> • More enquiry in class and a growth mind-set. • Non-passive learners via foci in observations and CPD <p>Development of teaching practice to improve outcomes:</p> <ul style="list-style-type: none"> • Targeted teacher participation of CPD Programme which is to include foci of PP/Disadvantaged students • Focus of Marking and Feedback, which ensures all staff consider PP in their routines of marking

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	<p>Low aspiration of parents and students</p> <p>Pockets of poor attendance</p> <p>Less favourable perceptions of the role/importance of education outside of school</p>	<ul style="list-style-type: none"> • Development in practice and policy at Parkside, with exploration into PP as a focus within subject teams <p>Increased aspiration:</p> <ul style="list-style-type: none"> • More information about University. • Students clear about Careers information and Guidance. • Work Related Learning foci to link subjects to careers. • Clear options provision to ensure students have made aspirational choices <p>Improved attendance and narrowing of disparity between PP and non-PP students:</p> <ul style="list-style-type: none"> • Rewards which will encourage PP students to participate in school initiatives related to attendance. • Consequences put in place when a student is late to encourage punctuality in school. • Regular reviews with EPO. <p>Education to be seen as an important part of both academic and pastoral progression:</p> <ul style="list-style-type: none"> • Dialogue with students and families for identified students invited to attend interventions and enrichment activities
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4. Planned expenditure

Academic year	£33,193
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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CPD to ensure staff are developing techniques which will improve teaching and learning; especially with a focus towards PP student	Progress of PP students is improved.	The focus of ensuring there is greater understanding, empathy and strategic direction in teaching and learning practice.	Blue sky tracking	SLT	August 2019
Subject specific Intervention	Progress of PP students is improved.	Support in lessons for less experienced staff.	AP & Principal to discuss at weekly SLC meetings.	SLT	August 2019
Total budgeted cost					£7,500
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Ensure that all students have independent access to learning materials	Progress of PP students is improved.	Outcomes show a gap in performance, and student voice has shown students not purchasing revision materials.	Each PP student in Year 10 or 11 will be provided with learning materials/revision guides	Subject leads	August 2019
Foundation year	Progress of PP students is improved.	Outcomes at KS3 show a gap in performance.	Progress towards Entry level attainment	SLT Teachers TLA's	August 2019
Ensuring PP is a focus for all teaching staff.	Progress of PP students is improved.	There is a gap in outcomes, so this needs to be a clear directed focus for all teaching staff.	Learning walks Observations Student Outcomes	SLT Teachers TLA's	August 2019

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Enrichment/intervention	Progress of PP students is improved.	There is a gap in outcomes, so this needs to be a clear directed focus for all teaching staff.	PP student uptake to planned activities. Student outcomes	SLT Teachers TLA's	August 2019
Total budgeted cost					£13,500
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Gain external advice and best practice from advisors to develop existing and future PP strategic planning.	Progress of PP students is improved.	Process of provision for PP students has taken significant changes over past year, but there is always room to develop and improve practice.	Communication with contacts made.	SLT	August 2019
Provision of secure and supportive environment for students to learn. To staff resources to support students with a practical and purposeful learning environment before the start of the school day and during intervention/enrichment weeks. Lunch and break provision is also provided.	Progress of PP students is improved.	Many students do not have a purposeful learning environment outside school to promote self and independent study; so the school looks to offer this within the community.	Breakfast Club where students can obtain hot food for no charge. Study Zones (PS8) where students can have the environment to study and receive support with work at key points in the day; also during intervention and enrichment weeks.	SLT All Staff	August 2019

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Student Support Provision by SLT; including Education Welfare Officer.	Progress of PP students is improved.	Over 70% the students that have contact with the EWO disadvantaged students and there is a focus to reduce the gap between attendance of PP and non-PP students.	Attendance tracking will indicate Improved attendance	SLT EWO	August 2019
Students participate in trust provision Programmes to develop student aspiration	Progress of PP students is improved. Confidence and aspirations raised.	Historically meetings with parents and conversations with students have highlighted the issue. Confusion regarding post 16 progression also attributes to this finding.	Students and parents are more aspirational and both have a better understanding of what is available after Parkside.	SLT MLF MVA	August 2019
Total budgeted cost					£12,500

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Achievement 2018 P8

PP	Non PP
-0.76	-1.04

5. Review of expenditure				
Previous Academic Year 2017-2018				
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on students not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
High Standards in English and mathematics teaching.	Class sizes are kept small (under 15) especially groups with a high % of PP students.	Class sizes were kept small. PP students benefited from more accessible teacher input. PP and Non PP achieved similarly in 2018 results	Continue with small class sizes where possible. Smaller class sizes still need same level of TLA input especially to support PP/EAL and SEN.	£2,000
High Standards in English and mathematics teaching.	Increase curriculum time for E&M in run up to examinations to support new GCSE.	Timetable modified to incorporate more Maths and English in the lead up to examinations. PP and Non PP achieved similarly in 2018 results	Strategy will be considered again this year within timetable constraints.	£500
High Standards in English and mathematics teaching.	Flexi week priority booking for core subjects.	Maths, English and Science priority booking enabled PP and Non PP to achieve similarly in 2018 results	Moving towards a more targeted programme in 2018-2018 as it was identified those PP students also needed more support in options subjects.	£5,000

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Teachers and support staff have increased knowledge and awareness of PP students	<p>Inset sessions that are PP focused.</p> <p>Ensuring that contextual data is relevant and used effectively.</p>	Contextual data prepared well, however ongoing training is required to ensure that it is used effectively.	<p>Remains a focus during walk through and lesson observations.</p> <p>Weekly lesson plans are checked to ensure that differentiation is meeting the needs of all students including PP students.</p>	£2,000
ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on students not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Suitable Curriculum for all. Including closing the gap between KS3 and KS4 in English and Mathematics.	<p>We aim to ensure that students have the most suitable curriculum available to them. This includes:</p> <p>Closing the gap between KS3 and KS4 by the implementation of functional skills for Maths, English, ICT and Entry level for Science during their first year at Parkside.</p>	<p>Too early to determine impact as this is a 3 year strategy.</p> <p>Teacher feedback is encouraging and students are motivated to succeed.</p>	Too early to determine impact as this is a 3 year strategy.	£3,000

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<p>Improve individual subject outcomes for students</p>	<p>The college runs a number of study skill interventions throughout the year.</p> <p>Diario – is a literacy initiative to enhance student’s expressive language.</p> <p>Math’s club – is an initiative to support and enhance mathematical reasoning.</p> <p>Students are also invited to attend subject specific booster sessions during flexi weeks.</p>	<p>Student participation was good.</p> <p>Positive student evaluations.</p> <p>Improved literacy and numeracy grades for year 9</p>	<p>Very little impact on this year 11 cohort. Again these programs need to be run over a longer period of time to be able to measure P8 and A8 attainment of PP students.</p> <p>All but the Diario project will continue to run the following year.</p>	<p>£7,000</p>
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<p>Improve literacy and numeracy of low ability year 10 students</p>	<p>Perform reading age spelling tests and base line assessments in mathematics, English and science of all students entering year 10. This is carried out during the 2 week transition program.</p> <p>For the weakest students ensure that class size is appropriate and that support staff are utilized during lesson time. Provide one to one support and catch up provision.</p>	<p>Initial data suggest that there is a gap between KS2 and KS3 results when students transition from with the trust and externally.</p> <p>Small class sizes are beneficial in terms of teacher and TLA support.</p>	<p>Baseline testing and support will continue.</p> <p>Small class sizes will continue.</p>	<p>£5,000</p>
<p>iii. Other approaches</p>				
<p>Action</p>	<p>Intended outcome</p>	<p>Estimated impact: Did you meet the success criteria? (Include impact on students not eligible for PP, if appropriate).</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

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<p>Provide a two week transition program to all students transitioning to Parkside KS4 from other KS4 provisions.</p>	<p>Students are more settled and ready for learning. Alternative friendship groups are formed. Students are aware of expectations and become used to the longer day in preparation for their new timetable. Base line testing is carried also out during the two week period.</p>	<p>Students were much more settle and ready for learning when the new term started.</p> <p>They were acclimatized to the timings of the day and were used to the timetable structure.</p> <p>Baseline testing went well and did not distract from t he beginning of the new term. Allowed teachers to prepare contextualised data to inform planning.</p>	<p>This will continue to form part of the Parkside induction programme.</p>	<p>£1,500</p>
<p>Improve PP attendance</p>	<p>PP attendance lower than non pp attendance.</p>	<p>Regular attendance reviews and parental involvement prior to taking it to EWO panel, reduced the number of referrals and increased attendance of PP students especially those that joined after a long period of school refusal.</p>	<p>This will be imbedded into Parkside ongoing.</p>	<p>£3,500</p>
<p>Break out support groups</p>	<p>Students that are underachieving have reported that they prefer to explain in private where they are struggling.</p>	<p>TLA's and learning coaches have feedback that this is an effective way of enabling the less confident students to seek support.</p> <p>Students are more confident in asking for assistance.</p>	<p>This will be imbedded into Parkside ongoing.</p>	<p>£3,500</p>

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6. Additional detail

- At Parkside we aim to secure the highest possible attainment and progress for every child and student.
- In order to achieve this, we recognise the need to focus upon closing gaps that may occur between disadvantaged children and others nationally.
- Our aspirations are high for all of our children and students. In order to improve their employability and realise their ambitions we focus time on providing experiences and developing key skills, as well as increasing educational outcomes.
- We aim to ensure that teaching, learning and progression opportunities meet the needs of all of our students.
- Pupil Premium funding will be allocated following a needs analysis which will identify priorities and successful strategies. This will be based upon communications with staff, students and parents.