



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	52
Proportion (%) of pupil premium eligible students	42.3%
Academic year or years covered by our strategy	2025-2026
Publish date	01 September 2025
Review date	31 August 2026
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	£ 23,650 (based on 22 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	£23,650

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 carers 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 26
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 26
% 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 26
Improve attendance and punctuality of PP students	For Pupil Premium students to attend at least 96% of the time	Sept 26
Raising expectations and aspirations of PP students	Increased attendance to half term enrichment week and access to progression route planning support.	Sept 26

*** This 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 disadvantaged 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>The EEF's Guide to the Pupil Premium emphasizes the importance of diagnosing pupils' needs through a wide range of data—such as attendance, attainment, behaviour, and teacher feedback. This data helps teachers understand the individual circumstances of disadvantaged pupils and tailor support accordingly. The guide encourages schools to move beyond labels and see pupils as individuals with unique strengths and challenges.</i>
Priority 2	Increased teacher awareness of disadvantaged pupils and how they can be effectively supported. Annotated seating plans to include key student information to support targeted teaching. Termly data drop analysis sessions will help identify students who are underachieving, with intervention strategies put in place to support their progress.	<i>The Education Endowment Foundation (EEF) highlights that increasing teacher awareness of disadvantaged pupils is a key strategy in closing the attainment gap. Annotated seating plans that include key student information enable targeted teaching and early identification of Pupil Premium (PP) students, fostering a deeper understanding of their individual needs. Termly data drop analysis sessions support the identification of underachieving students and facilitate the implementation of tailored intervention strategies. Consistent marking and feedback, aligned with whole-school systems and monitored through lesson observations and book scrutinies, further ensure that teaching practices remain focused and impactful. These approaches, grounded in EEF research, collectively enhance the quality of teaching and learning for disadvantaged pupils.</i>
Priority 3	Professional Development Training and Support. Focused CPD to improve the quality of teaching and learning from good to outstanding.	<i>High-quality professional development (PD) is one of the most effective ways to improve teaching, especially when focused on evidence-based strategies. The EEF recommends PD that builds teacher knowledge, develops techniques, and embeds practice through structured mechanisms like feedback and goal setting. When aligned with school priorities and delivered consistently, focused CPD can significantly enhance pupil outcomes and help move teaching from good to outstanding.</i>
Barriers to learning these priorities address: Barrier A - Low literacy and communication skills. Barrier B - Resilience for learning. Barrier F - Aspiration		
Projected spending	£9,750	

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>
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	£6,300	

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 organisations 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. Focus on building strong relationships, understanding individual barriers, and engaging families with empathy and consistency. Use targeted support such as mentoring, clubs, and mental health services, while celebrating attendance improvements with personalised rewards. Monitor data closely, intervene early with tailored plans, and embed attendance into the school culture and curriculum. Ensure staff are trained and that</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>

	communication with families is clear, supportive, and proactive.	
Priority 4	Increase parental engagement. Personalised invitations to PP parents, guardians and carers to workshops and information events, followed up with text and phone call reminders.	<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> EEF Teaching and Learning Toolkit October 2018.
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.		
Projected spending	£7,600	

Total budgeted cost: £23,650

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*	+0.98
EBacc entry **	0
Attainment 8	46.3%
% grade 4+ in English and mathematics	70.6%
% grade 5+ in English and mathematics	47.1%

***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 2024/2025 spend)

Aim – desired outcome, and chosen action and approach	Outcome
Quality of teaching for all	
<p>Teachers to use data to be aware of disadvantaged 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.</p>	<p>Teachers consistently use data to identify disadvantaged pupils and tailor their teaching to meet individual needs. By leveraging prior attainment data, teachers effectively plan learning pathways that support pupils in making measurable progress. As a result, disadvantaged students demonstrated improved engagement, accelerated progress, and increased attainment across subjects, narrowing the gap between them and their peers.</p>
<p>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.</p>	<p>All students, including those eligible for Pupil Premium, benefit from high-quality homework that reinforces classroom learning and deepens understanding. The use of effective digital platforms such as MathsWatch and Kerboodle ensures that additional learning is accessible, engaging, and tailored to curriculum content. As a result, disadvantaged pupils are better supported outside of lessons, leading to improved confidence, independent learning skills, and sustained academic progress.</p>
<p>Professional Development Training and Support. Focused CPD to improve the quality of teaching and learning from good to outstanding.</p>	<p>Regular, high-quality CPD every two weeks ensures that teaching staff remain up to date with evidence-based strategies to support disadvantaged pupils. This ongoing professional development fosters a reflective and adaptive teaching culture, equipping staff with the tools to close attainment gaps and respond effectively to pupil needs. As a result, disadvantaged students benefit from consistently high-quality teaching that promotes progress and achievement.</p>
Targeted approaches	
<p>Additional interventions in literacy and numeracy for disadvantaged students.</p>	<p>Pupils benefit from targeted weekly interventions in literacy and numeracy, which are carefully timetabled to maximise attendance and impact. These sessions are well-attended and popular among students, reflecting their value and relevance. As a result, pupils make good progress in core skills,</p>

	boosting their confidence, closing attainment gaps, and enhancing their ability to access the wider curriculum.
Supporting the social, emotional, and mental health needs of disadvantaged students	Disadvantaged pupils receive effective support for their social, emotional, and mental health needs through the well-utilised Wellbeing Hub. The active involvement of the Wellbeing Lead ensures timely and personalised interventions, fostering a safe and nurturing environment. As a result, pupils show improved emotional resilience, better engagement with learning, and enhanced overall wellbeing, contributing positively to their academic progress and school experience.
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.	All students, including those eligible for Pupil Premium, benefit from high-quality, personalised homework that directly links to classroom learning. The use of platforms such as Microsoft Teams, MyMaths, and Kerboodle, alongside access to personal Surface Go devices, ensures that learning is accessible, engaging, and tailored to individual needs. As a result, disadvantaged pupils are empowered to take ownership of their learning beyond the classroom, leading to improved independence, confidence, and academic progress.
Other approaches	
PP students are equipped with strategies which they can utilise to regulate their own feelings and emotions in college and at home. Students are also supported in improving their personal development skills. Outside organisations 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.	Disadvantaged pupils develop emotional regulation strategies that support wellbeing both in college and at home. The Wellbeing Hub and Lead provide consistent support, while external organisations like Brooks and Kooth deliver engaging sessions on communication and social skills. As a result, pupils show improved confidence, resilience, and personal development.
PP students to receive extra support for their learning through small group tuition in enrichment boosters. PP students will receive this extra support in areas of the curriculum where the gaps are as identified in baseline assessments.	Disadvantaged pupils receive targeted small-group tuition through weekly enrichment boosters, focused on curriculum areas identified via baseline assessments. These sessions provide tailored support, helping pupils close learning gaps and make sustained academic progress.

<p>Improve attendance and reduce persistent absence for PP students. Additional buy in from Participation Team to support disadvantaged students with poor attendance.</p>	<p>Disadvantaged pupils benefit from targeted support to improve attendance and reduce persistent absence, with additional input from the Participation Team. Half-termly meetings ensure a coordinated approach, leading to improved attendance and greater engagement in learning.</p>
<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>Parental engagement among disadvantaged families increased through personalised invitations to workshops and events, supported by follow-up texts and phone calls. As a result, parents and carers are more informed and involved in their child's education, contributing to improved pupil outcomes.</p>

Monitoring and Implementation

Area	Challenge	Mitigating action
<p>Teaching</p>	<p>Ensuring enough time is given over to allow for staff professional development</p>	<p>Ensuring that staff at Parkside are given dedicated time for professional development, we nurture a culture of reflective practice and continuous improvement. This commitment enables our educators to stay informed about the latest teaching strategies, curriculum updates, and pastoral approaches, ultimately enhancing the quality of teaching and learning, improving pupil outcomes, and supporting staff wellbeing and retention across the school.</p>
<p>Targeted support</p>	<p>Ongoing EAL, SEND training to be provided to new staff members.</p>	<p>The provision of ongoing EAL and SEND training for new staff ensures that all colleagues are equipped with the knowledge and strategies needed to effectively support diverse learner needs. The appointment of a full-time Teaching and Learning Assistant strengthens this commitment, providing targeted expertise and guidance. Timetabled intervention sessions with subject teachers allow for small group deployment, enhancing the level of personalised support available to pupils. Together, these measures foster an inclusive learning environment where every student is empowered to thrive.</p>

<p>Wider strategies</p>	<p>PP students and/or their parents, guardians and carers do not engage with the additional provisions</p>	<p>We recognise the importance of ensuring Pupil Premium students and their families engage with the enrichment opportunities available. To strengthen participation, we actively showcase enrichment week activities through social media, making the experiences visible and relatable. Invitations are shared via email and posted to ensure accessibility, while daily follow-up calls to students who have not attended timetabled enrichment sessions help reinforce the value of these opportunities. These proactive measures aim to build stronger connections with families, increase student engagement, and ensure equitable access to the wider curriculum</p>
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