

# Pupil premium strategy statement 2024-25



This statement details our school's use of pupil premium (and recovery 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	1038
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024/25 to 2027/28
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Mrs C Eulert Headteacher
Pupil premium lead	Mr J Allen Assistant Headteacher
Governor / Trustee lead	Mrs P Sutcliffe Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£305,025
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	-
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£305,025

# Part A: Pupil premium strategy plan

## Statement of intent

Colne Park High School is an inclusive learning community where students are given opportunities to learn and succeed within a safe, well-ordered environment. We aim to raise the aspirations and attainment of disadvantaged pupils through a range of evidence informed experiences which complement their learning and expand cultural capital.

We are committed to all students making at least good progress. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including those that are high attainers. We realise that the gap has widened after the pandemic and will target resources at raising the attainment of disadvantaged pupils.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Pendle being in the most deprived 20% of the lower-tier local authorities within England on the IMD rank of average rank measure (data shows that Pendle more deprived since 2015 on this measure) With, Whitefield in Colne the most deprived ward in England on the Living Environment domain. Pendle is also in the 20% most deprived areas in England for the health deprivation and disability rank of average rank measure and the living environment rank of average rank measure. For the employment deprivation rank of average rank Pendle is in the 20% most deprived areas in England for this measure. [\(2019 Deprivation Analysis, The Ministry of Housing, Communities and Local Government MHCLG released 2019\)](#) Figures from the Department for Work and Pensions March 2023 show 8,836 Pendle Children aged under 16 were living in relative poverty. A household is considered to be in relative poverty if its income is below 60% of the current median average. Pendle has the highest level of child poverty of any UK local authority with 43.2% of children under 16 living in relatively low income families. [Lancashire Telegraph](#)

Quality first teaching is at the heart of our approach, with a focus on areas in which pupil premium pupils require the most support in school. This is proven to have the greatest impact on closing the attainment gap and at the same time will benefit the non-pupil premium pupils in our school. Implicit in the intended outcomes is the intention that non-pupil premium pupils' attainment will be sustained and improved alongside progress for their pupil premium peers.

Our approach will be evidence informed alongside research conducted by the EEF. Throughout the academic year the progress of pupil premium students will be closely monitored with a three tiered approach to assessment; regular low stakes assessment, half termly diagnostic assessments and termly summative assessments in order to act early to intervene and ensure pupil premium students are challenged in the work they

are set. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school

Through effective use of this additional funding, Colne Park High School is fully committed to ensuring that the individual needs of each entitled child is met. As a result of the additional funding, the school expects that eligible pupils will make better progress and achieve higher standards than would have been likely without it. This will be demonstrated by a narrowing of the Attainment 8 Gap (no Progress 8 2024 and 2025 due to no KS2 data nationally). A key focus of the strategy will be to improve Pupil Premium outcomes:

- the % of eligible pupils achieving at least a grade '5' in English and Mathematics
- the % of eligible pupils entered for the English Baccalaureate
- the % of eligible pupils achieving their FFT20% Benchmark in English
- the % of eligible pupils achieving their FFT20% Benchmark in Mathematics
- The Pupil Premium Strategy Statement is a working document and outlines a whole school approach in which staff take responsibility for disadvantaged pupil outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Progress of pupil premium students in comparison to non pupil premium students increased on the previous year. Outcomes for pupil premium students in 2024 showed a 0.84 P8 gap, 2023 showed a 0.58 P8 gap, 2022 showed a 0.91 P8 gap.
2	Attainment at the end of Year 11 in English and Maths is lower for disadvantaged students compared to their peers. 2024 +5 E&M gap 34% and +4 E&M gap 33% 2023 +5 E&M gap 19% and +4 E&M gap 28% 2022 +5 E&M gap 30% and +4 E&M gap 40% 2019 +5 E&M gap 30% and +4 E&M gap 27%
3	Our observations and data from attendance at parent evenings suggests that pupil premium parental engagement is lower than their peers.
4	Lower attendance rates for pupil premium students compared to non-pupil premium students. During the academic year 2023-24 school attendance was lower than the previous year 88.5 (national average 90.8%) pupil premium was significantly lower 81.9% (pupil premium national average 85.4%) further analysis shows that attendance in Year 11 pupil premium 76.9% is significantly below national average pupil premium 82.8%

	Persistent absence for 2023-24 was 32% (national average 27%). However the percentage of pupil premium students that are persistently absent is much higher. Our observations indicate that absenteeism is negatively impacting the progress of pupil premium students particularly those student in Year 11
5	Lower than expected Reading levels on entry for pupil premium students. On entry to Year 7 (2023 KS2 Reading SS) 28% of our disadvantaged pupils arrive below age related expectations compared to 17% of non PP students.
6	Lower than expected numeracy levels on entry for pupil premium students. On entry to Year 7 (2023 KS2 Maths SS) 23% of our disadvantaged pupils arrive below age related expectations compared to 15% of non PP students.
7	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by the partial school closures due to the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies. Our Current Year 11 cohort being the most affected.</p> <p>This has resulted in significant knowledge gaps and social interactions resulting in pupils falling further behind age-related expectations.</p>
8	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.

## 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
Set a challenging curriculum and improve attainment among disadvantaged pupils particularly in English and Maths and increase pupil premium students entered at EBacc	<p>By the end of our current plan in 2027/28, 50% or more of disadvantaged pupils enter the English Baccalaureate (EBacc) above national averages</p> <p>In 2021/22 Ebacc entry was 28% this has increased each year to 64% in 2034/24.</p> <p>2027/28 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> <li>• an average Attainment 8 score &gt;40.</li> <li>• an EBacc average point score of &gt;3.5</li> </ul>
To achieve improved wellbeing for all pupils, including those who are disadvantaged and sustain this over time.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• a significant increase in participation in enrichment activities including the DofE, particularly among disadvantaged pupils in Year 9</li> <li>• qualitative data from student voice, student and parent surveys and teacher observations.</li> </ul>

Stronger pupil premium parental engagement through formal and informal communication	Stronger parental engagement between school and disadvantaged families through increased email and face to face communication targeted attendance at Parent Evenings and events such as the Year 11 Success Fayre.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Sustained high attendance from 2026/27 demonstrated by: <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than <b>5%</b>, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers reduced to <b>5%</b> (2023/24 9.5%)</li> <li>the percentage of all pupils who are persistently absent returning to pre covid figures being below <b>15%</b> and the figure among disadvantaged pupils being no more than <b>20%</b>.</li> </ul>
Improved reading comprehension among disadvantaged pupils across KS3.	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.
Improved numeracy skills amongst disadvantaged pupils across KS3	Numeracy tests show improved skills amongst disadvantaged students and the gap between disadvantaged pupils and their non-disadvantaged peers is reduced.

## 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: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide a comprehensive continued professional development programme for all staff focusing on subject pedagogy.</p> <p>Allocation of CPD time for faculties to focus on evidence based teaching strategies e.g WALKTHRU's, Teach Like a Champion, StepLab Models</p>	<p><b>Great Teaching Toolkit - Evidence Review June 2020</b> 'CPD must consider both subject knowledge and subject-specific pedagogy in order to achieve their full potential' Teacher Development Trust - Developing Great Teaching</p> <p>Teach Like A Champion <b>Doug Lemov</b></p> <p>Focus on practice and retrieval (<b>EEF Guidance Report on Metacognition and Self-Regulation</b>, Dylan Williams – Formative Assessment Strategies).</p>	1, 2,

and Deliberate Practice to embed these habits		
<p>Daily use of a Knowledge Organiser within form time to consolidate core knowledge from each subject. The Knowledge Organiser is aligned to Curriculum Related Expectations and termly assessments.</p> <p>Weekly retrieval quizzes for core knowledge in each subject during form time to diminish the forgetting curve</p>	<p>Focus on practice and retrieval <b>EEF Guidance Report on Metacognition and Self-Regulation</b>, Dylan Williams – Formative Assessment Strategies.</p> <p>Knowledge Organisers p62-73 – <b>Teach Like a Champion 3.0</b>, Doug Lemov 2021</p>	1, 2
<p>Developing metacognitive and self-regulation skills in all pupils with a whole school approach to adaptive teaching and Deliberate practice. Teacher release for quality assurance of quality first teaching strategies WALKTHRU's and Deliberate Practice.</p> <p>It will first be rolled out whole school and then developed as a faculty focus in allocated faculty CPD time.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: <b>EEF T&amp;L Toolkit - Metacognition and self-regulation 7+ months</b></p>	1, 2
<p>All teaching staff are paired in coach/coachee partnerships with ring fenced time for drop ins and personal feedback using the StepLab platform for bespoke training modules.</p>	<p><i>"<b>Instructional Coaching</b> is currently the best evidence form of professional development we have and has been proven to have direct impact on progress of pupils in the classroom."</i> <b>Sims, S., (2019). <a href="#">Four reasons Instructional Coaching is currently the best-evidenced form of CPD.</a></b> <a href="#">Quantitative Education Research</a></p> <p>"The most successful leaders I've worked with give feedback in this way: they observe teachers frequently and assign them just one or two action steps per week. It feels slow at first...but little by little, the steps build momentum" <b>Bambrick-Santoyo, (2018)</b> Leverage leadership 2.0: A Practical Guide to Building Exceptional Schools. 2nd ed. Jossey-Bass</p>	1,2
<p>Whole school plan for Reading including twice weekly focus allocated sessions in Intrinsic Form Time RISE to model reading aloud with tutor to model fluency.</p>	<p>Ofsted Review of Reading</p> <p><b>EEF T&amp;L Toolkit</b> – Parental Engagement - 4+ months</p> <p><b>EEF T&amp;L Toolkit</b> – Phonics - 5+ months</p> <p><b>EEF T&amp;L Toolkit</b> – Reading Comprehension Strategies 6+ months</p>	5

<p>Including exposure to a diverse canon of literature. Reading material linked to the Behaviour Curriculum</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject <b>EEF Guidance Report Improving Literacy in Secondary Schools.</b> Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: <b>Why closing the Word Gap Matters – Oxford Language Report word-gap.pdf (oup.com.cn)</b></p>	
<p>Develop a broad and rich vocabulary curriculum to address current deficiencies in the vocabulary of disadvantaged students with the development of Tier 2 and 3 subject specific language to provide improved access to the curriculum in all areas.</p>	<p>‘over four years, research has recorded that an average child in a professional family accumulated experience of almost 45 million words; in a working-class family, 26 million words: and in a family receiving welfare, 13 million words’. <b>Meaningful differences in the experiences of young children Hart and Risley Landmark Study 1995</b></p> <p>On average reading comprehension approaches improve learning by an additional six months’ progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress. <b>EEF T&amp;L Toolkit Reading Intervention Strategies: High impact low cost based on extensive evidence 6+ months</b></p>	<p>5, 6</p>
<p>Purchase of standardised diagnostic GL assessments for Reading and CAT4D. In addition to the development of in house standardised assessments. Training will be provided for staff to monitor in house variation in identifying gaps</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <b>Standardised tests - Assessing and Monitoring Pupil Progress - EEF</b></p>	<p>1, 2, 5, 6</p>
<p>We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <b>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</b></p> <p>To teach maths well, teachers need to assess pupils’ prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p>	<p>6</p>

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

Budgeted cost: £ 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release staff to develop a cross phase approach with KS1 to KS3 within the Pennine Trust. Cross Phase Senior Leader for Instructional Coaching across the Trust, Personal Development Senior Leader, Languages Leader.	<b>EEF T&amp;L Toolkit - Collaborative learning approaches: high impact low cost based on extensive evidence 5+ months</b>	6 and 7
Daily English and Maths Intervention informed from weekly RAG meeting	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>  EEF T&L Toolkit rating: One to One tuition: high impact for moderate cost based on moderate evidence +5 months	1, 2, 7
RAG meeting to identify Academic and Pastoral interventions for Year 11 students (weekly) Year 10 (half termly). Key staff Headteacher, Assistant Headteacher RSL, Lead Practitioner, Deputy and Assistant Headteacher Behaviour Leads, DSL, SENDCO, Attendance Lead, Assistant Headteacher English and Lead Practitioner Maths.	<b>EEF T&amp;L Toolkit rating: Mentoring 2+ months</b>  Research from other successful schools where this has made impact. Clear identification of those pupils who are disadvantaged and robust tracking and monitoring to ensure they do not fall below that of their peers- rapid intervention when/if gaps appear.	1, 2, 8



<p>Maths and English intervention groups during afternoon Intrinsic Form sessions and one to one and small group during morning sessions. Targeted from the RAG meeting.</p>	<p><b>EEF T&amp;L Toolkit – small group tuition - rating: Moderate impact +4 months</b></p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: and in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>EEF T&amp;L Toolkit rating: One to One tuition: high impact for moderate cost based on moderate evidence +5 months</p>	1, 2
<p>Targeted KS3 intervention to support phonics and fluency during morning form time and Intrinsic from time. Two staff to reduce literacy gaps with students identified below expected standard.</p>	<p><b>EEF T&amp;L Toolkit – small group tuition - rating: Moderate impact +4 months</b>  <a href="#">Moving Forwards, making a difference: Reading fluency in Key...   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Fluency   EEF (educationendowmentfoundation.org.uk)</a></p>	5

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

Budgeted cost: £75,025

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Expanded attendance team - Attendance support workers to intervene with PP pupils in school and support home visits attached to each House.</p> <p>Attendance RAG and attendance tracking sheets.</p>	<p>FFT data shows that schools with significantly reduced persistent absence levels have higher attainment. <b>FFT Datalab Report</b></p> <p>EEF Rapid Evidence Review: Attendance interventions</p>	4
<p>Lesson Support Team and Triage to act swiftly and remove internal truancy, remove or</p>	<p><b>EEF Supporting school attendance - 2. Build a culture of community and belonging for pupils.</b></p>	4, 8

<p>minimise barriers to learning.</p>		
<p>Develop approaches to engage 'hard to reach parents' as partners in their child's learning. Targeted communication through email to disadvantaged families and improve communication through all social media outlets and weekly Microsoft Sway 'Parents at Park.' Establish an online system of appointments at parents evening to target parents who don't usually attend increasing engagement. Events including the Year 11 Success Fayre to engage parents in revision and accessing resources.</p>	<p><b>EEF T&amp;L Toolkit – Parental Engagement - rating: moderate impact low cost based on extensive evidence 4+ months</b></p> <p>Research shows that the more parents get involved with school the more likely their child will:</p> <ul style="list-style-type: none"> <li>• Achieve better grades</li> <li>• Score more highly in tests</li> <li>• Higher attendance rate</li> <li>• Improved social skills</li> <li>• More likely to complete homework</li> <li>• Have a more positive attitude to school</li> <li>• More likely to graduate from Higher education</li> </ul> <p><b>(Parent Partnership Research)</b></p>	<p>3, 4</p>
<p>Contingency fund for acute issues e.g uniform, shoes, basic stationary, support for trips and visits including end of year museum and cultural attractions to expand cultural capital.</p>	<p>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.</p>	<p>4. 5, 8</p>
<p>Raise the aspirations of disadvantaged pupils through a range of experiences which complement their learning and expand cultural capital</p> <p>Through our Personal Development Days and programme responsive additional activities which provide key social, economic, and creative development.</p> <p>Intrinsic Personal Development running 3 days a week throughout the year.</p>	<p>There is a culture of low educational aspiration within certain groups of disadvantaged pupils evidenced within pupil voice and lack of parental experience of higher or further education.</p> <p>The <b>Sutton Trust</b> commissioned report <b>Subject to Background</b>, based on data produced through the Effective Pre-School, Primary and Secondary Education (EPPSE) project found that bright dis-advantaged children would be more likely to attain 3 A-Levels if, in addition to a high quality education, they had enrichment and supportive home learning environments from a young age. This included reading books and going on educational outings in the early years of secondary school.</p>	<p>5, 8</p>

<p>Regular assemblies with external visitors, colleges and employers.</p> <p>Appointment of a SLT designated role for careers - SCH</p>	<p>The <b>Social Mobility Commission report <i>An Unequal Playing Field</i></b> uncovered evidence that extra-curricular activities are important predictors for participation in beyond compulsory education, help to boost confidence in social situations and help develop social networks.</p> <p>Whilst there is no direct focus on cultural capital within the <b>EEF T&amp;L toolkit</b>, there are evaluations of approaches which are linked to it.</p>	
<p>Adoption of a cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating their behaviour and emotions. This is led by school mental well being workers</p>	<p>There is evidence to suggest that <b>CBT</b> can have a high impact on risk behaviours and behavioural difficulties: <a href="#">Cognitive Behavioural Therapy - Youth Endowment Fund</a></p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: <a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p>	<p>5, 8</p>

**Total budgeted cost: £** £305,025

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The school strategies were implemented across all tiers with evidence of positive impact across elements of the tiered approach. The data shows that in 2024 there was a widening of the attainment gap in comparison to the previous year.

	Gaps Year 11 Outcome			
	2024	2023	2022	2019
Progress 8 gap	-0.84	-0.58	-0.91	-0.44
Attainment 8 gap	-14.93	-12.03	-16.82	-13.4
English & Maths (9-7)	-5.92	-5.88%	-4%	-12%
English & Maths (9-5)	-34%	- 18.8%	- 30%	-30%
English & Maths (9-4)	-33%	- 27.4%	- 40%	-36%

The percentage of pupil premium students leaving with a 4+ in E&M was 41% (41% 2023) and 5+ in E&M 21% (23% 2023). Although attainment is in line with the previous year it is significantly below their non pupil premium peers who have performed better. The most successful areas of year's plan such as small group interventions in English and Maths at KS4 and literacy and numeracy interventions in KS3 will be adapted for the current strategy.

The teaching strategy was well implemented, understood by all and created an environment for consistency across teaching. This teaching approach strategy has been expanded to ensure consistency and ambition. The introduction of the weekly RAG meetings to ensure resources are focused on student achievement and progress will allow swift action to be taken when risk of possible underachievement is identified.

Data from summative and formative assessments show that the pupil premium P8 gap is predicted to be increase with this cohort -1.0. It is expected that there will be an increase in 4+ E&M 46% and 5+ E&M 24% in the summer 2025.

During the academic year 2023-24 school attendance was lower than the previous year 88.5 (national average 90.8%) pupil premium was significantly lower 81.9% (pupil premium national average 85.4%) further analysis shows that attendance in Year 11 pupil premium 76.9% is significantly below national average pupil premium 82.8%

Persistent absence for 2023-24 was 32% (national average 27%). However the percentage of pupil premium students that are persistently absent is much higher (49% national average 45%). Our observations indicate that absenteeism is negatively impacting the progress of pupil premium students particularly those student in Year 11 It is important that interventions with pupil premium attendance continue to be a major focus this year.

2023/4

FSM6			All	Year 7	Year 8	Year 9	Year 10	Year 11
FSM6	329	School	81.9%	89.3%	86.4%	81.5%	75.3%	76.9%
		FFT National	85.4%	89.0%	86.2%	84.5%	83.3%	82.8%
		Difference	-3.5% •	+0.3%	+0.2%	-3.0% •	-8.1% •	-6.0% •
Not FSM6			All	Year 7	Year 8	Year 9	Year 10	Year 11
Not FSM6	730	School	91.5%	94.8%	92.2%	91.4%	89.2%	89.2%
		FFT National	92.8%	94.6%	93.3%	92.4%	92.1%	91.3%
		Difference	-1.3% •	+0.2%	-1.2% •	-1.0%	-2.8% •	-2.1% •

FFT research shows the impact that poor attendance has on GCSE results. Nationally students with an attendance below 80% attain 0.5 grades below in every subject. However, the effect of poor attendance has a more dramatic effect at Park High School with those students below 80% average GCSE value added -1.9 grades (2022 FFT data)

Currently this academic year 2024-25 pupil premium attendance is below national averages 85% (FFT 87.6%).

Year 7 and 8 pupil premium attendance is above national averages

Year 9 and 10 pupil premium attendance is below national averages.

Year 11 pupil premium attendance is significantly below national averages.

Attendance is still a challenge, and the strategy amendments reflect this with an updated model to ensure we support students with regards to their attendance.

	Year to date
School Pupil Premium Attendance	85%
FFT Pupil Premium Attendance	87.6%
Difference	-2.76

We will continue to use on-line parents evening to engage high numbers of parents (>70%) and with Year 7 and 11 will continue to offer two parent evenings per year.

Feedback from parents is strong for Year 11 Success in October which offers face to face support for parents with revision and curriculum covered and this will continue in the calendar.

Our assessments demonstrated that wellbeing, mental health, and pupil behaviour are still impacted due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions and monitoring procedures where required. The success of interventions and staffing in the pastoral team and mentoring will be built on in our current plan.

## Externally provided programmes

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

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

We currently have 2 service pupil premium students . There has been no separate strategy for these 2 students. However, in May a dedicated member of staff has been identified to support these students. Each of the students has a monthly review to check in on their wellbeing and support with anxiety and loss when a family member is deployed. Referrals as required are then made to the Student Wellbeing Team.

**The impact of that spending on service pupil premium eligible pupils**

Both students are making good progress. One of the students has very good attendance and the second is on attendance monitoring.



## Further information (optional)

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantaged on education outcomes and how to address educational disadvantage. This involved working collaboratively across the Pennine Trust and forming a Pupil Premium working group.

Additionally, engaging in the research schools network with **Blackpool Research School and EEF Making the Difference Programme**. This does not only ensure our strategies are evidence informed but it also ensures we have and use the latest educational research to support our disadvantaged students as the EEF's primary purpose is to close the disadvantaged learning gap.

Governor reviews take place following the [EEF Pupil Premium Guidance to support and challenge your school to implement an effective strategy](#) (Sept 2024)

Review 1 – Nov 2024 – completed

Review 2 – Feb 2025

Review 3 – April 2025

Review 4 – May 2025

Review 5 – July 2025