



## Purbrook Park School: Pupil Premium Strategy

This statement details our school's use of pupil premium funding (including our recovery premium) to help improve the attainment of our disadvantaged pupils. This is a 3-year plan, and covers the academic years from 2024-25 to 2027-28.

During this period, the review is updated annually, so that the school can effectively reflect on the previous year's outcomes, and adapt accordingly. 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 school.

### School Overview

Detail	Data
School name	Purbrook Park School
Number of pupils in school	912
Proportion (%) of pupil premium eligible pupils	24.01%
Academic year/years that our current pupil premium strategy plan covers	2024/25 – 2027-28
Date this statement was first published	January 2024
Date this statement was most recently reviewed	N/A
Date of next review	December 2025
Statement authorised by	Paul Foxley, Headteacher
Pupil Premium leads	Luke Atiyah, Director of Inclusion
Governor / Trustee lead	Shirley Nellthorpe, Chair of Governors

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£205,520
Recovery premium funding allocation this academic year	£11,523
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£216,773

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

At Purbrook Park School, our school ethos is 'Enjoy, Enrich, Excel'. This applies to all pupils, regardless of prior attainment, ethnicity, gender or economic background. We have the highest expectations of every pupil that steps over our threshold, and we work to ensure that all pupils, particularly those who are most Disadvantaged, have the tools to achieve anything they wish.

However, we must appreciate that not all pupils have the same starting points, and barriers exist that, unless mitigated against, can cause gaps in attainment. The purpose of this strategy is to outline how, as a school, we will work towards breaking down these barriers, and ensure that our vulnerable pupils are presented with the same opportunities to achieve well.

This pupil premium strategy addresses the controllable challenges faced by our Disadvantaged pupils, and the actions we will take to help them overcome these challenges. Our strategy aims to focus on learning, rather than labels, and therefore takes into consideration the challenges faced by all Disadvantaged and vulnerable pupils, whether they are in receipt of pupil premium or not.

In line with proven research, collated by the Education Endowment Fund, high-quality teaching is at the heart of our approach, with a focus on areas in which our Disadvantaged pupils require the most support. At Purbrook Park School, this means a focus on metacognition and self-regulation, and on

fundamental literacy and numeracy skills that provide a foundation for wider learning. The time spent in classrooms will have the most impact on closing the gap between our Disadvantaged and non-Disadvantaged pupils. High-quality teaching benefits all pupils but has been shown to have a disproportionately positive impact on disadvantaged learners; this is key in the creation of this strategy.

Where our previous strategies have seen success is through concerted efforts to improve attendance. Nationally, Disadvantaged pupils attend school less well than their peers. This is reflected locally, within the county, and also at our school. It is clear from exam results, and a wealth of research, that pupils who attend school well, tend to achieve better than those who attend school less well. Therefore, it seems clear that much of our efforts must be focused on attending, and closing the gap between Disadvantaged pupils' attendance, and non-Disadvantaged pupils' attendance. We have already had success with this, but there is more work to be done.

Finally, it should be noted that this is a three-year plan. Over the course of the three years, the plan will be adapted and changed to meet the emerging needs of the school and its pupils.

## Challenges

Challenge number	Detail of challenge
1	Attendance for Disadvantaged pupils both locally and nationally is lower than that of their non-Disadvantaged peers. Our data suggests that pupils who attend school regularly achieve well. Improving the attendance of Disadvantaged pupils is a clear but necessary challenge.
2	Our observations suggest many lower prior attaining Disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in the monitoring and evaluation of their answers. This is indicated across the curriculum, particularly in English. A lack of metacognitive ability manifests itself in poorer outcomes from homework, and independence in lessons.
3	Our data suggests that there are a number of Disadvantaged pupils who are not working at expected levels in English and Maths. Some of these are from primary schools, and have arrived not secondary ready. The number of disadvantaged pupils achieving a pass in both English and Maths is also an area of the school that we would like to improve.

## 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 among Disadvantaged pupils across the curriculum at the end of KS4, with a focus on Progress 8.	The gap between Disadvantaged and non-Disadvantaged will be closing. Disadvantaged pupils will make positive progress in their subject areas. In particular, the cross-over of Disadvantaged pupils achieving a grade 4 and a grade 5 in both English and Maths will improve.
Improved metacognitive and self-regulatory skills among Disadvantaged pupils across all subjects.	<p>Teacher reports and class observations will suggest Disadvantaged pupils are more able to monitor and regulate their own learning. We expect that improved quality of homework will reflect more engagement. There may be less behaviour points, and conversations with teachers will show higher levels of independent work.</p> <p>It will be evident from learning walks, book looks, planning and pupil voice that teachers are teaching pupils to think metacognitively.</p>
Improved reading decoding, comprehension and inference among Disadvantaged pupils across KS3.	<p>Reading comprehension tests demonstrate improved comprehension skills among Disadvantaged pupils and a smaller disparity between the scores of Disadvantaged pupils and their non-Disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p> <p>The 'Thinking Reading' programme has been successfully implemented in our school, and we have seen some tremendous success as a result. We will continue to roll out this programme with a focus on children with SEN, and from Disadvantaged backgrounds.</p>
To achieve and sustain improved attendance for all pupils, particularly our Disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Improved attendance for Disadvantaged pupils</li> <li>• The gap between Disadvantaged and non-Disadvantaged attendance is closing</li> </ul>

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £131,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The single most important facet of improving the Disadvantaged outcomes is high quality teaching. As such, the school will prioritise recruiting, retaining and developing excellent teachers.</p>	<p>The Education Endowment Foundation (EEF) emphasizes the critical role of high-quality teaching in enhancing pupil outcomes. Their research indicates that effective teaching strategies, such as explicit instruction, scaffolding, and flexible grouping, are integral to successful learning experiences. Moreover, the EEF highlights that teaching cognitive and metacognitive strategies within specific subjects and phases can significantly boost student achievement.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p>	<p>1,2,3</p>
<p>The school will provide staff with targeted CPD to support pupils in improving their attendance, focusing on strategies to identify and address the root causes of poor attendance. This will include</p>	<p>The Education Endowment Foundation (EEF) has examined the impact of school attendance on pupil outcomes. Their research indicates a clear link between poor attendance and lower academic achievement, as well as increased behavioural issues. For instance, in the 2018–2019 academic year, approximately one</p>	<p>1</p>

<p>training on using tools like the Emotional-Based School Avoidance toolkit provided by the local authority and equipping staff with the skills to engage effectively with both pupils and parents.</p> <p>Staff will also receive guidance on building positive relationships and fostering a supportive school environment, which has been shown to improve attendance rates. By embedding these strategies into their practice, staff will be better equipped to help close the attendance gap between Disadvantaged and non-Disadvantaged pupils.</p>	<p>in ten pupils were persistently absent, correlating with diminished educational outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/attendance-context">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/attendance-context</a></p>	
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## Targeted Academic Support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The school will launch a new mentoring system in 2024-25.</p> <p>These mentoring sessions will focus on providing both academic and well-being guidance.</p>	<p>There is evidence to suggest that, if clearly structured and well implemented, mentoring can be an effective tool in improving outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p>	<p>1,2,3</p>

<p>The school will expand the use of the Thinking Reading programme, specifically targeting disadvantaged pupils with the greatest literacy needs. This intervention will aim to significantly improve reading accuracy, comprehension, and inference skills, helping these pupils to close the literacy gap with their peers. Progress will be tracked through regular reading assessments, and the programme's impact will be evaluated through case studies and pupil feedback. By prioritising disadvantaged pupils, the school will ensure that those most in need receive the intensive support required to succeed across the curriculum.</p>	<p>The EEF provides clear evidence that improving literacy skills is paramount to improving outcomes for all pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p>	<p>2,3</p>
<p>The school will implement focused 1:1 and small group interventions in English and Maths, targeting disadvantaged pupils who are not currently meeting age-related expectations. The progress of pupils involved in the programme will be closely monitored through baseline assessments and end-of-programme evaluations to ensure measurable improvements and alignment with national benchmarks.</p>	<p>The EEF also provides clear evidence that the use of small group tuition can have significant impact on pupil progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>2,3</p>

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

Budgeted Cost: £14,823

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The school continues to work hard with pupils and parents to improve the attendance of Disadvantaged pupils.</p> <p>We will use the Emotional-Based School Avoidance toolkit provided by our local authority. With attendance, we approach each case on an individual basis, and work with pupils and parents to address the root cause.</p> <p>Disadvantaged attendance reports have worked well in the past, and we will continue to use these. Tutors work closely with pupils to identify the root causes of poor attendance.</p> <p>We can assess the impact of this strategy by tracking the attendance of the pupils invited to the course.</p>	<p>Evidence that engagement with parents has a significant impact on progress of disadvantaged parents.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	<p>1</p>
<p>A summer school ran for our new year 7s. One of the two weeks was specifically for disadvantaged and SEN pupils, with a focus on well-being and attendance. This will run against next summer, to</p>	<p>Summer schools can have a moderate impact on pupil progress according to the EEF.</p>	<p>1</p>



aid the transition between Year 6 and Year 7, thereby improving well-being.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>  Following our Summer School, we took feedback from pupils and parents – the feedback was overwhelmingly positive.	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

## Part B: Review of outcomes in the previous academic year: 2023-24

### Pupil premium strategy outcomes

We are pleased to report significant progress in the outcomes of our disadvantaged pupils during the previous academic year. These pupils achieved much closer to their non-disadvantaged peers than both national and local data would suggest is typical. The gap between disadvantaged and non-disadvantaged pupils narrowed considerably, reflecting the success of our targeted strategies.

However, it is clear from our analysis that attendance remains the most significant barrier to further progress. Disadvantaged pupils with poor attendance continue to struggle to achieve their full potential, reinforcing the need for this area to be a central focus of our strategy moving forward. Improving attendance will remain a priority, as we know that regular school attendance is crucial for sustaining and building on the gains made this year. Through the initiatives outlined in this plan, we aim to address attendance as a key factor in driving equity and excellence across the school.

We will now evaluate the impact some of our strategies have had:

- It does appear that the 1:1 and small group tuition was particularly successful in Maths, with both non-Disadvantaged and Disadvantaged pupils doing tremendously well.
- As with previous years, we have not utilised the NTP. We feel our teachers are best placed to provide interventions, and there was enough staff available to do this. However, like last year, we will use the NTP if we feel there is a need, and if we feel it will benefit our pupils.
- There is significant evidence that suggests our 'Thinking Reading' programme has had an excellent impact on those readers who have needed the most support. We have case studies that demonstrate how pupils have made improvements of several years in just a few weeks. The school's aim next year will be to continue to roll this out to as many pupils as possible.
- Our Specialist Maths Tutor is continuing to work with small groups, particularly with Year 7s who are not secondary ready in Maths. This includes working with SEN pupils and Disadvantaged. The impact of this will be clear as these pupils move through the school.
- Many of our other activities from the previous academic year will carry over into 2024-25. For example, our summer Enrichment Academy for new Year 6 pupils was very successful. We will run the Enrichment Academy again this year.

## Further information

### Additional activity

Of course, there are many things that our school does that will benefit all pupils, especially those who are disadvantaged. Many of these activities will not be budgeted from this funding, and examples are detailed below:

- [EEF evidence](#) demonstrates that effective assessment has significant benefits for pupils, particularly disadvantaged pupils. Alongside metacognition, the improvement of accurate and diagnostic assessment is a whole school drive.
- We will ensure that all stakeholders are kept abreast of our plans. Pupils will be kept aware of the changes we have made to our curriculum, and the support we are offering. Assemblies, and communication with parents will ensure that they are aware of the opportunities being provided, and how they can take part.
- We will be utilising support from our local [Mental Health Support Team](#) and local behaviour hub. We will fund counselling and other interventions for disadvantaged using external agencies: YOT, OTR, Y-Services, for example.
- We will continue to offer a wide range of high-quality after school activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Our Alternative Provisions Manager offers a number of other opportunities, of which our disadvantaged pupils will benefit (e.g. Fishing for Schools, College Placements, NCS).

### **Planning, implementation, and evaluation**

When developing this plan, we have relied on the [EEF's implementation guidance](#) to help us to develop our strategy, and we will continue to use it through the implementation of our activities in the future.

Alongside the EEF, evidence has been at the heart of our planning. We have gathered evidence through assessments, book-looks, pupil voice and teacher conversations. These varying types of evidence have meant that we have accurately identified the priorities in our school, and how we can address them.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes, and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure continually improving outcomes for our pupils.