

Pupil Premium Strategy Statement 2025-26

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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 effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	Park View School
Number of pupils in school	1625
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers	Three year plan: 2025-2026 2026-2027 2027-2028
Date this statement was published	19th December 2025
Date on which it will be reviewed	30th September 2026
Statement authorised by	Andrew Finley (Head teacher)
Pupil premium lead	James Cooper (Deputy Head Teacher)
Governor / Trustee lead	Kevin Reynolds

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£330,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£330,000

Part A: Pupil premium strategy plan

Statement of intent

Principles of the Strategy

At Park View we pride ourselves in providing the very best education and future opportunities for all students. We believe that the fully inclusive learning environment we provide allows students to grow and develop academically, socially and personally into responsible, caring and confident young people. As a school we are consistently dedicated to ensuring we understand the differing needs of all of our students, through a range of pastoral and academic approaches and strategies we aim for all students to meet our high expectations of them. Disadvantaged students at Park View are no different, they are not a homogenous group, and we adopt an individualised approach to address in-school and external challenges to disadvantaged students allowing them to reach their full potential. On average, we have 28% of students in each year group (Y7-11) who are disadvantaged. We are mindful of the impact that the Covid Global Pandemic has had on these students and in some cases, has further widened the gap.

Evidence informed practice and research is embedded into the provision for all of our students. We use the latest EEF guidance and seek out best practice on a local and national level. The Toolkit covers 21 topics, each summarised in terms of their potential impact on attainment, the strength of the evidence supporting them, their cost and their applicability.

Vision (Pupil Premium):

As a school our vision is to educate and equip all young people with lifelong skills to prepare them for a bright future. A broad and balanced curriculum provides challenging and stimulating learning experiences, with realistic yet high expectations of standards, progress and achievement for all. Park View is an accessible, inclusive and integral part of the community. We celebrate diversity and strong partnerships are built. We aim to share a passion for our subjects, building support on an individual level to allow students to succeed and achieve. Ensuring challenge in all we do to motivate and engage students with the world around them.

Challenges to Success:

As a school we are very mindful of the impact that 'Disadvantage' has on many of our students' readiness to succeed. We have identified the following challenges to success :

1. Achievement (in school and externally)
2. Social, emotional and wellbeing needs (in school and externally)
3. Aspirations: unlocking talent and fulfilling potential (in school and externally)

We have specific plans in place to disentangle these potential limitations, and actively challenge and engage all students. Our curriculum embodies ambitious and engaging lessons for our students, with our core vision and values at the heart.

Challenges

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

Challenge number	Detail of challenge
1	Increased attendance for disadvantaged students, leading to improved academic achievement.
2	Consistent quality first, adaptive teaching to promote increased academic progress for all disadvantaged students.
3	Improved literacy, numeracy, oracy and vocabulary across all key stages for disadvantaged pupils. Low levels of literacy and numeracy from primary can impede the learning and confidence of some pupils across the curriculum. This impacts their progress in all subjects.
4	Improved wellbeing and engagement with school. Break down the challenges that some disadvantaged pupils have to overcome outside of school including: <ul style="list-style-type: none"> - Social, emotional and mental health needs that impact on behaviour and engagement in school. - Behaviour issues for a minority of pupils have a detrimental effect on their academic progress and in some cases that of their peers. - Low levels of motivation, confidence and resilience - Poor organisation, a lack of study space or adult support outside of school, means that independent work can be difficult for some pupils.
5	Some pupils don't have any experience of extracurricular activities to enable them to develop cultural capital and open up their minds to new opportunities and ideas.
6	Raise aspirations for the future through additional IAG guidance to help all disadvantaged students reach their full potential.

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 number	Intended outcome	Success criteria
1	To achieve and sustain improved attendance for all disadvantaged pupils.	<input type="checkbox"/> The gap between the attendance of disadvantaged pupils and non disadvantaged pupils is reduced and in line, or lower than national averages (across all year groups). <input type="checkbox"/> The percentage of disadvantaged pupils that are persistently absent will be at least in line with their peers and national data (across all year groups).
2	Improved academic progress for disadvantaged pupils across the curriculum.	<input type="checkbox"/> Raising awareness amongst staff of individual challenges. <input type="checkbox"/> The percentage of disadvantaged pupils achieving five grade four or above is at least in line with national data for disadvantaged pupils. <input type="checkbox"/> The gap between the P8 of disadvantaged pupils and that of non-dis disadvantaged pupils is reduced and in time is in line with or better than national data. <input type="checkbox"/> Monitoring, review and evaluation shows that pupils experience quality adaptive teaching in the vast majority of classrooms (addressing the needs of each individual). <input type="checkbox"/> Identified pupils attend additional tuition on an individual basis or small groups to enable them to reach their full potential. <input type="checkbox"/> There is a reduced gap between the performance of disadvantaged and non disadvantaged pupils in termly data and end of assessments across school (across all year groups).

		<input type="checkbox"/> A rigorous assessment process is in place to identify any gaps to inform future interventions, adaptations and teaching.
3	<p>Improved reading comprehension and reading for pleasure, which will in turn improve reading for purpose and progress.</p> <p>Functional Disciplinary Literacy development is integrated into the curriculum.</p>	<input type="checkbox"/> Improved achievement (for each individual student) in functional literacy/comprehension tests over time. <input type="checkbox"/> All staff actively engage in CPD and monitoring shows that all areas of the curriculum are using strategies to support the development of disciplinary reading comprehension
4	<p>Increased educational experience for disadvantaged pupils, pupils adapt and overcome individual challenges.</p>	<input type="checkbox"/> Reduction in the number of behaviour markers for the disadvantaged such as warnings, lesson removals and behaviour points.. <input type="checkbox"/> Increased number of achievement points awarded to disadvantaged students. <input type="checkbox"/> Increased parental engagement. More parents/carers engage with parents evenings, open evenings and actively use the Class Charts app. <input type="checkbox"/> Increased academic guidance and pastoral support for disadvantaged pupils.
5	<p>Increased regular attendance of disadvantaged pupils to extra curricular clubs.</p>	<input type="checkbox"/> The attendance of disadvantaged pupils at clubs has improved from the previous year.
6	<p>All pupils progress to the next stage of education and employment, no NEETs.</p>	<input type="checkbox"/> Increased number of disadvantaged pupils accessing the most appropriate educational course. <input type="checkbox"/> Less than national average NEETS. All pupils have aspiration and progress onto the next stage and reach their full potential

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: £165,000

Budget	Activity	Evidence that supports this approach	Challenge number(s) addressed	Intended Outcome	Who/what?
Pupil Premium	<p>Every member of teaching and support staff is supported by high quality CPD at a whole school departmental and individual level. This CPD is closely aligned with the school's priorities of improving student participation and adaptive teaching.</p> <p>Our subscription to The National College and its associated resources are part of our provision.</p>	<p>- "Every teacher needs to improve, not because they are not good enough, but because they can be even better." Dylan William</p> <p>- "The best available evidence indicates that great teaching is the most important level schools have to improve pupil outcomes."</p> <p>EEF Pupil Premium Guidance Report.</p> <p>- Education Policy Institute concluded that the impact of high quality CPD has "significant effect on pupils' learning outcomes" and is comparable to having a teacher with 10 years' experience in front of a class instead of a graduate teacher.</p> <p>Education Policy Institute, 2020: The effects of high-quality professional development on teachers and students</p>	<p>1 - Increased attendance for disadvantaged students, leading to improved academic achievement.</p> <p>2 - Consistent quality first adaptive teaching to promote increased academic progress for all disadvantaged students.</p>	<p>1 - To achieve and sustain improved attendance for all disadvantaged pupils.</p> <p>2 - Improved academic progress for disadvantaged pupils across the curriculum.</p>	JJ The National College subscription
Pupil Premium	<p>Lead Professional Mentors:</p> <ul style="list-style-type: none"> ● Leading on school provision for ITT students and Early Career Teachers ● Liaising with all associated ITT providers to ensure provision is coordinated effectively ● Working with our Teaching and Learning AHT to design, coordinate and deliver an in-school CPD offer for ITT students/Early Careers Teachers in line with the standards /expectations ● Working with / support in school mentors to support the development of ITTs/Early Careers Teachers 	<p>"Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending."</p> <p>Pupil Premium Guide Toolkit Strand Education Endowment Foundation EEF</p>	<p>1 - Increased attendance for disadvantaged students, leading to improved academic achievement.</p> <p>2 - Consistent quality first adaptive teaching to promote increased academic progress for all disadvantaged students.</p>	<p>1 - To achieve and sustain improved attendance for all disadvantaged pupils.</p> <p>2 - Improved academic progress for disadvantaged pupils across the curriculum.</p>	JJ

Pupil Premium	<p>Assistant Head Teacher: Teaching and learning deployed to:</p> <ul style="list-style-type: none"> ● raise standards in teaching and learning across the school ● work with other schools and organisations to secure excellent outcomes for all students. ● Model entrepreneurial and innovative approaches to teaching, learning and leadership. ● Inspire and influence others to believe in the fundamental importance of education in young people's lives and to promote the value of education. ● To plan and implement strategies for raising achievement across the school alongside the Raising Standards Team. 	<p>“Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.”</p> <p>Pupil Premium Menu Toolkit Strand Education Endowment Foundation EEF</p> <p>“Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.”</p> <p>Pupil Premium Guide Toolkit Strand Education Endowment Foundation EEF</p>	<p>1 - Increased attendance for disadvantaged students, leading to improved academic achievement.</p> <p>2 - Consistent quality first adaptive teaching to promote increased academic progress for all disadvantaged students.</p> <p>3. Improved literacy, numeracy, oracy and vocabulary across all key stages for disadvantaged pupils. Low levels of literacy and numeracy from primary can impede the learning and confidence of some pupils across the curriculum. This impacts their progress in all subjects.</p>	<p>1 - To achieve and sustain improved attendance for all disadvantaged pupils.</p> <p>2 - Improved academic progress for disadvantaged pupils across the curriculum.</p> <p>3. Improved reading comprehension and reading for pleasure, which will in turn improve reading for purpose and progress.</p> <p>Functional Literacy and Oracy integrated into the curriculum.</p>	JJ
Pupil Premium	<p>Internal Alternative Provision provided at Room 14 where students show high levels of suspensions from school, failure to engage with mainstream education or are in danger of permanent exclusion, controllable and internally managed off-site alternative provision is invested in, so that students can be supported to access an alternative environment</p>	<p>“Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.”</p> <p>“The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.”</p> <p>Behaviour Interventions (+4 months) Toolkit Strand Education Endowment Foundation EEF</p> <p>“All learners have different needs, and that therefore an approach that is personally tailored—particularly in terms of the activities that pupils undertake and the</p>	All	All	SC, LC, MH

	<p>with a greater degree of curriculum freedoms.</p> <p>As part of our Curriculum provision at Room 14, we employ Maths and English specialists and a primary teacher (with literacy specialism) to lead the learning of the students in those key aspects of their curriculum</p>	<p>pace at which they progress through the curriculum—will be more effective.”</p> <p>Individual Instruction (+4 months) Toolkit Strand Education Endowment Foundation EEF</p>			
Pupil Premium	<p>Less able or disadvantaged students with SEND are further supported through our deployment of HLTA in core lessons of Maths and Science</p>	<p>Small Group Tuition (+4 months) EEF</p>			KB
Pupil Premium	<p>We actively promote and develop oral language skills through our Drama lessons (not a national curriculum subject, but part of the Key Stage 3 curriculum for all of our students. In addition our students engage on a weekly basis with engaging oracy-based lessons using The Day platform as a source of contemporary material. Thereby supporting the development of further cultural capital too.</p>	<p>“There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.” EEF Teacher Toolkit/ oral language</p>	<p>2 - Consistent quality first adaptive teaching to promote increased academic progress for all disadvantaged students.</p> <p>3. Improved literacy, numeracy, oracy and vocabulary across all key stages for disadvantaged pupils. Low levels of literacy and numeracy from primary can impede the learning and confidence of some pupils across the curriculum. This impacts their progress in all subjects</p>	<p>2 - Improved academic progress for disadvantaged pupils across the curriculum.</p> <p>3. Improved reading comprehension and reading for pleasure, which will in turn improve reading for purpose and progress.</p> <p>Functional Literacy and Oracy integrated into the curriculum.</p>	<p>The Day subscription HW/EW(Lite racy & Oracy Coordinator) JM/JS - Drama</p>
Pupil Premium	<p>Investment in Sparx Reader (pilot) at KS3 to give students personalised support and challenge in reading and literacy</p>		<p>2 - Consistent quality first adaptive teaching to promote increased</p>	<p>2 - Improved academic progress for disadvantaged pupils across the curriculum.</p>	Sparx subscription

	with a particular focus on closing the gap.		academic progress for all disadvantaged students.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £82,500

Budget	Activity	Evidence that supports this approach	Challenge number(s) addressed	Intended Outcome	Column to help Jen.. Who/what?
Pupil Premium	<p>The continued investment in our Literacy and Oracy Co-ordinator to raise the profile and promote literacy, provide staff CPD and monitor and support literacy interventions, leading to all students making progress. Improve the reading age of all students, with a particular focus on disadvantaged students. We employ a primary school teacher with specialist skills in phonics and fluency teaching to work 1:1 or in small groups of those students in most need.</p> <p>Upon entry, diagnostic testing of students is used to identify students in need of further support to develop their reading either in terms of phonics, fluency or comprehension. Interventions are implemented and subsequent re-testing is used to monitor and evaluate progress., allowing adjustments to be made where necessary.</p> <p>A number of PP students are amongst those identified. .</p>	<p>Low income children lag behind their middle and high income counterparts on school entry by one year in vocabulary (Waldfoegel and Washbrook, 2010) and have heard 30 million fewer words by the age of 3 (Hart and Risely, 2003). 75% of students who experienced poverty are behind in language development compared to 35% who never experienced poverty. According to Law et al, 2013, there is a clear social gradient for language with all studies telling the same story that those from the most disadvantaged groups are the least likely to catch up.</p> <p>OFSTED identifies that diagnosis of students' literacy difficulties upon entry to secondary school is paramount to narrowing the gap for disadvantaged students at age 16, stating: 'Each year, only 10% of disadvantaged children who leave primary school with their reading below the expected standard get passes in English and mathematics at GCSE.'</p> <p>https://www.gov.uk/government/publications/now-the-whole-school-is-reading-supporting-struggling-readers-in-secondary-school/now-the-whole-school-is-reading-supporting-struggling-readers-in-secondary-school</p> <p>'Lacking vital literacy skills holds a person back at every stage of their life.' National Literacy Trust. Children who have poor literacy don't reach their full potential in school, in the job market and makes social mobility very difficult.' NLT</p> <p>'Young people who leave school without good literacy skills are held back at every stage of life. Their outcomes are poorer on almost every measure, from health and wellbeing, to employment and finance.' Kevan Collins (EEF)</p> <p>-OFSTED states that in the most effective schools the SLT 'invested in additional, bespoke help for struggling readers and training for staff who taught reading' and that they 'communicated this commitment to all staff, raising the visibility of reading across the school so that all staff knew the part they played in supporting struggling readers'.</p> <p>-'Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older</p>	3. Improved literacy, numeracy, oracy and vocabulary across all key stages for disadvantaged pupils. Low levels of literacy and numeracy from primary can impede the learning and confidence of some pupils across the curriculum. This impacts their progress in all subjects.	3. Improved reading comprehension and reading for pleasure, which will in turn improve reading for purpose and progress. Functional Literacy and Oracy integrated into the curriculum.	HW HF MH

	<p>Reading approaches strategies (specific students): tiered approach - phonics and word recognition interventions first through Lexonik Leap, followed by Reading Fluency intervention and reading strategies interventions, small group year 7, 8 and 9 English lessons, Lexia Homework.</p> <p>We are participating in a pilot project (Fast Forward to Reading Fluency” which is being led by our local Research School with a view to supporting our current students and also to allow us to develop our capability and skill in boosting reading in subsequent cohorts via the associate staff development and resources provided.</p>	<p>students struggling with readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject specific.”</p> <ul style="list-style-type: none"> - According to OFSTED, the most effective secondary schools 'screened all new pupils' reading. They followed this up with diagnostic tests to determine which aspects of reading pupils struggled with.' - Their report also states that in these schools "Regular assessment meant that staff knew what progress pupils were making, and could make changes when pupils were not improving as quickly as expected'. - The report, endorsed by EEF Literacy guidance reports at key stage 2 and 3 and numerous studies on reading, states that 'In the early stages of learning to read, word recognition relies on phonics and learning the relationship between written letters and the sounds they make. Children should be taught how to decode words using phonics.' - Following this, 'once children can decode words, they then need to be able to read and recognise words and their meanings accurately, and with ease, to become fluent readers'. - In order to secure improved reading comprehension, there is 'Emerging research into the nature and role of fluency in secondary pupils, especially among pupils who struggle with reading, (which) suggests that reading accurately and fluently is an essential link between word reading and comprehension.' - Consolidating reading strategies is also crucial in ensuring students are able to become independent and proficient readers. There is a significant amount of evidence to show that 'lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text.” EEF <p>Reading comprehension strategies (+6 months) Toolkit Strand Education Endowment Foundation EEF</p> <ul style="list-style-type: none"> - Reading aloud is shown to improve reading fluency EEF Blog: Reading aloud with your class – what does the research say? -Developing Oracy skills benefits all students, with the EEF stating that Oral language interventions can add 6+ months to learning -Developing Oracy benefits disadvantaged students more than any other student sub-group. According to research by Alexander and Hardman children in schools who prioritised Oracy, children eligible for free school meals made two <p>Fast Forward to Reading Fluency Pilot, Shotton Hall Research Hub</p>			
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Pupil Premium	Senior Leaders responsible for raising achievement in KS3 and KS4 are able to design, implement, monitor and evaluate the whole school approach to raising the achievement of disadvantaged students alongside the Raising Standards Team. To ensure that the pupil premium funding has a significant impact on the education of our disadvantaged students, with a big focus on attendance.	<p>- "When identifying challenges, you should draw on a range of data sources including discussions with teachers and support staff and engagement with pupils and families."</p> <p>Using pupil premium: guidance for school leaders</p> <p>- "It is crucial to consider how to engage with all parents to avoid widening attainment gaps." EEF Toolkit</p> <p>Parental Engagement (+4 months) Toolkit Strand Education Endowment Foundation EEF</p> <p>- Having a designated attendance champion with clearly defined responsibilities, escalation of procedures and school improvement plan underpins an effective whole school strategy for attendance.</p> <p>Improving school attendance: support for schools and local authorities</p>	All	All	JEC/HF

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

Budgeted cost: £82,500

Budget	Activity	Evidence that supports this approach	Challenge number(s) addressed	Intended Outcome	Column to help Jen.. Who/what?
Pupil Premium	Attendance and Pastoral Mgrs responsible for attendance have been employed to embed the principles of good practice set out in the DfE's Improving School Attendance document. This includes building a good rapport with parents, promoting regular and punctual attendance of all students and assisting with the implementation of the strategies across school (with a particular focus on disadvantaged students).	<p>Having a designated attendance champion with clearly defined responsibilities, escalation of procedures and school improvement plan underpins an effective whole school strategy for attendance.</p> <p>Improving school attendance: support for schools and local authorities</p> <p>"Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes." EEF</p> <p>Parental Engagement (+4 months) Toolkit Strand Education Endowment Foundation EEF</p>	1 - Increased attendance for disadvantaged students, leading to improved academic achievement.	1 - To achieve and sustain improved attendance for all disadvantaged pupils.	JT/Pastoral Managers Y7 and Y8
Pupil Premium	Pastoral Managers are in place to support PP students by removing challenges and providing guidance across all year groups.	"Across all approaches it is crucial to maintain high expectations for pupils and to embed a consistent approach across the school. Successful approaches may also include social and emotional learning	1 - Increased attendance for disadvantaged students, leading to	1 - To achieve and sustain improved attendance for all	Pastoral Managers Y7-11

	They work closely with the Attendance Officer to promote good attendance and build good relationships with parents.	<p>interventions and parental engagement approaches.”EEF</p> <p>Social and Emotional Learning Approaches (+4 months) Toolkit Strand Education Endowment Foundation EEF</p> <p>Parental Engagement (+4 months) Toolkit Strand Education Endowment Foundation EEF</p> <p>“Evidence suggests that programmes delivered over two-to-six months seem to produce more long-lasting results. Whole-school strategies are usually longer to embed than individually tailored or single-classroom strategies.</p> <p>Behaviour Intervention (+4 months) Toolkit Strand Education Endowment Foundation EEF</p>	<p>improved academic achievement.</p> <p>4 - Improved wellbeing and engagement with school. Break down the challenges that some disadvantaged pupils have to overcome outside of school.</p>	<p>disadvantaged pupils.</p> <p>4 - Increased educational experience for disadvantaged pupils, pupils adapt and overcome individual challenges.</p>	
Pupil Premium	Utilising support from our local mental health team, including the MHST, Resilience Nurse, School Nursing team, Roadcentre Counselling service, CAMHS and Kooth and IUCS (If You Care Share) to support all students.	<p>“Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.”</p> <p>Social and Emotional Learning (+4 months) Toolkit Strand Education Endowment Foundation EEF</p>	<p>4 - Improved wellbeing and engagement with school. Break down the challenges that some disadvantaged pupils have to overcome outside of school.</p>	<p>4 - Increased educational experience for disadvantaged pupils, pupils adapt and overcome individual challenges.</p>	Counselling cost
Pupil Premium	A wide range of extracurricular clubs to run across all year groups (Lower School and Upper School), to support the development of cultural capital and community across school have been deployed. These clubs at lunchtime, and after school also complement our Active Starts initiative and Enrichment Week.	<p>“The theory of change for extending school time is that extra hours of allocated learning time mean that pupils have more exposure to teaching, more time to engage with content and generally a greater amount of learning.”</p> <p>Extending School Time (+3 months) Toolkit Strand Education Endowment Foundation EEF</p> <p>“Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.”</p> <p>Physical Activity (+1 months) Toolkit Strand Education Endowment Foundation EEF</p> <p>“Planned extra-curricular activities which include short, regular, and structured teaching in literacy and mathematics (either tutoring or group teaching) as part of a sports programme, such as an after-school club or summer school, are more likely to offer academic benefits than sporting activities alone.” EEF Toolkit.</p>	<p>5 - Some pupils don't have any experience of extracurricular activities to enable them to develop cultural capital and open up their minds to new opportunities and ideas.</p>	<p>5 - Increased regular attendance of disadvantaged pupils to extra curricular clubs and events.</p>	£9,000 (has to be this because of a shared bid)

		<p>“Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.” EEF Toolkit.</p> <p>“Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.” (an additional impact of arts participation) EEF</p> <p>Arts Participation (+3 months) Toolkit Strand Education Endowment Foundation EEF</p>			
Pupil Premium	<p>Student Support Workers (SSC) are employed to work with students and reduce behaviour incidents, integrating students back into lessons and developing better engagement in learning including targeted support for students with specific behavioural and/or social and emotional learning difficulties.</p> <p>A range of strategies are used by these staff to meet the individual needs of students.</p>	<p>“The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage though universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.”</p> <p>Behaviour Intervention (+4 months) Toolkit Strand Education Endowment Foundation EEF</p> <p>“Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.”</p> <p>Social and Emotional Learning Approaches (+4 months) Toolkit Strand Education Endowment Foundation EEF</p>	<p>1 - Increased attendance for disadvantaged students, leading to improved academic achievement.</p> <p>4 - Improved wellbeing and engagement with school. Break down the challenges that some disadvantaged pupils have to overcome outside of school.</p>	<p>1 - To achieve and sustain improved attendance for all disadvantaged pupils.</p> <p>4 - Increased educational experience for disadvantaged pupils, pupils adapt and overcome individual challenges.</p>	RM and SH (SSC)
Pupil Premium	<p>CEIAG (Careers Education, Information, Advice and Guidance) is designed to prepare students for life in the modern world by providing the knowledge, understanding, confidence and skills that they need to make informed choices and plans for their future learning and career. Appointing a lead for CEIAG will ensure that all students get the IAG that they need to be successful.</p>	<p>“Every young person needs high-quality career guidance to make informed decisions about their future. Good career guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon have the most to gain from high-quality career guidance.”</p> <p>Gatsby Good Career Guidance</p>	<p>6 - Raise aspirations for the future through additional IAG guidance to help all disadvantaged students reach their full potential.</p>	<p>6 - All pupils progress to the next stage of education and employment, no NEETs.</p>	SR
Pupil Premium	<p>A supplement has been introduced to support deprived families with</p>	<p>“Parents should not have to think about the cost of school uniform when choosing which school (s) to</p>	<p>1 - Increased attendance for disadvantaged students,</p>	<p>1 - To achieve and sustain improved attendance</p>	TBC depending on cost in other areas

	the cost of uniform and equipment, improving their sense of belonging and attendance as a result.	<p>apply for. There, schools need to ensure that their uniform is affordable.”</p> <p>Statutory Guidance: Cost of School Uniform</p> <p>If a distinction can be made between those who can afford it and those who cannot, this can reduce the benefits of a uniform and has the potential to negatively impact attendance, access and participation, and lead to bullying.”</p> <p>Statutory Guidance: Cost of School Uniform</p> <p>To help create a positive partnership with parents.</p> <p>Parental Engagement (+4 months) Toolkit Strand Education Endowment Foundation EEF</p>	<p>leading to improved academic achievement.</p> <p>4 - Improved wellbeing and engagement with school. Break down the challenges that some disadvantaged pupils have to overcome outside of school.</p>	<p>for all disadvantaged pupils.</p> <p>4 - Increased educational experience for disadvantaged pupils, pupils adapt and overcome individual challenges.</p>	
Pupil Premium	To support the development of cultural capital in students we have provided discounted music lessons and trips for disadvantaged students to allow them to feel that their aspirations are supported.	<p>“Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.” EEF Toolkit.</p> <p>“Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.” (an additional impact of arts participation) EEF</p> <p>Arts Participation (+3 months) Toolkit Strand Education Endowment Foundation EEF</p>	<p>4 - Improved wellbeing and engagement with school. Break down the challenges that some disadvantaged pupils have to overcome outside of school.</p> <p>5 - Some pupils don't have any experience of extracurricular activities to enable them to develop cultural capital and open up their minds to new opportunities and ideas.</p>	<p>4 - Increased educational experience for disadvantaged pupils, pupils adapt and overcome individual challenges.</p> <p>5 - Increased regular attendance of disadvantaged pupils to extra curricular clubs and events.</p>	TBC depending on others
Pupil Premium	Ring-fenced contingency budget	From experience, we have set aside a contingency fund to allow us to respond to needs that are identified throughout the academic year.	All	All	TBC

Total budgeted cost: £330,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Intended outcome number	Intended outcome	Outcomes (Year One of Three Year Strategy)
1	To achieve and sustain improved attendance for all disadvantaged pupils.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The gap between the attendance of disadvantaged pupils and non disadvantaged pupils is reduced and in line, or lower than national averages (across all year groups). <input checked="" type="checkbox"/> The percentage of disadvantaged pupils that are persistently absent will be at least in line with their peers and national data (across all year groups).
2	Improved academic progress for disadvantaged pupils across the curriculum.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Raising awareness amongst staff of individual challenges. <input type="checkbox"/> The percentage of disadvantaged pupils achieving five grade four or above is at least in line with national data for disadvantaged pupils. <input checked="" type="checkbox"/> The gap between the P8 of disadvantaged pupils and that of non disadvantaged pupils is reduced and moving towards regional and national data. <input checked="" type="checkbox"/> Monitoring, review and evaluation shows that pupils experience quality adaptive teaching in the vast majority of classrooms (addressing the needs of each individual). <input checked="" type="checkbox"/> Identified pupils attend additional tuition on an individual basis or small groups to enable them to reach their full potential. <input checked="" type="checkbox"/> There is a reduced gap between the data of disadvantaged and non disadvantaged pupils in termly data and end of assessments across school <input checked="" type="checkbox"/> An assessment process is in place to identify any gaps to inform future interventions, adaptations and teaching.
3	Improved reading comprehension and reading for pleasure, which will in turn improve reading for purpose and progress. Functional Literacy and Oracy integrated into the curriculum.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Improved achievement (for each individual student) in functional literacy/comprehension tests over time. <input checked="" type="checkbox"/> All staff actively engage in CPD and monitoring shows that all areas of the curriculum are using strategies to support the development of disciplinary reading comprehension
4	Increased educational experience for disadvantaged pupils, pupils adapt and overcome individual challenges.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reduction in the number of behaviour markers for the disadvantaged such as warnings, lesson removals and behaviour points. <input checked="" type="checkbox"/> Increased number of achievement points awarded to disadvantaged students. <input checked="" type="checkbox"/> Increased parental engagement. More parents/carers engage with parents evenings, open evenings and actively use the Class Charts app. <input checked="" type="checkbox"/> Increased academic guidance and pastoral support for disadvantaged pupils.
5	Increased regular attendance of disadvantaged	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The attendance of disadvantaged pupils at clubs has improved from the previous year.

	pupils to extra curricular clubs.	
6	All pupils progress to the next stage of education and employment, no NEETs.	<input checked="" type="checkbox"/> Increased number of disadvantaged pupils accessing the most appropriate educational course. <input checked="" type="checkbox"/> Less than national average NEETS. All pupils have aspiration and progress onto the next stage and reach their full potential

Disadvantaged (Pupil Premium) Student Outcomes

GCSE and Equivalent Qualifications 2025

The 2025 GCSE cohort represents the first national examination series without Key Stage 2 prior attainment data, meaning that Progress 8 is unavailable and attainment must be the primary lens for evaluation. This context is particularly important when interpreting outcomes for disadvantaged (Pupil Premium) students, whose prior attainment profiles nationally are often lower and more uneven. In this landscape, closing attainment gaps and securing strong basic qualifications is the most meaningful indicator of school effectiveness.

Within this challenging national picture, Park View has made disadvantaged achievement a strategic priority, and the 2025 outcomes demonstrate clear and sustained improvement.

Headline Attainment for Disadvantaged Students

Overall Attainment

Disadvantaged students at Park View made significant gains compared with previous cohorts, outperforming historical PP outcomes locally and narrowing gaps against wider benchmarks.

- Attainment 8 (PP): 38.7, up from 35.2 in 2024
- Average grade (PP): 3.87, up from 3.52 in 2024

This represents a substantial year-on-year improvement, particularly notable in a year where overall national attainment softened.

When compared to local authority (LEA) PP outcomes, Park View's disadvantaged cohort:

- Achieved higher average grades
- Demonstrated stronger improvement trajectories
- Narrowed the attainment gap at a faster rate than historical patterns

English and Mathematics- "The Basics"

Securing success in English and Mathematics remains the strongest predictor of future destinations, particularly for disadvantaged learners.

English and Maths Combined (PP)

- Grade 4+ (standard pass): 43.7%
 - Up from 39.4% in 2024
- Grade 5+ (strong pass): 18.3%, broadly in line with last year despite national declines

This improvement at the standard pass threshold is especially significant, as it:

- Outperforms previous PP cohorts
- Narrows the gap with non-PP students
- Compares favourably with County Durham and North East PP averages, where standard pass rates typically sit in the low 40s

Subject-Level Highlights (PP)

- English Language 4+: 52.2%
- English Literature 4+: 60.9%
- Mathematics 4+: 52.2%

In all three measures, PP students at Park View are in line with or above local PP benchmarks, and notably closer to national averages than in previous years.

Science- A Key Strength for Disadvantaged Learners

Science continues to be a cornerstone of Park View's curriculum, with deliberate expansion into separate sciences benefiting disadvantaged students.

- 95.8% of PP students entered for two sciences
- 50.0% achieved Grade 4+ in two sciences
- 30.9% achieved Grade 5+

When compared with:

- LEA PP outcomes, Park View PP students are broadly in line or stronger
- National PP science outcomes, Park View sits securely within the upper range

Importantly, PP students show positive residuals in Combined Science, indicating that they perform better in Science than in many of their other subjects, a strong indicator of effective teaching and curriculum design.

Humanities, Languages and Curriculum Equity

Although overall EBacc entry is lower by design, where disadvantaged students are entered, outcomes are strong.

Languages (PP)

- 92.3% achieved Grade 4+
- 76.9% achieved Grade 5+

These outcomes are:

- Well above national PP averages
- Stronger than many regional and LEA PP comparators
- Clear evidence that PP students succeed when entered appropriately

Humanities (PP)

- 44.4% achieved Grade 4+
- 30.6% achieved Grade 5+

This represents a marked improvement on previous years and reflects the school's strategy of prioritising depth and success over blanket entry.

Vocational and Technical Qualifications- A Major Success

Disadvantaged students performed particularly strongly in vocational pathways, an area of national concern but local success at Park View.

Strong PP Outcomes Include:

- Sport Studies
 - Average grade equivalent above Grade 5
 - Positive residual (+0.62)
- Health and Social Care
 - 100% pass rate
 - Positive value added
- ICT
 - 100% pass rate
 - Strong residuals for PP students

These outcomes:

- Compare very favourably to national PP vocational outcomes
- Demonstrate that alternative pathways deliver genuine success
- Support positive post-16 destinations

Destinations and Readiness for Next Steps

- 92% of disadvantaged students progressed to sustained destinations
- Outcomes support sixth form, college, apprenticeship and training routes
- Strong alignment between qualifications achieved and next-step pathways

Summary and Key Positives

Despite a nationally challenging context, disadvantaged students at Park View have fared strongly in 2025.

Key Strengths:

- Clear improvement in Attainment 8 and average grades
- Rising English and Maths standard pass rates
- Strong science performance with high entry and success
- Outstanding outcomes in languages when entered
- Excellent vocational achievement and value added
- Narrowing attainment gaps at key thresholds

Most importantly, the data shows that targeted support, thoughtful curriculum pathways and sustained focus on PP achievement are working. Disadvantaged students at Park View are better prepared, more successful and leaving with stronger qualifications than previous cohorts, comparing positively with County Durham, North East and national PP benchmarks.

This provides a strong platform for further narrowing gaps, particularly at the highest grades, as the school moves into 2025-26.

Teaching

CPD/High Quality teaching: Our internal monitoring identifies that students are being better supported to improve their disciplinary literacy through strategies such as reciprocal reading, specific teaching of vocabulary, writing frames and command word codification. Our Green Zone phase of the lesson which is the independent practice phase is now well established and students are typically writing more as a result.

Literacy and Oracy: the following statistics reflect the latest information and will be refreshed in the new term when our latest cohort is reassessed against their baselines.

- Year 7 SAS scores our weakest pp readers increased from 80.7 to 86.6%
- 63% of year 7 pp students now on or above their target (all were below prior to intervention)
- By the end of the year, 49% of year 7 pp students were reading at age 9 or above in this group compared with 32% at the start of the year, an 18% increase in students in the group being classed as functionally literate.
- By the end of year 9, 95% of students were reading at age 9 or above
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Our **internal data** evidences that the gap in progress of PP students (measured as progress against internal / FFT targets) compared to that of their peers has reduced across the majority of year groups and that this overall improvement is being seen in most subjects across the curriculum.

Targeted Academic Support

PP students were targeted for additional academic support running after school in Year 11 and during registration time for our lower school students. Attendance at these sessions has been improved compared to previous years and there are some excellent examples of accelerated progress being made by some students. This additional support is likely to have contributed to this improvement, alongside other factors.

Wider Strategies

Year 7 and 9 Transition: Student interviews showed that students were very positive about the transition between primary and secondary school. The majority said there was nothing we could do to make this easier. All students had the opportunity to visit in year 5 and year 6. Our vulnerable students had additional visits to help with early identification of their individual needs and challenges.

The move from North Lodge to Church Chare is a significant change for our vulnerable students. Student voice showed that students were very positive about the transition between North Lodge and Church Chare. The majority said there was nothing we could do to make this easier. Our vulnerable students had additional visits to help with early identification of their individual needs and challenges.

Extra Curricular: An extensive extracurricular offer for all students across both sites.

Next Steps and Destinations: All year 11 and 13 students received a 1:1 interview to discuss next steps. 97% of students from the year 11 cohort had a definite destination (3% NEETS, compared to 9% across the LA)

Communication: Improved communication with all stakeholders

Externally provided programmes

Programme	Provider
The Complete Destinations Platform	Unifrog
Alternative Provision	Education Plus, World
Counselling	Kalmer Counselling
Inspires education programme	Foundation of Light
GCSE Support	GCSE Pod
Numeracy Support	Sparx Maths
Science Support	Sparx Science
Management Information System	Class Charts

Further information

Activity	Evidence that supports this approach	Challenge number(s) addressed	Intended Outcome
Personal Development lessons are designed to prepare students for life after school, and raise some of the issues facing young people today. Topics include: health education, economic awareness, citizenship, study skills, character education, digital literacy, careers and enterprise	“Being work ready means a rounded education that includes character, skills and knowledge.” CBI Getting Young People Work Ready report.	4 - Improved wellbeing and engagement with school. Break down the challenges that some disadvantaged pupils have to overcome outside of school.	4 - Increased educational experience for disadvantaged pupils, pupils adapt and overcome individual challenges.
Staff and sixth form students to mentor students in year 7-11. The sessions are aimed at building confidence, developing resilience and character or raising aspirations.	“The impact of students being involved in mentoring is, on average, two additional months’ progress, over the course of a year. Mentoring (+2 months) Toolkit Strand Education Endowment Foundation EEF	4 - Improved wellbeing and engagement with school. Break down the challenges that some disadvantaged pupils have to overcome outside of school.	4 - Increased educational experience for disadvantaged pupils, pupils adapt and overcome individual challenges.
Professional Development through Coaching - a range of staff will be trained in instructional coaching. Coaching will take place across the school to develop teaching and learning practice.	“High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom.” Effective Professional Development Education Endowment Foundation EEF	2 - Consistent quality first adaptive teaching to promote increased academic progress for all disadvantaged students.	2 - Improved academic progress for disadvantaged pupils across the curriculum.

<p>1:1 Interviews with all pp students, to better understand and support the individual challenges of each student.</p>	<p>“Gaining a thorough knowledge of your disadvantaged pupils’ levels of attainment is the first step in developing an effective pupil premium strategy.”</p> <p>Pupil Premium Guide Education Endowment Foundation EEF</p>	All	All
<p>Student shadowing of PP students to better understand and support the individual challenges of each student. Evidence used to inform adaptations.</p>	<p>“Gaining a thorough knowledge of your disadvantaged pupils’ levels of attainment is the first step in developing an effective pupil premium strategy.”</p> <p>“Once you have gauged the performance of your disadvantaged pupils against national benchmarks, for pupils whose attainment is below age related expectations, you should examine what could be hindering their attainment. This will involve diagnostic assessment of academic challenges, but also take account of wider challenges, such as attendance.”</p> <p>Pupil Premium Guide Education Endowment Foundation EEF</p>	All	All
<p>Park View School Cadet Force giving students the life skills and self confidence to take every opportunity and reach their full potential in school and beyond</p>	<p>“The key finding of this research project is that participation in the Cadet Forces has significant positive impacts on young people, increasing their performance at school and improving their employment and career prospects. The impact is particularly strong for those cadets that suffer economic and other disadvantages”</p> <p>University of Northampton: Institute for Social Innovation and Impact. What is the social impact and return on investment resulting from expenditure on the Cadet Forces in the UK?</p> <p>“Being work ready means a rounded education that includes character, skills and knowledge.”</p> <p>CBI Getting Young People Work Ready report.</p> <p>“Becoming a cadet within the CCF can be a life-changing experience. Being a cadet will give you the opportunity to take part in a huge range of exciting and adventurous, military-themed activities. There is something for everyone.” Benefits of being a Cadet.</p>	<p>1 - Increased attendance for disadvantaged students, leading to improved academic achievement.</p> <p>4 - Improved wellbeing and engagement with school. Break down the challenges that some disadvantaged pupils have to overcome outside of school.</p> <p>5 - Some pupils don't have any experience of extracurricular activities to enable them to develop cultural capital and open up their minds to new opportunities and ideas.</p>	<p>1 - To achieve and sustain improved attendance for all disadvantaged pupils.</p> <p>4 - Increased educational experience for disadvantaged pupils, pupils adapt and overcome individual challenges.</p> <p>5 - Increased regular attendance of disadvantaged pupils to extra curricular clubs and events.</p>
<p>Annual Enrichment Week: normal timetable is collapsed and students are offered a wide range of alternative learning experiences, on and off site, outside of the usual curriculum.</p> <p>Active Starts to be introduced that allow all students in the school to engage with</p>	<p>“Being work ready means a rounded education that includes character, skills and knowledge.” CBI Getting Young People Work Ready report.</p> <p>“The theory of change for extending school time is that extra hours of allocated learning time mean that pupils have more exposure to teaching, more time to engage with content and generally a greater amount of learning.”</p> <p>Extending School Time (+3 months) Toolkit Strand Education Endowment Foundation EEF</p>	<p>1 - Increased attendance for disadvantaged students, leading to improved academic achievement.</p> <p>4 - Improved wellbeing and engagement with school. Break down the challenges that some disadvantaged</p>	<p>1 - To achieve and sustain improved attendance for all disadvantaged pupils.</p> <p>4 - Increased educational experience for disadvantaged pupils, pupils adapt and overcome</p>

<p>extra-curricular activities, especially the disadvantaged.</p>	<p>“Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.”</p> <p>Physical Activity (+1 months) Toolkit Strand Education Endowment Foundation EEF</p> <p>“Planned extra-curricular activities which include short, regular, and structured teaching in literacy and mathematics (either tutoring or group teaching) as part of a sports programme, such as an after-school club or summer school, are more likely to offer academic benefits than sporting activities alone.” EEF Toolkit.</p> <p>“Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.” EEF Toolkit.</p> <p>“Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.” (an additional impact of arts participation) EEF Arts Participation (+3 months) Toolkit Strand Education Endowment Foundation EEF</p>	<p>pupils have to overcome outside of school.</p> <p>5 - Some pupils don't have any experience of extracurricular activities to enable them to develop cultural capital and open up their minds to new opportunities and ideas.</p>	<p>individual challenges.</p> <p>5 - Increased regular attendance of disadvantaged pupils to extra curricular clubs and events.</p>
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