



Pupil premium strategy statement – Park Hall Academy

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	1111 (excludes 16–19)
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023-2024 ✓ 2024-2025 ✓ 2025-2026 ✓
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Dr T Close
Pupil premium lead	Ms N Chowdhury
Governor / Trustee lead	Mrs J Hirons

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£436,400
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£436,400



Part A: Pupil premium strategy plan 2023-2026

Statement of intent

In 2025–26, Park Hall Academy has 400 pupils eligible for Pupil Premium, including 4 service children and 18 looked after children, representing 36% of the school cohort (1111 pupils, excluding sixth form). There are also 180 pupils at SEND K and 27 with EHCPs, many of whom are also disadvantaged, creating a significant overlap between socioeconomic disadvantage and special educational needs.

This reinforces the need for our three-tiered strategy – high-quality inclusive teaching, targeted academic support and wider approaches – to be tightly focused on the progress, attendance and wellbeing of disadvantaged pupils with additional needs.

Our intention is that all students, irrespective of their background or the challenges they face, are safe, happy, proud, loving, and able to flourish in both their school life and beyond. We have a firm belief that everything is possible and that no one should be disadvantaged by the very best provision for all.

The focus of our pupil premium strategy is to support socio-economically disadvantaged students to achieve our intentions for them, including progress for those who are already high attainers. We will work to ensure that they all disadvantaged students will receive a broad and balanced curriculum that allows them to make good progress and achieve their highest attainment across the whole curriculum. We recognise that disadvantage affects students in a myriad of ways including marginalisation, lack of cultural capital for schema-building which can often, but not always, be linked to lower levels of oral language and a limited vocabulary. These limiting issues can all lead to negative perceptions of themselves as learners and of their place in school and may have been compounded in the past by experience of lower expectations.

We will also consider the challenges faced by vulnerable students, such as those who have a social worker, are LAC or Post-LAC and/or are young carers. We will ensure that the most disadvantaged do not slip through the cracks and instead receive the best care and education. We want our students to have wide and far-reaching aspirations because of the knowledge and experiences that we have given them throughout their time at Park Hall Academy.

High-quality inclusive teaching is the keystone of our strategy. High Quality Inclusive Teaching is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in schools.

“Good teaching is the most important lever schools have to improve outcomes for disadvantaged students.” - EEF.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

Ultimately, we aspire and aim to ensure that disadvantaged students achieve and experience everything on an equal footing to all other students and that any gap is not narrowed but closed. In that our aims are:

- that outcomes are greater than non-disadvantaged peers nationally.*
- that attendance is on a par with our whole school attendance.*



- *that reading ages are in line with national average for all students.*
- *and that cultural capital opportunities are experienced on a par with all other students.*

Our plan, as laid out, aims to provide the necessary strategic action to ensure the aims are met and the challenges listed are tackled, through a three-tier approach, recommended by the EFF – Teaching, Targeted academic support and then wider strategies.

Challenges at the start of our 3-year strategy (Sept 2023)

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

Challenge number	Detail of challenge
1	Disadvantaged students are not reaching their expected academic achievement and not making their expected academic progress.
2	Disadvantaged students are not coming to school as regularly as we expect which impacts on their academic achievement and progress.
3	More of our disadvantaged students start secondary school behind their non-disadvantaged peers in reading, writing and Maths.
4	Disadvantaged students are more likely to be suspended compared to their non-disadvantaged peers.
5	Our disadvantaged students are more likely to have a special educational need.



Intended outcomes for the end of this strategy (Aug 2026)

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
Achieve a Progress 8 score of at least 0 for disadvantaged students by August 2026.	Evidence of the performance gap closing between disadvantaged students and their national non-disadvantaged peers.
Improve the Attainment 8 score of disadvantaged students to match national levels by August 2026.	Disadvantaged students' performance gap in comparison to national non-disadvantaged peers is reduced.
Ensure disadvantaged students attain at least 90.4% school attendance by August 2026.	Attendance of disadvantaged students matches pre-pandemic levels and closes the gap with national non-disadvantaged peers.
Improve the reading age of students who begin secondary school with low reading levels by August 2026, narrowing the gap with their non-disadvantaged peers.	Improvement in the reading age of disadvantaged students, leading to a significant reduction in the literacy gap when compared to their non-disadvantaged peers.
Achieve a strong pass rate (grade 5+) in English for disadvantaged students by August 2026, matching the national average.	Parity in English pass rates between disadvantaged students and the national average for all students.
Achieve a strong pass rate (grade 5+) in Maths for disadvantaged students by August 2026, equalling the national rate.	Disadvantaged students reach a pass rate in Maths that is equivalent to the national average for all students.
Attain a strong pass rate (grade 5+) in both English and Maths for disadvantaged students by August 2026, aligning with the national average.	Equal pass rates in English and Maths for disadvantaged students compared to the national average for all students.
Reduce the rate of suspension for disadvantaged students below regional and national levels by August 2026.	A lower suspension rate for disadvantaged students compared to both regional and national statistics.



Activity in this academic year (2025-2026)

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: £74,758

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide high quality professional development for teachers to improve the quality of teaching for all students focusing on personalisation to ensure it is effective in reducing the gender gap and improve questioning to raise attainment.	The most effective form of intervention comes from high quality teaching which meets the needs of students within the classroom. With a pupil premium cohort of just under 40% across Years 7 to 11, the most significant way we can address gaps in learning and allow for greater progress is through the class teacher in the classroom. As we are aware from our outcomes, disadvantaged boys do not make as much progress compared to girls. Also, middle attaining students do not make the same rate as progress as their non-disadvantaged peers.	1, 3, 5
To provide high quality professional development for teachers to improve the quality of teaching for all students focusing on the core T&L procedures – checking for understanding, challenging teaching, providing learning variety.	The most effective form of intervention comes from high quality teaching which meets the needs of students within the classroom. With a pupil premium cohort of over 30% across Years 7 to 11, the most significant way we can address gaps in learning and allow for greater progress is through the class teacher in the classroom. As we are aware from our outcomes, disadvantaged boys do not make as much progress compared to girls. Also, middle attaining students do not make the same rate as progress as their non-disadvantaged peers.	1, 3, 5
To provide high quality professional development for teachers to improve the quality of teaching for all students focusing on literacy and numeracy	We know from our work with our local primary schools and the Local Authority that our disadvantaged student’s communication, language and literacy and numeracy skills are key areas of weakness upon entry to primary school. Whilst our primary schools put intervention in place, this continues to be an area of focus in secondary school, as we can see from the gap between the attainment of disadvantaged and non-disadvantaged pupils at KS2. Local Authority research found that in North Solihull, there were significant numbers of children, who did not have an SEN need, but had significant gaps in their vocabulary, due to the higher level of economic deprivation and a lower number of parents having accessed university themselves. We found that teachers often commented that pupils were unable to access the exam paper, as they cannot read. We have found that they can read, but they lack the vocabulary to understand what is being asked of them, to fully demonstrate their knowledge, understanding and skills to others.	1, 3, 5
To purchase a range of ICT Home Learning packages to support revision in the home environment, as well as programmes to help test pupil’s knowledge and understanding of the topics covered.	The EEF suggests that strategies such as using technology to support retrieval practice and self-quizzing can help pupils retain key ideas and knowledge. As a school we have embedded such practices through our approach to homework utilising platforms such as Seneca, MyGCSE and Sparx. EEF Homework	1, 3, 4, 5
To continue a system of requests through which departments can submit proposals for additional funding to benefit the teaching and learning of disadvantaged pupils.	To support great high-quality teaching and learning, we want to make sure that all departments have access to the most up to date resources to allow them to respond to the needs of their class. Whilst we provide additional support to department capitation, we	1, 3, 5



Activity	Evidence that supports this approach	Challenge number(s) addressed
	also have additional funds for departments to access to remove this barrier.	
To make use of effective diagnostic assessment to forecast general student performance, to allow us to gain a broad insight into individuals or groups who may need support based on national norms.	The EEF has identified that effective diagnostic assessment is important for schools which are aiming to forecast general student performance, which will likely be standardised tests. These 'high level' assessments can give schools broad insights into individuals and groups who may need support based on national norms. This will help with the personalisation of teaching and adaptations to schemes of work. Additional Evidence Link	1, 3, 5

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

Budgeted cost: £190,448

Activity	Evidence that supports this approach	Challenge number(s) addressed
To run a weekly SMTPF meetings to review progress with the Senior Management Team, Progress Team, Head of Years, Middle Leaders.	Historically, we know this has a significant impact on ensuring that intervention is focused, appropriate and well communicated. We have also expanded this team to include several teachers who can provide direct intervention within the school day to disadvantaged students who are not engaging or making the expected progress. This is vital as part of our return to school.	1, 2, 3, 4, 5
Provide one to one and small group tuition to those students identified in Year 7 to 11 in English, Maths and Science, by providing online tutoring from MyTutor.	To be most effective the tuition needs to be guided by the school, linked to the curriculum and focused on the areas where students would most benefit from additional practice or feedback. There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy.	1, 3, 5
To run the Renaissance Learning package 'Accelerated Reader' for all pupils at KS3, to ensure it promotes inclusion for disadvantaged pupils. This is further supported by the MYON package.	The EEF suggests that reading comprehension strategies can have a significant impact. After reviewing provision in our primary schools and evidence from the EEF we implemented Accelerated Reader as part of our targeted intervention to improve the literacy skills of disadvantaged students. Additional Evidence Link - EEF literacy KS3-KS4 EEF Reading Comprehension Strategies	1, 3, 5
To run the online learning package 'Lexia' for key groups at KS3, to ensure it promotes inclusion for disadvantaged pupils.	Local Authority research found that in North Solihull, there were significant numbers of children, who did not have an SEN need, but had significant gaps in their vocabulary, due to the higher level of economic deprivation and a lower number of parents having accessed university themselves.	1, 3, 5
To run additional Literacy interventions during tutor time to ensure any gaps are addressed for disadvantaged and SEN pupils through the Read, Write, Inc programme.	Read Write Inc – is a proven programme which is used by our primary schools, so is familiar to our students. Any areas of difficulty can be addressed and quickly recapped. Assessment outcomes will be accurate and swiftly addressed.	1, 3, 5
To run the Numeracy Ninjas programme for all pupils at KS3, to ensure it promotes inclusion for disadvantaged pupils.	Our numeracy lead identified Numeracy Ninja as an effective scheme for improving progress historically. The intervention designed to fill gaps in students' basic mental calculation strategies and to empower them with the numeracy skills and fluency required	1, 3, 5



Activity	Evidence that supports this approach	Challenge number(s) addressed
	to fully access GCSE Maths concepts when they move to Key Stage 4 study.	
To run GCSE holiday revision and intervention classes, Saturday morning Maths, period 6s, daily AM revision sessions, for disadvantaged pupils to improve teaching and learning and outcomes, as well as intervention evenings.	To ensure that our disadvantaged pupils can regularly revisit topics throughout the year, we will provide them with a range of activities for them to access during their holidays. As their motivation increases, we would like to see their attendance to these sessions increasing, as well as their progress. Parents will likely engage more as they see their child is invested in their learning.	1, 3, 5

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

Budgeted cost: £207,212

Activity	Evidence that supports this approach	Challenge number(s) addressed
Career's advisor to provide support on a stratified basis whilst prioritising disadvantaged students.	The aspirations of disadvantaged students can be low. Evidence suggests that early and sustained intervention in-terms of careers guidance is effective when raising the aspirations of disadvantaged students. School closure will have had significant impact on access to open days visits and student aspiration.	1, 2, 4
Providing Education Welfare Support to increase the attendance of disadvantaged pupils, with attendance letters, regular contact with parents, home visits and collections, attendance assemblies, enforcement teams, incentives. Additional capacity has been sort in the academic year 2024-2025 to support disadvantage student attendance and to help tackle persistent absence of disadvantaged students.	Poor attendance to the Academy is a significant reason why disadvantaged students do not achieve their full potential and make as much progress as their non-disadvantaged peers. Educational Welfare support provides support and challenge to families and students to ensure they engage in their learning regularly.	2, 4, 5
To provide a full and diverse extra-curriculum programme to broad student's curriculum experience and cultural capital.	We want our students to feel part of the whole school community which will improve attendance and engagement with school activities. Disadvantaged students may not feel able to participate in activities with their peers and where this may be the case, we will look to provide funding to cover costs. We are aware that there is an absence of a family culture of learning – a lack of role models for reading, studying etc. Some pupils come from families where aspiration is low. Others come from houses where they have limited opportunity to build cultural capital. This will prevent them from fulfilling their academic potential.	1, 2, 4, 5
To raise "aspirations" of students across all years using "Learning Pride" as a form of motivation.	Aspiration should be nurtured and promoted across the key stages to allow students to realise their full potential and make strong academic progress.	1, 2, 4
To provide additional communication to and support for our parental body to improve their level of engagement with their child's learning and progress.	Research has found that parents having high academic expectations of their child had the biggest impact on their grades. Also, regular communication with children and their school life allowed parents to nip any potential problems before they manifested themselves into bigger issues. We pride ourselves at	1, 3, 4, 5



Activity	Evidence that supports this approach	Challenge number(s) addressed
	Park Hall with developing strong working relationships with our parents. EEF Parental Engagement	
To implement a range of behaviour for learning interventions for Disadvantaged Pupils whose behaviour is a barrier to their learning and progress, including support from Malachi services.	Evidence states that behavioural interventions can produce large improvements in academic performance along with a decrease in problematic behaviours. Effect sizes are larger for targeted interventions matched to specific pupils with needs or behavioural issues, than for universal interventions. We recognise from our work with our primary schools that some parents might have had a bad experience of school themselves. This means that some children have a difficult relationship with school, authority, and their peers in terms of following rules and expectations. This leads to increased difficulties with behaviour within school. Malachi works with the family holistically. Currently our disadvantaged students get excluded more than their peers.	2, 4
To targeted additional pastoral support at our most vulnerable students. Our inclusion team work on raising self-esteem and supporting positive behaviour.	We acknowledge that many of our students at Park Hall have difficulty with emotional regulation. Research suggests that teenagers are hypersensitive to rejection and that social anxiety is likely to peak at age 15. Further research has demonstrated how teenagers are more likely to take risks, need more sleep, struggle to read emotions and have less self-control than adults. This then leads to increased exclusions and a reduction in academic performance.	2, 4, 5
To continue to employ an external mentor, TheRightPath, to work with pupils on confidence, attitude, emotional wellbeing and organisation.	Whilst we hope that our disadvantaged students will respond positively to our enhanced pastoral support, we recognise that some will need further support from an external mentor, who can support the student and the school in removing barriers to learning.	2, 4

Total budgeted cost: £472,419

Note: this exceeds the pupil premium allocation by £36,019; the additional expenditure is funded from the academy’s wider budget, in order to maintain essential provision for disadvantaged pupils.



Part B: Review of the previous academic year (2024-2025)

Outcomes for disadvantaged pupils

The intended outcomes and success criteria of the strategy was as follows:

Objective 1 – Disadvantaged Progress 8

Achieve a Progress 8 score of at least 0 for disadvantaged students by August 2026.

2023	2024	2025	2026	Target
Baseline	Y1	Y2	Y3	
-0.81	-0.79	-0.26*		0
Without outliers:	-0.55	-0.10*		0

**Unofficial figure as there was no national progress dataset.*

Objective 2 – Attainment 8

Improve the Attainment 8 score of disadvantaged students to match national levels by August 2026.

2023	2024	2025	2026	Target (non-dis, 25)
Baseline	Y1	Y2	Y3	
38.0	36.7	36.9*		50
Without outliers:	38.8	37.9*		50

**Please note that the baseline assessments indicate that these cohorts had lower starting points than 2023, therefore we would anticipate their attainment may be lower.*

Objective 3 – Attendance

Ensure disadvantaged students attain at least 90.4% school attendance by August 2026.

2023	2024	2025	2026	Target (PP 2019)
Baseline	Y1	Y2	Y3	
79.3%	83.3%	84.4%		90.4%

Objective 4 – Reading Age

Improve the reading age of students who begin secondary school with low reading levels by August 2026, narrowing the gap with their non-disadvantaged peers

2023	2024	2025	2026	Target
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Baseline	Y1	Y2	Y3	
TBC	TBC	TBC		100

Objective 5 – Strong Pass in English

Achieve a strong pass rate (grade 5+) in English for disadvantaged students by August 2026, matching the national average.

2023	2024	2025	2026	Target (non-dis, 25)
Baseline	Y1	Y2	Y3	
41.8%	36.8%	37.3%*		67.3 %

**Please note that the baseline assessments indicate that these cohorts had lower starting points than 2023, therefore we would anticipate the pass rate may be lower.*

Objective 6 – Strong Pass in Maths

Achieve a strong pass rate (grade 5+) in Maths for disadvantaged students by August 2026, equalling the national rate.

2023	2024	2025	2026	Target (non-dis, 24)
Baseline	Y1	Y2	Y3	
22.4%	23.5%	18.6%*		58.5 %

**Please note that the baseline assessments indicate that these cohorts had lower starting points than 2023, therefore we would anticipate the pass rate may be lower.*

Objective 7 – Strong Pass in both English and Maths

Attain a strong pass rate (grade 5+) in both English and Maths for disadvantaged students by August 2026, aligning with the national average.

2023	2024	2025	2026	Target (non-dis, 24)
Baseline	Y1	Y2	Y3	
19.4%	19.1%	15.3%*		53.1%

**Please note that the baseline assessments indicate that these cohorts had lower starting points than 2023, therefore we would anticipate the pass rate may be lower.*

Objective 8 – Suspension 1 or more

Reduce the rate of suspension for disadvantaged students below regional and national levels by August 2026.

	2023	2024	2025	2026
	Baseline	Y1	Y2	Y3
National	15.16%	16.57%	TBC	
School	5.36%	9.23%	TBC	

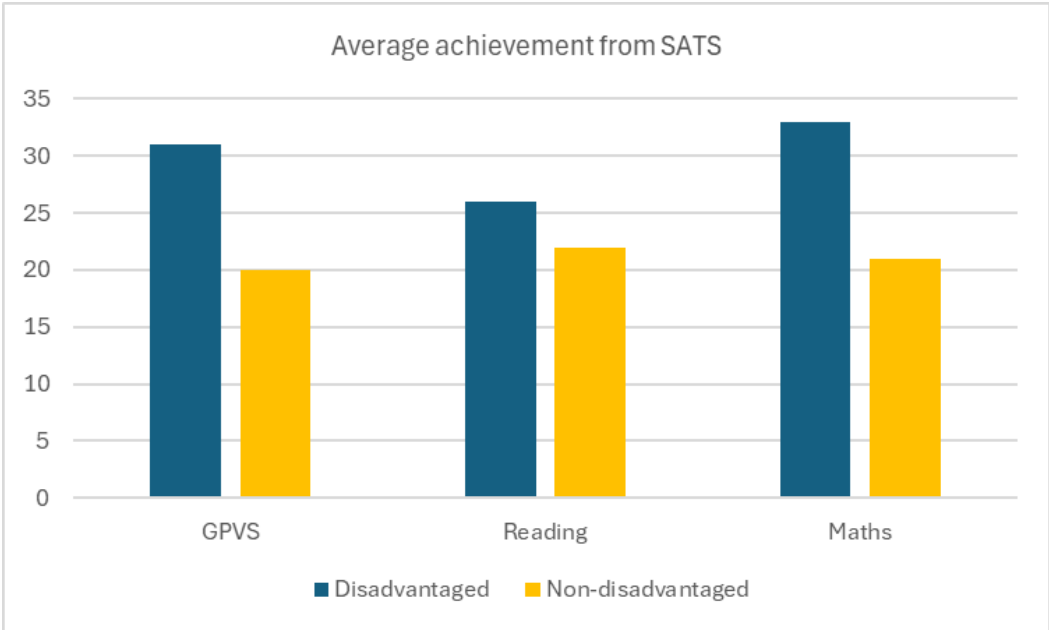


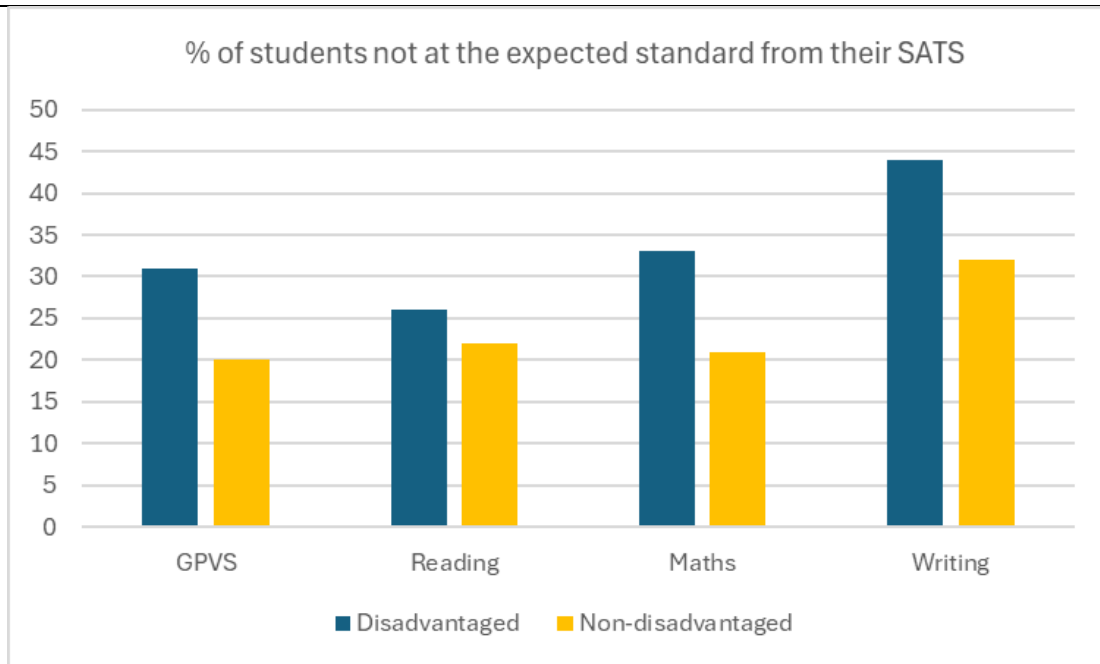
National distribution	Below	Below	TBC	
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In 2025, the whole school estimated progress 8 score achieved was 0.06 and Attainment 8 score rose to 45.65. Attendance had a significant impact on outcomes, with students in the highest attendance band (95-100%) achieving the highest average Attainment 8 score of 46.36, compared to just 13.00 for those in the lowest attendance band (0-49%). There is a strong correlation between better attendance and higher attainment, as well as improved Progress 8 (P8) scores; the cohort average P8 is -0.26, but this drops sharply to -2.37 for the lowest attendance band, while the highest band recorded a positive P8 of 0.05, which is higher than 2019.

Therefore, we can conclude that if disadvantaged students attend school regularly, they will achieve good outcomes from the provision the school provides within the classroom.

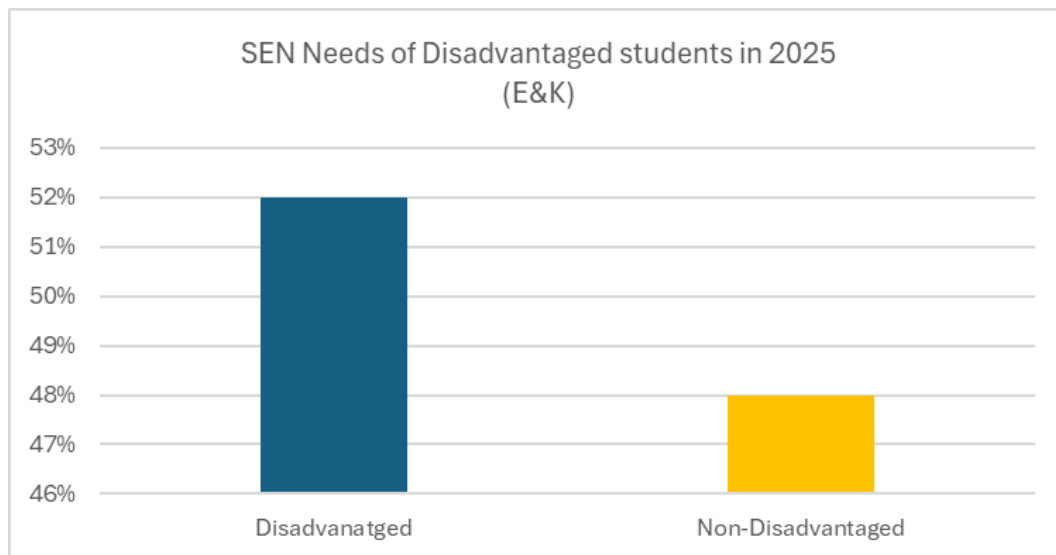
We have continued to see the trend that our disadvantaged students start secondary school behind their non-disadvantaged peers in reading, writing and Maths. The graphs below show the outcomes for disadvantaged and non-disadvantaged peers from their 2025 outcomes.





We also continue to see more of our disadvantaged students having a special educational need.

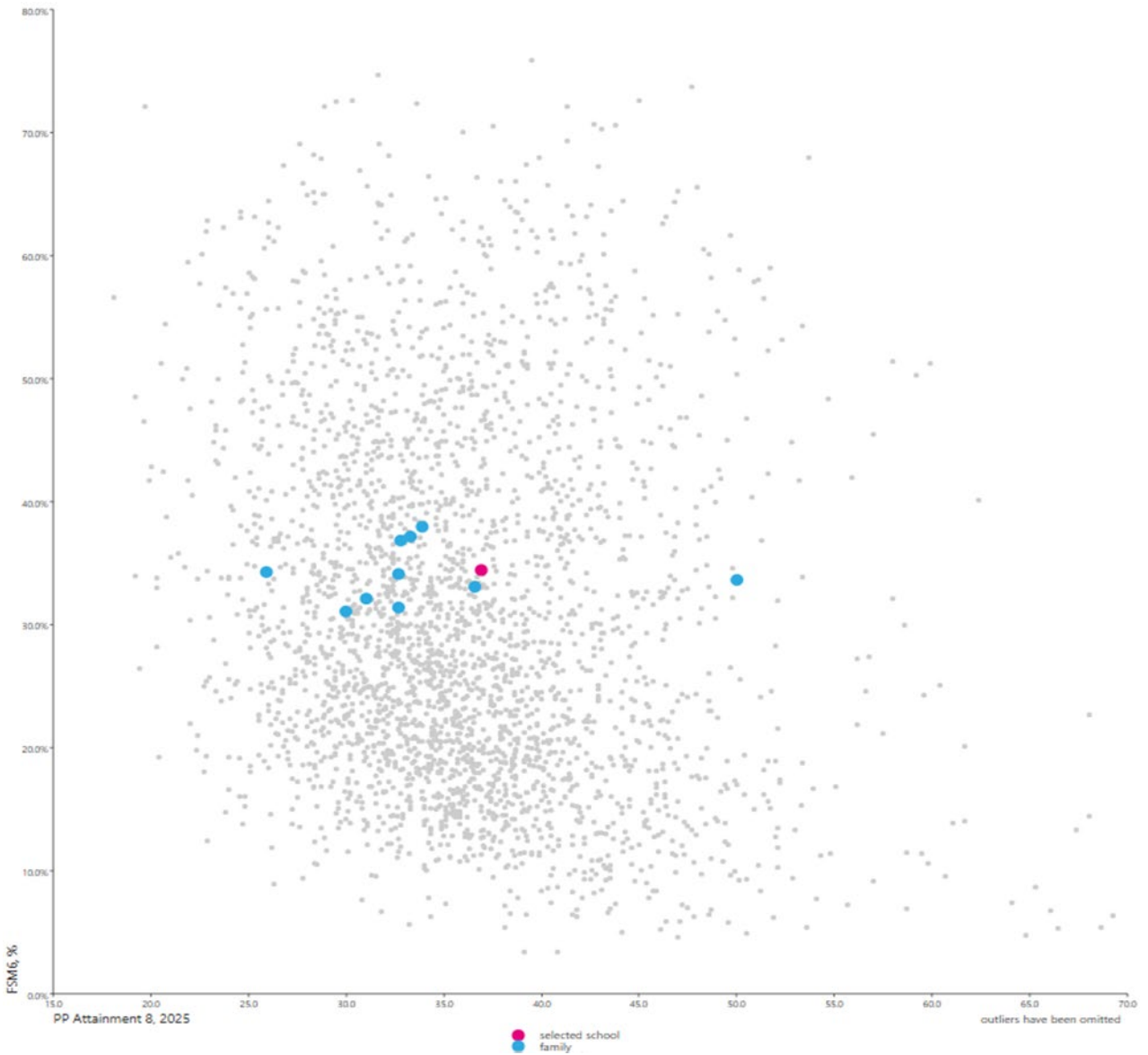
Current internal data for 2025 has 229 of our students identified as having SEND. Of these, 50.2% are disadvantaged students. Again, a similar pattern emerges when looking at those who receive support through an EHCP. Currently 26 pupils have an EHCP with 61.5% being disadvantaged students, in comparison to 38.5% being non-disadvantaged students.



Compared to similar schools using the “Schools like yours” service, our disadvantaged students fared better than other similar schools.

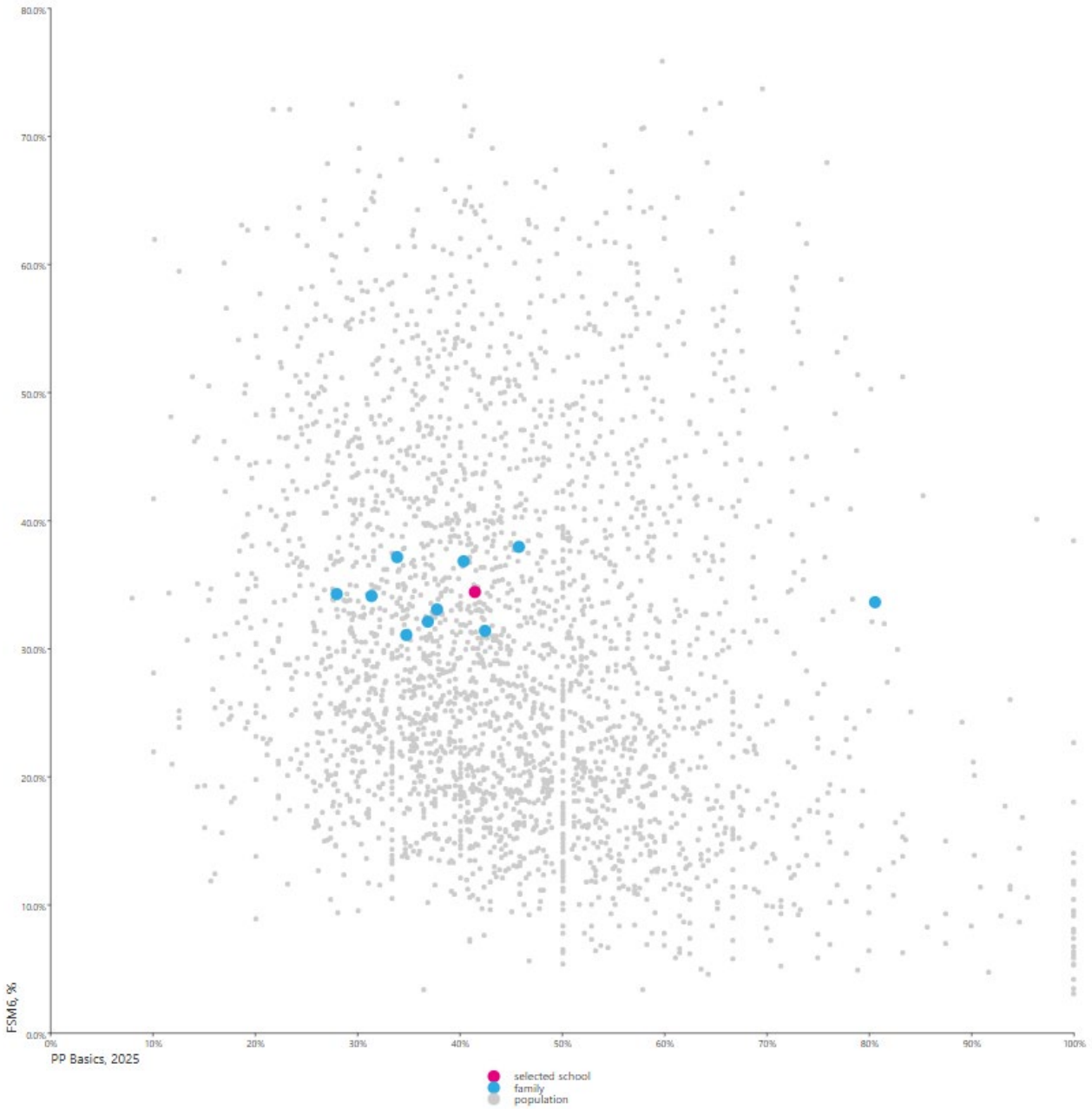


Attainment 8 for Disadvantaged Students





Basics (Standard Pass) for Disadvantaged Students



While outcomes for disadvantaged pupils in 2025 remain below our ambitious 2026 targets, there has been improvement in attendance and stability in Attainment 8, and our 2025–26 spending profile increases investment in targeted academic support and wider attendance/behaviour strategies to accelerate progress towards these goals.