



## Parmiter's School Pupil Premium Strategy Statement 2023-24

This statement details our school's use of pupil premium 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 school.

Detail	Data
School name	Parmiter's School
Number of students in school	Years 7-11: 1060 Years 12 & 13: 389
Proportion (%) of pupil premium & pupil premium plus eligible students (Years 7-11)	10.75 %
Academic year/years that our strategy plan covers	2023-24 (rolling strategy: ongoing review with update published annually)
Date this statement was published	November 2023
Date on which it will be reviewed	Reviewed termly in conjunction with School Development Plan.
Statement authorised by	Mr M Jones, Headmaster
Pupil premium lead	Ms G Absalom, Assistant Headteacher
Governor/Trustee lead	Mr A Mirkovic
Pupil premium funding allocation this academic year	£133,682
Recovery premium funding allocation this academic year	£24,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£157,682</b>

## Part A: Pupil premium strategy plan: Statement of intent

**Our intention is that all Parmiterians, irrespective of their background or the challenges they face, make strong progress and achieve their potential. Parmiter's Pupil Premium strategy is fully aligned with our whole school vision:**

***Nemo sibi nascitur - our values of community, aspiration and community enable every individual to grow and flourish.***

**We want all students to want to come to school, be their best and be confident, independent, successful learners. The focus of our pupil premium strategy is to support disadvantaged students to achieve these goals and provide them with a range of opportunities which prepare them for the next stage of their education. All members of staff and the governing body accept responsibility for our vulnerable students and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment.**

In order to be highly successful in improving progress and achievement for **all** children, the staff at Parmiter's School:

- Never confuse eligibility for Pupil Premium with low academic ability, and focus on supporting our disadvantaged students to achieve the highest levels, with understanding of how disadvantage impacts learning and broader school experiences.
- Use diagnostic assessment to thoroughly analyse which students are underachieving, particularly in English and Mathematics, and deliver relevant, timely interventions.
- Draw on research evidence (such as the EEF Toolkit) and evidence from our own and others' experiences to allocate the funding to the activities that were most likely to have significant impact on improving achievement.
- Are very clear about the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good. Quality First Teaching is paramount as this is proven to have the greatest impact on closing the disadvantage attainment gap.
- Allocate specialist teachers to teach intervention groups to improve core subjects.
- Use achievement data frequently to check whether interventions or strategies are working and make adjustments accordingly, rather than using the data retrospectively to see if something has worked.
- Make sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping students achieve.

- Systematically focus on giving students clear, useful feedback about their work, and ways that they could improve it.
- Ensure that the Senior Leadership Team and Governing Body has a clear overview of how the funding is being allocated and the difference it is making to the outcomes for students.
- Ensure that they know which students are eligible for Pupil Premium, so that they can take responsibility for accelerating their progress. This also applies to teaching assistants.
- Recognise that other students not eligible for Pupil Premium, will be experiencing disadvantage and make appropriate provision for them too.
- Provide well-targeted support to improve attendance, behaviour or links with families where these were barriers to a student's learning.
- Provide excellent careers education to support all learners at each transition point
- Encourage participation in extra-curricular and enrichment activities, including the promotion of leadership roles within the school

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged students. These are in no particular order.

Challenge	Detail of challenge
1	<b>Pupil Premium status coupled with other needs, for example: SEND, SPLD, SEMH, CP, CLA</b> <ul style="list-style-type: none"><li>• 25% of our disadvantaged cohort are also on our SEND register.</li><li>• Approximately 20-25% of our disadvantaged students begin their secondary education with low KS2 attainment.</li><li>• Our diagnostic literacy screening at the start of the year shows that our disadvantaged cohort are, on average, more than one year behind their non-disadvantaged peers.</li></ul>
2	<b>Pastoral intervention</b> <ul style="list-style-type: none"><li>• For example, some of our families require additional help, including social, emotional and mental health support. Numbers of diagnosed mental health conditions are rising. These challenges particularly affect disadvantaged students.</li></ul>
3	<b>Attendance</b> <ul style="list-style-type: none"><li>• Our FSM (inc. Ever6) gap is currently 7.7%. Missed schooling results in knowledge gaps which leads to student falling further behind their peers.</li></ul>
4	<b>Lower cultural capital</b> <ul style="list-style-type: none"><li>• Our observations and student surveys show that this group of students are not all attending clubs/activities out of school; are not taken to theatre, museums, etc; have a lack of books at home and are not engaged in, or have low engagement with, enrichment activities.</li><li>• Increasingly, families are alerting us to their financial difficulties which does make it easier to facilitate/implement support but also affects the budget.</li></ul>

## Intended outcomes

This explains the outcomes we are aiming for and how we will measure whether they have been achieved.

Intended outcome	Success criteria
A narrowing of the attainment, progress and engagement gap between our vulnerable students and their non-vulnerable peers.	<ul style="list-style-type: none"><li>• Measurable through increased academic outcomes and Attitude to Learning grades. A8 scores of our disadvantaged students to exceed the national average for all students.</li><li>• Ongoing refinement and analysis of Attitude to Learning grades allows key stage leads to implement appropriate interventions to ensure students are kept on track. Pastoral leads are asked to comment specifically on the vulnerable cohort as part of their overall analysis.</li></ul>
High levels of motivation and aspirations for all PP students.	<ul style="list-style-type: none"><li>• Greater participation in extra-curricular activities and development of HOPP/LEAP/CLIMB/SHINE/REACH programme, led by heads of key stage.</li><li>• Post-16 progression, increased retention to our Sixth Form.</li><li>• Bespoke careers advice for all students to support the above</li></ul>
All PP students have all resources necessary for learning, including chromebook.	<ul style="list-style-type: none"><li>• No/minimal consequences for lack of equipment recorded through SIMS.</li><li>• Homework completed on time and to a high standard.</li><li>• Improved Attitude to Learning grades.</li></ul>
Sustain improved well-being for all students, including those who are disadvantaged	<ul style="list-style-type: none"><li>• Greater participation in extra-curricular activities, particularly amongst disadvantaged students</li><li>• Positive response to student voice, student and parent surveys - along with qualitative and anecdotal feedback from teaching staff, including pastoral teams.</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. We are taking a tiered approach as recommended by the EEF guidance.

### Teaching:

Budgeted cost: £70,000 approx.

**EEF: Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils.**

**Quality First Teaching is a real strength of the school and an area in which the school has invested heavily, and will continue to do so; as a consequence there is a strong and stable teaching staff. Low staff turnover gives further continuity for all students, which is particularly helpful for disadvantaged students who are able to build trusting relationships with their teachers. Subjects are taught by highly qualified subject specialists.**

Other Activity	Evidence that supports this approach	Challenge number(s) addressed
Technologies to streamline tracking and monitoring processes (CPOMS, Mega Seating Plan, School Cloud, Edukey)	<i>EEF Using digital technology to improve learning (October 2021)</i> : Using technology can increase the accuracy of assessment, and the speed with which assessment information is collected, with the potential to inform teachers' decision-making and reduce workload.  <i>CooperGibson Research EdTech Survey (May 2021)</i> : The majority of headteachers (88%) and teachers (84%) indicated that technology had or would contribute to improved pupil attainment.	all
New staff induction & on-going CPD	<i>EEF's Pupil Premium Guidance (June 2019)</i> stresses the need for support for early careers teachers to ensure they are effective when teaching all students.	all

Access to National College courses.	<i>EEF's Pupil Premium Guidance</i> (June 2019) advises that professional development and training is a top priority to ensure high quality teaching.	all
In-house updates and training for all staff, including Governing body	As above.	all
CAT and diagnostic Literacy screening for Year 7 (all).  Rescreening for identified students in Years 8 and 9. Interventions as required (see below).	'The transition between phases of education – notably early years to primary, and primary to secondary – is a risk-point for vulnerable learners. Schools need to diagnose pupils' needs as soon as possible in order to put in place effective support to help those falling behind to catch up.' ( <i>Attainment Gap Report, 2018, EEF</i> )  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 ( <i>EEF</i> ).	1
Extra science set for Years 10 & 11  Extra Maths set for Year 8	'International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations.' ( <i>Teaching &amp; Learning Toolkit, EEF</i> )	all

## Targeted academic support

Budgeted cost: £50,000 approx.

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group tuition with a qualified teacher - focus on core subjects.	<p>‘Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.’ (<i>EEF Attainment Gap Report, 2018</i>).</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 (<i>One to One tuition, EEF</i>)</p> <p><i>EEF T&amp;L toolkit</i>: Moderate impact for moderate-high cost, based on extensive evidence.</p>	1
Rapid Plus, Reading Fluency Programme and 1:1 reading for Year 7 and Year 8.	<p>Scales and rubrics can offer a framework to help measure pupils’ level of achievement in areas such as reading fluency. By monitoring fluency levels, teachers can gauge pupil progress as well as the effectiveness of their teaching of reading fluency. (<i>Diagnostic Assessments, EEF</i>)</p> <p><i>EEF T&amp;L toolkit</i>: Oral Language Interventions: Very high impact for very low cost based on extensive research.</p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject (<i>Improving Literacy in Secondary Schools, EEF</i>)</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English (<i>Why Closing the Word Gap Matters: OLP, 2018</i>).</p>	1, 2, 4
Additional revision classes outside of school day, e.g. Saturday sessions before December trial examinations and Easter before public examinations	<p>‘Low attaining pupils particularly benefit from small group tuition’ (<i>EEF T&amp;L toolkit</i>).</p> <p>‘Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.’ (<i>EEF Attainment Gap Report, 2018</i>)</p> <p>‘an advantage to have teachers who are known to pupils’ (<i>EEF T&amp;L toolkit</i>)</p>	all



## Wider strategies

Budgeted cost: £38,000 approx.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions/activities that focus on attitude, study skills and behaviour for learning.	‘Essential life skills (or ‘character’) are important in determining life chances and can be measured in a robust and comparable way.’ ( <i>Attainment Gap Report, 2018, EEF</i> ) Summer Schools <i>EEF T&amp;L toolkit</i> : moderate impact for moderate cost based on limited evidence.	all
Activities to enrich students’ cultural capital inc. school trips and visits.	For example: Mastery learning in Art, The Duke of Edinburgh Award Scheme, Year 7 team-building residential trip <i>EET T&amp;L toolkit</i> : high impact for very low cost based on limited evidence.	2, 4
Technology	<i>EEF T&amp;L toolkit</i> : moderate impact for moderate cost, based on extensive evidence. Provision of chromebooks for no, or reduced, cost will enable all students to access the benefits that digital technology brings to teaching and learning.	all
Resources	Provision of all materials and resources required to access the full curriculum.	all
External providers	<i>EEF T&amp;L toolkit</i> : moderate impact for very low cost based on very limited evidence.	all
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
Instrumental lessons	<i>The British Psychological Society’s</i> findings suggest that playing a musical instrument is associated with long-term cognitive advantage (2022).	2, 4

**Total budgeted cost: £ 157,682**

**Part B:** Review of outcomes in the previous academic year: this details the impact that our pupil premium activity had on students in the **2022 to 2023** academic year. This includes the premium for school-led tutoring.

### Overview of Key Outcomes

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. The GCSE results data demonstrated that our disadvantaged students are achieving strong outcomes. When we remove the 3 students who did not sit their programme of GCSEs, as they were 'absent from education' at Parmiter's during KS4, one of whom who remained on roll but attended Chessbrook ESC following an unsuccessful trial move to another mainstream secondary school in Year 9, the picture of attainment is very pleasing indeed:

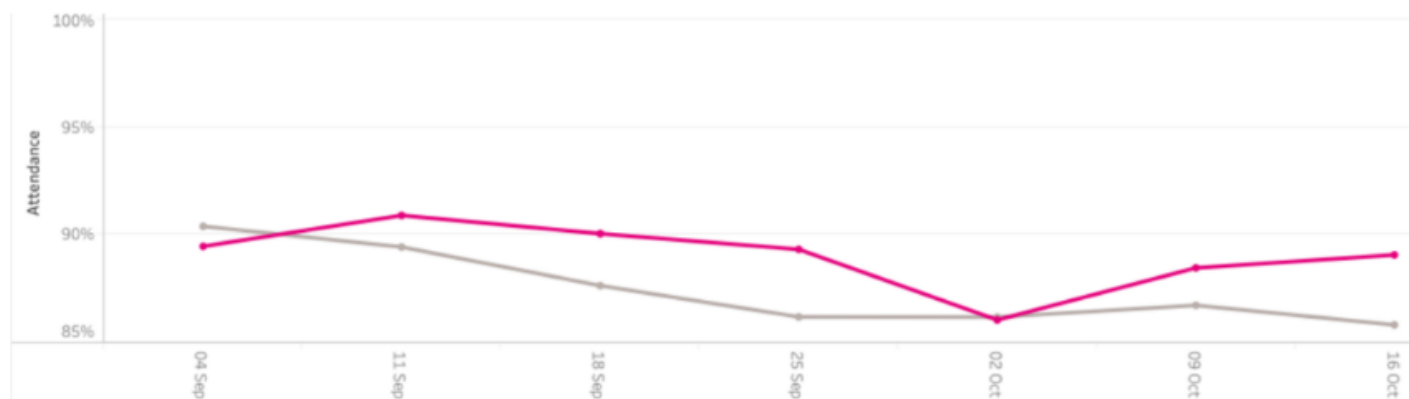
- 90% achieved GCSE English at grade 5 or above.
- 70% achieved GCSE Maths at grade 5 or above
- 80% achieved GCSE Science at grade 5 or above., including 2 students who took the triple science pathway.
- 70% achieved EBacc entry.
- 80% achieved at least 5 GCSEs at grades 9-4.

To help us gauge the performance of our disadvantaged pupils we compared their KS4 results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given on-going pandemic impacts) and to results achieved by our non-disadvantaged pupils. The data demonstrates that our students are making positive progress. Whilst we still have a gap between our disadvantaged and non-disadvantaged students, we believe that we are making significant strides towards closing it.

- Disadvantaged Average P8 score: +0.35 (+0.23 English, +0.2 Maths, +0.5 EBacc, +0.5 Science, +0.29 Open)
- Non-Disadvantaged Average P8 score: +0.56 (+0.35 English, +0.2 Maths, +0.74 EBacc, +0.77 Science, +0.45 Open)
- 70% of our Disadvantaged cohort achieved grade 5 or above in GCSE English and Maths which compares very favourably to 60% and 52% Non-Disadvantaged at local and national levels respectively.

- Our Disadvantaged cohort achieved an average Attainment 8 grade of 5.7 which is above the national average GCSE grade for **all** students.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that our Pupil Premium students were more likely to attend school regularly than those in other schools nationally (see figure below). Pastoral staff have also prioritised monitoring attendance of Pupil Premium students and communicating with their parents/carers in order to close the attendance gap between them and their non-disadvantaged peers.



Analysis of conduct reports indicated that across the school staff have an awareness of the needs of our Pupil Premium students and were more likely to award positive conduct points to them as a reward and incentive for demonstrating a positive attitude towards their learning. Pupil Premium students on average received 84.0 positive conduct points in 2022-23 compared with 78.3 for their non-disadvantaged peers.

Analysis of extra-curricular participation rates indicated that the vast majority of our Pupil Premium students benefit widely from our extensive extra-curricular provision. During 2022-23 88.5 of our Pupil Premium students had participated in an extra-curricular club at or activity at least once, with 80.5% participating more regularly.

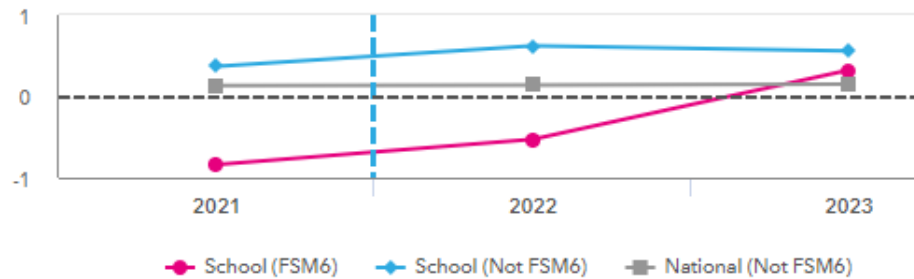
Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes stated in the Intended Outcomes section of this report.

Our evaluation of the approaches delivered last academic year indicates that the targeted academic support in Year 11 was particularly effective:

- Thirteen Year 11 students completed Functional Skills English at Level 2, with eleven passing.
- 'Nurture' groups in Maths and English (KS4) enabled students to work at a pace appropriate to their attainment level.
- Our Looked After cohort in Year 11 received GCSE results that enabled them to progress to the next stage of their education.

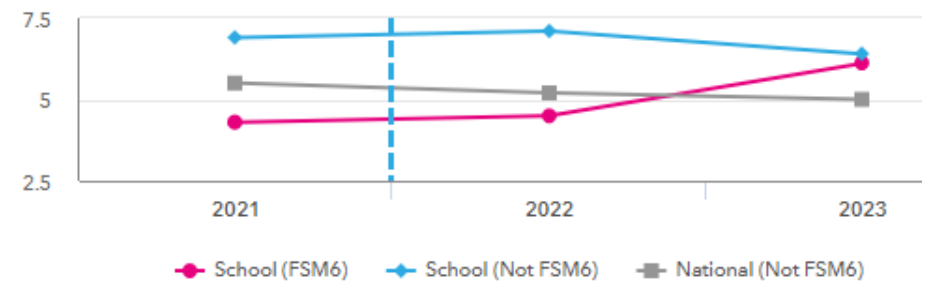
### KS4 progress for disadvantaged pupils 2023

#### Progress 8 (Overall)



### KS4 attainment for disadvantaged pupils 2023

#### Attainment 8 (Overall)



### Externally provided programmes

Programme	Provider(s)
Weekly mentoring for students identified with low self-esteem and low resilience	Kick Mentoring Chessbrook outreach

	Family Support Worker Mental Health Support Team
Study Skills Workshops	Elevate Education Street Style MADE Premier League Inspires
Careers support	Morrisby profiling FE college taster sessions & open days

**Service pupil premium funding:** we currently have one family eligible for this premium

Measure	Details
How did you spend your service pupil premium allocation last academic year?	To contribute towards purchase of Chromebooks (50%). Contribution towards day trips.
What was the impact of that spending on service pupil premium eligible pupils?	On-going. Access to lessons and resources via Google Classroom. Curriculum enrichment.

## Further information

The progress and attainment of students eligible for pupil premium funding permeates our School Development Plan. Below are just some of the processes and strategies employed by staff at Parmiter's School to maximise progress and attainment for students eligible for pupil premium.

**Data tracking** - used rigorously across the whole school and identifies underachieving students. Subsequent interventions are then put in place. led by Heads of Year and Key Stage leads. In addition to rigorous tracking throughout the year, public examination results were scrutinised and specific advice given to vulnerable students regarding grade appeals. Funding was provided to cover the associated costs.

**Profile of vulnerable students** – the profile of disadvantaged students ensures stakeholders are aware of their needs and of the support that is available. Staff are made aware of the achievement data surrounding disadvantaged students and the responses that are possible. Embedded use of seating plan software linked to SIMS ensures staff have visibility of the needs of all learners in their classroom, allowing them to adapt teaching as necessary in order to secure the best outcomes for students.

**Effective teaching and learning** – all staff recognise and accept that the vast majority of students' progress comes out of Quality First Teaching and Learning on a day-to-day basis. Departmental curriculums are reviewed to ensure their intent, implementation and impact meets the needs of our most vulnerable students. Parents who historically had not attended on-site Consultation Evenings used the online provision to meet with their child's teachers. School Cloud's reporting system enabled us to centrally monitor and review appointments and attendance; pastoral leads were then able to follow-up on non-attendance in order to build relationships with families.

**Literacy support** – the development of strong literacy skills is a focus across Key Stage 3. Levels of progress and attainment are carefully tracked and monitored across the school. Students with low literacy levels are provided with additional support so that basic skills can be developed effectively. We aim for all students to be reading above their chronological age by the end of the key stage. Diagnostic screening identifies those who need the additional support.

**Targeted support** – tailored individual support is provided across the curriculum and arrangements are made for resources to be available for each student as needed. Staff take responsibility for determining the additional resources that students need in order to achieve well. Appropriate requests for resources are met quickly so that students can make the quickest possible progress. We run after-school and weekend revision sessions for Year 11 students, including bespoke provision for the trial examinations and a tiered approach before the Easter holiday. Whilst we cannot quantify the outcomes, students reported feeling far more confident about their examinations having attended these sessions.

**The full range of educational experiences** – support is given to ensure that all students have full access to high-quality educational experiences, such as residential courses, instrument tuition, Duke of Edinburgh Award Scheme, and competing in sporting events. All students are encouraged to

engage in extracurricular events. Attendance is monitored. A pleasing number of extra-curricular activities were able to run this year, including residential opportunities. Support with costs was offered to encourage all students to participate. We are confident that the type of provision contributes to not only an improvement in academic outcomes, but also to improve the mental well-being of our students.

**Attendance** – staff, teachers, parents, carers and students understand the causal link between attendance and achievement. Attendance levels for all disadvantaged students are checked and acted upon. Systems are in place to make early identification of issue and need. This is reported to governors on a termly basis.

**All staff at Parmiter's School acknowledge that there is a need to continuously evaluate strategies and change them if they are not working for a particular group of children. Year on year successes do not necessarily mean doing the same thing year on year. We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.**

**The leadership team is committed to understanding what strategies provide the best outcomes. We are keen to network with local schools in order to learn from their approaches and share best practice.**

## **Glossary**

A8: Attainment 8

CATs: Cognitive Ability Tests

CLA: Child Looked After

CP: Child Protection

DfE: Department for Education

EEF: Educational Endowment Foundation

FSM: Free School Meals

HOPP/LEAP/SHINE/CLIMB/REACH: our in-house focus groups (Y7-11 respectively)

P8: Progress 8

PP: Pupil Premium

SDP: School Development Plan

SATs: Standardised Assessment Tests

SpLD: Specific Learning Difference

SEMH: Social, Emotional, Mental Health

SEND: Special Educational Needs and Disability