



Pupil premium strategy statement

This statement details our college's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

College overview

Detail	Data
Number of students in college	59
Proportion (%) of pupil premium eligible pupils	52.5%
Academic year/years that our current pupil premium strategy plan covers	2026/2027
Date this statement was published	December 2026
Date on which it will be reviewed	August 2027
Statement authorised by	Stewart Duguid, Chair of the Academy Board
Pupil premium lead	Karina Porter, Principal
Governor / Trustee lead	Stewart Duguid, Chair of the Academy Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,100
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your college is an academy in a trust that pools this funding, state the amount available to your college this academic year</i>	£34,100

Part A: Pupil premium strategy plan

Statement of intent

At Parkside Studio College, our intention is that all students, irrespective of background or the challenges they face, make good progress, achieve the strongest possible outcomes and leave the college prepared for their next stage of education, employment or training. With 52.5% of the college cohort eligible for pupil premium in 2026/27, improving outcomes for disadvantaged students is a whole-college priority.

Our strategy is rooted in diagnosis of need rather than assumptions about disadvantage. We use prior attainment, baseline and diagnostic assessment, GCSE and vocational outcomes, attendance and behaviour information, teacher assessment, student voice and pastoral information to identify barriers for individual students. The 2026 GCSE analysis reinforces the need to prioritise core attainment, particularly mathematics, while continuing to strengthen literacy, independent learning and access to the wider curriculum. Because Parkside is a small 14-19 Studio College and many students join after the beginning of the secondary Progress 8 period, headline percentages and Progress 8 measures are interpreted carefully alongside individual student progress and destination information.

High-quality teaching remains at the heart of our approach. This is complemented by targeted academic intervention and wider strategies addressing attendance, wellbeing, resilience, parental engagement and aspiration. We will continue successful elements of previous provision, including regular CPD, literacy and numeracy intervention, the Wellbeing Hub, enrichment boosters, access to digital learning and targeted attendance support, while sharpening evaluation against measurable outcomes.

To ensure the strategy is effective we will: challenge disadvantaged students appropriately; identify need and intervene early; ensure all staff know the disadvantaged students they teach and take responsibility for their outcomes; monitor impact termly; and adapt provision where evidence shows that an approach is not having sufficient impact.

Challenges

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

Challenge number	Detail of challenge
1	Attainment in core subjects, particularly mathematics, remains a key challenge. Assessment and GCSE outcomes indicate that disadvantaged students are not consistently achieving in line with their peers. Improving mathematical knowledge, confidence and progress through high-quality teaching and targeted intervention will therefore be a priority.
2	A significant number of disadvantaged students arrive at the college with low literacy and communication skills. This can affect their confidence and ability to access learning across the curriculum. Improving reading, vocabulary, writing and communication skills will remain a key priority.
3	Resilience, metacognition and independent learning. A number of disadvantaged students require support to sustain concentration, complete work, respond to feedback, organise learning and persist with challenging tasks. These needs can affect coursework completion, homework, examination preparation and progress across academic and vocational subjects.

Challenge number	Detail of challenge
4	Social, emotional and wellbeing needs. College evidence from pastoral support, the Wellbeing Hub and staff observations shows that some disadvantaged students need additional help with emotional regulation, relationships, confidence and readiness to learn. Without timely support these needs can contribute to disengagement, behaviour incidents and reduced academic progress.
5	Attendance, family engagement and aspiration. Historically, attendance for disadvantaged students has been lower than for peers and parental/carer engagement at academic tutoring can be inconsistent. Some students also require additional careers, enrichment and progression support to develop ambitious and realistic Post 16/Post 18 goals. Absence and limited engagement reduce curriculum access and can compound existing learning gaps.

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
Improved attainment and progress for disadvantaged students, particularly in mathematics and English.	By August 2027, internal and external assessment shows disadvantaged students making progress from their individual starting points; gaps in core knowledge identified through diagnostic assessment reduce over the year; and the proportion achieving their appropriately challenging GCSE/qualification targets increases. Mathematics is reviewed as a specific priority at every data point.
Improved literacy, language and communication across the curriculum.	Baseline and follow-up reading/literacy assessment, work scrutiny and teacher assessment show improved comprehension, vocabulary and written communication for identified students. Literacy interventions demonstrate measurable gains and students are increasingly able to access subject-specific texts and examination questions independently.
Improved resilience, self-regulation and independent learning.	Termly monitoring shows improved completion of classwork, homework/coursework and intervention tasks for targeted disadvantaged students. Lesson visits, student voice and teacher reports show greater persistence, use of feedback and ability to plan, monitor and evaluate learning.
Improved wellbeing, behaviour and engagement in college life.	Pastoral records and student voice demonstrate that targeted students access support promptly and develop strategies to regulate emotions and relationships. Behaviour concerns reduce for identified students and participation by disadvantaged students in enrichment, personal development and college activities increases.

Intended outcome	Success criteria
Improved attendance, family engagement and aspiration.	Attendance of disadvantaged students improves from the 2025/26 baseline and the gap with non-disadvantaged students narrows; persistent absence is reduced through early, individualised intervention. Engagement of PP families in academic tutoring events increases, and every disadvantaged student has a documented progression plan and access to careers/enrichment opportunities.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £14,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Diagnostic assessment, termly data analysis and responsive teaching. Staff will use prior attainment, baseline assessment and termly data drops to identify knowledge gaps, with particular scrutiny of disadvantaged students in mathematics and English. Annotated seating/planning information will support targeted classroom teaching.	EEF guidance emphasises diagnosing pupils' needs using multiple sources of evidence and using assessment to inform teaching. High-quality teaching is the priority within the EEF tiered approach. Parkside's 2026 outcomes indicate a particular need to diagnose and address mathematics gaps.	1, 2
Sustained professional development and instructional support focused on high-quality teaching, feedback, literacy across the curriculum, adaptive teaching and metacognitive/self-regulation strategies.	EEF evidence identifies high-quality teaching and effective professional development as central to improving outcomes for disadvantaged pupils. Metacognitive strategies are most effective when explicitly taught within normal curriculum content rather than as isolated study skills.	1, 2, 3

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum and subject planning, with focused improvement in mathematics and disciplinary literacy. Subject leaders will review sequencing, modelling, scaffolding, vocabulary, examination technique and opportunities for retrieval/practice for disadvantaged students.	EEF guidance on secondary literacy stresses disciplinary literacy and explicit vocabulary instruction. Evidence-informed mathematics teaching includes effective assessment of prior knowledge, explicit strategy instruction and carefully structured practice.	1, 2, 3

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

Budgeted cost: £8,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted one-to-one and small-group tuition/intervention in mathematics, English, literacy and numeracy, based on diagnostic gaps and linked closely to classroom teaching. Year 11 students will receive focused examination and coursework support where appropriate.	EEF evidence indicates that one-to-one and small-group tuition can have a positive impact when it is targeted at specific needs, delivered by appropriately trained staff and explicitly connected to normal lessons.	1, 2, 3
Structured intervention and supervised independent learning/homework/coursework support, including access to appropriate digital learning platforms and devices where lack of access is a barrier.	Targeted academic support is most effective when it responds to identified learning needs. The college's previous strategy found personalised homework, digital access and weekly intervention useful in supporting confidence, independence and progress.	1, 2, 3
Targeted mentoring and academic review for disadvantaged students at risk of underachievement. Progress, attendance, coursework and next steps will be reviewed regularly and intervention adjusted promptly.	EEF implementation guidance stresses monitoring whether approaches are being delivered as intended and using evidence to adapt support. Regular review is particularly important in Parkside's small cohort where individual students materially affect headline outcomes.	1, 3, 5

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

Budgeted cost: £11,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and persistent-absence support: close monitoring, early contact, individual attendance plans, family meetings and targeted use of participation/external support where required. Improvements will be recognised and reinforced.	DfE attendance guidance and current EEF evidence emphasise understanding individual barriers, building strong relationships and using responsive, targeted approaches rather than one-size-fits-all solutions. Improved attendance protects access to teaching and intervention.	5
Wellbeing Hub, pastoral mentoring and targeted social/emotional support, including appropriate external services and speakers. Students will be taught practical strategies for emotional regulation, relationships and readiness to learn.	Social and emotional learning approaches can support attitudes to learning, relationships and attainment when implemented carefully. Parkside's previous review identified the Wellbeing Hub and personalised support as valued and effective elements of provision.	3, 4
Parental/carers engagement and aspiration: personalised invitations and reminders for academic tutoring events; careers guidance, employer encounters, enrichment and progression planning; practical support to enable disadvantaged students to participate.	EEF evidence suggests parental communication can support engagement, while aspiration activity is most useful when connected to concrete information, guidance and opportunities. Parkside's previous strategy identified both parental engagement and aspiration as barriers requiring sustained action.	5
Contingency for acute, evidence-identified barriers to learning, used only where the need is clearly linked to educational outcomes and is consistent with the DfE menu of approaches/conditions of grant.	DfE guidance permits evidence-informed spending within the menu of approaches and, exceptionally, expenditure to overcome specific acute barriers to attainment. Decisions will be documented and reviewed for impact.	1-5

Total budgeted cost: £34,100

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We reviewed the performance of disadvantaged students in 2025/26 using the college's 2026 GCSE analysis, internal assessment information and the wider evidence used in the previous strategy, including intervention, wellbeing and attendance monitoring. Because Parkside is a small Studio College and many students join after the start of the five-year Progress 8 period, figures are based on very small numbers and should not be over-interpreted.

The 2026 contextual analysis (excluding overseas criteria) contained 10 students, of whom 2 were identified as Pupil Premium. The PP subgroup had an average Attainment 8 score of 22.5 compared with 27.28 for non-PP students, and Progress 8 of -0.275 compared with +0.099. English was a relative strength for the PP subgroup: 50% achieved grade 4+ in English and English Progress 8 was +1.0. However, neither PP student achieved grade 5+ in English. Mathematics remains the clearest academic priority: 0% of the PP subgroup achieved grade 4+ or 5+ in mathematics and mathematics Progress 8 was -0.5, compared with +0.5 for non-PP students.

Across the wider 2026 headline cohort, outcomes were also challenging: 27.3% achieved grade 4+ in English, 18.2% grade 5+; 9.1% achieved grade 4+ and grade 5+ in mathematics; and 9.1% achieved grade 4+ or grade 5+ in both English and mathematics. Vocational outcomes were stronger in Hair and Beauty and Media Production than in Information Technology, reinforcing the importance of close monitoring of coursework, independent learning and qualification completion.

Evaluation of the 2025/26 strategy indicates that several approaches should be sustained. Regular CPD supported staff awareness and adaptive teaching; weekly literacy and numeracy interventions were well attended; personalised homework and access to digital platforms/devices supported independent learning; the Wellbeing Hub provided timely pastoral support; enrichment boosters enabled targeted small-group work; and additional attendance and parental-engagement activity strengthened contact with families. The 2026 outcomes nevertheless show that these approaches did not yet secure consistently strong core attainment, particularly in mathematics.

For 2026/27 we will therefore retain the strongest elements of the previous strategy but sharpen implementation and evaluation. Each activity is linked to a diagnosed challenge and measurable success criteria, with termly review of attainment, attendance, engagement and intervention impact. Given the small cohort, evaluation will combine headline measures with individual progress from starting points, work scrutiny, diagnostic assessment, attendance/behaviour information, student voice and progression/destination evidence.

Evidence base for 2026/27 planning: Parkside Studio College 2026 GCSE analysis; Parkside Pupil Premium Strategy 2025/26; DfE Using pupil premium: guidance for school leaders (updated 24 August 2026); EEF Guide to the Pupil Premium (updated September 2026).