



Park House School

Pupil Premium Strategy

Statement

Park House School is part of the Greenshaw Learning Trust.
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Pupil premium strategy statement – Park House School

This statement details our school'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.

School overview

Detail	Data
Number of pupils in school	846
Proportion (%) of pupil premium eligible pupils	12.5%
Academic year/years that our current pupil premium strategy plan covers	2025 - 2028
Date this statement was published	January 2026
Date on which it will be reviewed	December 2028
Statement authorised by	James King Headteacher
Pupil premium lead	N. Lennon - Assistant Headteacher
Governor / Trustee lead	Karen Roche

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£125,800
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 school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£125,800

Part A: Pupil premium strategy plan

Statement of intent

The aim of the pupil premium strategy is to ensure that we close the gap between our most disadvantaged and least disadvantaged students, so that all achieve the best possible academic outcomes. In addition, we want all students to feel that they belong and can fully participate in our school community and wider society, by raising aspirations and removing barriers to future success.

We are a school based in one of the least deprived areas of the country and compared with national levels we have a smaller proportion of students eligible for Pupil Premium, however this also means that the disparity between our most and least deprived students is stark. Our intention is to ensure that the Pupil Premium Grant has the biggest impact for those with greatest disadvantage.

The core element of our Pupil Premium strategy is around targeted academic support to disadvantaged students, as well as those identified with additional needs or at risk of achieving below expected levels. We know that we can have the biggest impact in the classroom, through high quality teaching and strong relationships between staff and students. Progress cannot happen in the classroom without strong literacy skills, therefore our whole-school and target literacy programmes remain a key part of our strategy.

Our approach is evidence-led, in order to address the specific barriers faced by our most vulnerable pupils, including those with social services involvement and young carers. Alongside our focus on teaching and learning, we are committed to providing a broad personal development and careers curriculum that ensures opportunities for all students, taking into consideration their unique challenges and raising their aspirations for the future. We want every student to feel that they belong here at Park House and for them to realise their potential not only academically, but by engaging and participating fully in all that the school has to offer.

We aim to:

- Ensure that learning is both challenging and future-focused, equipping students for their next steps.
- Identify students' needs early and implement timely intervention strategies.
- Engage all staff in a whole-school approach to improving outcomes and raising aspirations for disadvantaged students.

We do this by drawing on research and evidence including:

- Education Endowment Foundation [guide](#) for pupil premium and teaching and learning [toolkit](#).
- The Sutton Trust – The Pupil Premium summary [report](#)

From these and other sources, and in accordance with our school values, we have identified the following priority areas:

- Evidence-based literacy interventions: Tutor Time Reading Programme, phonics, comprehension strategies and reading programmes
- Additional teaching staff
- High quality homework platforms
- Small group and/or individual interventions
- Mentoring and SEMH support
- Access to curriculum-related visits and cultural enrichment
- Programmes to support impactful primary to secondary transition

We also carry out regular surveys and student voice projects to capture the experience of our students.

Challenges

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

Challenge number	Detail of challenge
1	SEND A significant percentage of SEND pupils are also disadvantaged (26%). This leads to more complex challenges for this group.
2	Issues relating to attendance Attendance at school is lower for our disadvantaged students. If they aren't in school, then they can't benefit from the support in place.
3	Lower reading and literacy attainment at transition from primary into secondary Disadvantaged students have lower literacy levels and reading ages than their peers.
4	Behaviour for learning and incidents of suspension Disadvantaged students and those with SEN are more likely to be removed from lessons, suspended and permanently excluded.
5	Homework completion Students from disadvantaged backgrounds find it harder to complete homework due to less consistency in their home environment, lack of access to technology and/or lack of engagement from families.
6	Opportunities beyond the classroom Disadvantaged students are less likely to join clubs and societies and to participate in educational visits. Lack of cultural capital and the opportunity to experience and take part in enrichment opportunities such as music, arts, sport and other activities may lead to disadvantaged students feeling disconnected

	from the school community and may highlight differences between them and their less-disadvantaged peers. This can lead to disaffection, apathy and lower aspirations.
7	Resilience and positive mental health Disadvantaged students often lack skills and strategies to overcome challenges, to self-reflect and to build emotional resilience. This can feed into repeat behaviour concerns, poor attendance patterns and lack of engagement in learning.
8	Parental/family engagement and support Disadvantaged students are less likely to attend curriculum events, parents evenings and information evenings. In some cases, they do not support the school culture and ethos, often due to their own experiences at school.

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
Closing the progress gap between disadvantaged and non-disadvantaged students.	Disadvantaged students achieve a positive P8 progress score. Top quartile for progress made by disadvantaged pupils compared to similar schools.
Disadvantaged student's attendance improves significantly	Disadvantaged student's attendance is in line with NA of similar schools
The rate of RFL referrals and suspensions reduce for disadvantaged students	The average number of repeat RFL and suspensions for disadvantaged students is significantly lower.
100% engagement and participation of all students in their learning, including additional sessions and homework.	Consistency of participation evidenced through learning walks and book reviews. Increased attendance at Champions Hour and revision sessions. Improved homework completion rates.
Outstanding quality of teaching.	CPD and daily learning walks continue to drive the highest standards to benefit all students. Teachers know their students and use strategies to meet their needs.
Students working below expected, make rapid progress to meet expected levels.	Interventions show rapid progress and successful outcomes for disadvantaged students
Disadvantaged students participate fully in extra-curricular activities and the school community. There are no barriers to participation in educational and cultural visits.	Disadvantaged students attend clubs and activities, including sports events and House competitions. Visits are purposefully planned to be inclusive and disadvantaged students participate in visits.

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: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality-first teaching and ongoing improvement and development	Effective Professional Development EEF TLAC / Rosenshine strategies and the EEF Five a Day (supporting all students) Five a day: supporting high-quality teaching for pupils with... EEF	1, 3, 4
Focus on staff wellbeing, development and retention, including access to GLT programmes and NPQ	Leadership approaches EEF EEF Guidance report on effective PD	1, 4,
Improved understanding of literacy strategies and interventions.	Disciplinary Literacy and Explicit Vocabulary Teaching - A Whole-school approach to closing the attainment gap by Kathrine Mortimor. EEF blog: Growing the disciplinary literacy tree: a new resource to... EEF Guidance on Improving Literacy in Secondary Schools	1, 3, 5
Purchase of books for our staff library and resources for CPD.		1, 2, 3, 4, 7, 8
Creation of a Deputy SENDCo role: ongoing focus on outcomes for students with SEND	Five a day: supporting high-quality teaching for pupils with... EEF	1

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ruth Miskin Read Write Inc Fresh Start Literacy intervention	Read Write Inc. Phonics and Fresh Start - trial EEF EEF Guidance on Improving Literacy in Secondary Schools	1, 3, 5
Flash Academy: online EAL and vocab programme	Effective Teaching of EAL Learners - The Bell Foundation	1, 3
Lexia: online literacy intervention	EEF Guidance on Improving Literacy in Secondary Schools	1, 3, 5
Online education platforms (Sparx Reader, Maths and Science, Carousel)	Homework EEF	3, 5
Extended school day for Year 11, lunchtime and after school homework club	Homework EEF Homework completion is supported by the expertise of TAs to ensure it has the biggest impact and to ensure that disadvantaged students can receive support to complete it.	1, 3, 4, 5
RAP meetings post assessments to inform targeted intervention	1. High-quality teaching EEF	1, 3, 5, 6, 8, 9
Key text and revision Guide purchases	The EEF Guide to the Pupil Premium	8, 9
Holiday intervention sessions and champions hour daily sessions	The EEF Guide to the Pupil Premium	1, 3, 7, 8, 9

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

Budgeted cost: £50,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring and interventions	DfE guidance Working together to improve school attendance - GOV.UK Educational Psychology Service EBSA Guidance https://www.westberkseducation.co.uk/Page/24539	2, 7
Daily Breakfast and early morning offer in the school library	The EEF Guide to the Pupil Premium	2, 6, 7
Educational visit subsidies	The EEF Guide to the Pupil Premium	6, 7, 8
Instrumental music lesson subsidies	The EEF Guide to the Pupil Premium	6, 7, 8
External motivational speakers (such as Action Jackson)	The EEF Guide to the Pupil Premium	4, 7, 8
Time to Talk	Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK Adolescent mental health: A systematic review on the effectiveness of school-based interventions	2, 7
BRIYM mentoring	Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK	2, 7
Educational Psychologist assessments and advice for individual students	The importance of educational psychology for teachers and educators - North Wales Management School	1, 2, 3, 4, 7, 8

Total budgeted cost: £125,800

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Measure - 2024/25	PP	All Pupils (school)	FSM6 Pupils national comparison	All pupils national comparison
P8	Not available for this cohort			
A8	38.7	55.6		50.3
English + Maths 5+	37.9%	61.7%		52.8%
Attendance	86.2% (FSM6)	93.1%	88.2%	92.3%

There has been ongoing progress across all measures for disadvantaged students. This reflects the journey the school has been on since coming under Greenshaw Learning Trust in 2022. There was no P8 measure for the 2024/25 cohort due to no KS2 data (Disruption due to Covid).

Our DDI programme and regular lesson observations show a clear improvement in the quality of teaching and learning and this was reflected in our Ofsted Report (May 2025) where Quality of Education was judged to be 'Outstanding'.

Attendance has improved for all students including disadvantaged students, however there is still an imbalance in terms of persistent absence rates for both PP and SEND students and notably for those who are both PP and SEND. This remains a key focus for us as a school and there is a robust process in place to support these students and their families.

Review of the previous pupil premium strategy plan (progress made against targets):

Intended Outcome	Success Criteria	Progress/comments
Disadvantaged students' academic outcomes improve significantly	P8 of .0+	Although there is no P8 measure, we know that outcomes for disadvantaged students at Park House have increased significantly and are above national average. However, there remains a gap in attainment within our school population. We are determined to close this gap.
Disadvantaged students'	Attendance inline with NA	Significant progress has

attendance improves significantly		been made and there are improvements in attendance. The school attendance team has a robust process in place to support disadvantaged students and their families. This remains a priority.
Reduction in suspensions and RFL for disadvantaged students	The average number for disadvantaged students is significantly lower.	The number of RFL referrals and suspensions has dropped dramatically. This is a reflection of the journey the school has taken to improve teaching and learning and drive high expectations through school culture. There remains a small number of disadvantaged (PP and SEND) students who receive repeat RFL referrals and suspensions. In 2024-25 66% of suspensions were PP students (although affecting a very small number of students). Supporting these students and families is a key priority for the school.
Quality of Teaching	CPDs and Learning walks looking at the quality of lessons being delivered	Rapid and sustained improvement in quality of teaching. Recognised by Ofsted in May 2025 - Quality of Teaching - 'Outstanding'.
Students working below	Providing interventions using data from NGRT and TTRP	Direct Instruction was used effectively to support students with literacy needs. Additional provision such as use of LEXIA, support with homework and targeted interventions have supported students working below expected.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Direct Instruction	https://www.direct-instruction.co.uk/
NGRT Assessments	https://www.gi-assessment.co.uk/products/new-group-reading-test/
Sparx Maths	https://sparxmaths.com/
Sparx Reader	https://sparxreader.com/
Sparx Science	https://sparxscience.com/
Direct Instruction Spoken English (DISE)	https://eapublish.com/dise/
Carousel	https://www.carousel-learning.com/
Time 2 Talk	https://t2twb.org/

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.