



Pupil Premium Strategy: 2020 – 2021

E-ACT Academy: Parkwood E-Act Academy

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Date Last Amended: 3rd November 2020

Next Review: 17th November 2020

Mission Statement:

It is our ambition to become a world-class academy. One that is forward-thinking in its approach, successful in its delivery and ambitious for its future.

We are committed to delivering the following objectives:

- Excellence for all through a personalised student experience
- Maximising potential in all students as a centre of leadership and innovation
- Creating leaders and global citizens of the future
- Becoming a community hub by meeting the needs of our local community
- Committed to keeping our students safe, both in academy and the wider community

Core Values:

BELIEVE

ACHIEVE

SUCCEED

E-Act Core Values:

THINK BIG

SHOW TEAM SPIRIT

DO THE RIGHT THING

OPENING MINDS OPENING DOORS

The students eligible for pupil premium funding include:

- Every child currently registered as eligible for free school meals
- All children eligible for free school meals at any point in the past 6 years
- Children who have been looked after for six months or longer

Academies receive:

- £935 per student in years 7-11

£1,900 for any student who has been in local authority care for one day or more; leaves local authority care if adopted; leaves local authority care under a special guardianship order or a residence order; recorded as both eligible for free school meals in the last six years and as being looked after (or as having left local-authority care).

Pupil Premium Spending 2017-2018

Pupil Premium Funding 2017-2018:	£483,235 (£494,621 actual)
Staffing:	£274,302
Enhanced Curriculum Provision:	£220,319
Proportion of cohort 2017-2018:	59%
Number of disadvantaged pupils 2017-2018:	520

Pupil Premium Spending 2020-2021

Pupil Premium Funding 2020-2021:	£496,994
Staffing:	£326,806
Enhanced Curriculum Provision:	£170,118
Proportion of cohort 2020-2021:	56%
Number of disadvantaged pupils 2020-2021:	447

Pupil Premium Spending 2018-2019

Pupil Premium Funding 2018-2019:	£508,187 (£529,020 actual)
Staffing:	£95,362
Enhanced Curriculum Provision:	£433,658
Proportion of cohort 2018-2019:	56%
Number of disadvantaged pupils 2018-2019:	491

Pupil Premium Spending 2019-2020

Pupil Premium Funding 2019-2020:	£429,282
Staffing:	£284,261
Enhanced Curriculum Provision:	£145,021
Proportion of cohort 2019-2020:	57%
Number of disadvantaged pupils 2019-2020:	464

- Understanding Barriers
 1. Self-esteem/Confidence (£49,385)
 2. Literacy (£167,114)
 3. Aspirations (£23,941)
 4. Relationships (£28,200)
 5. Memory/Recall (£19,420)
 6. Attendance (£112,579)
 7. Preparedness for Learning (£51,751)
 8. Cultural Capital (£44,604)

Barrier to learning	No. students Y7 (65)		No. students Y8 (76)		No. students Y9 (87)		No. students Y10 (117)		No. students Y11 (102)		Total across year groups	
	1 st / 2 nd barrier		1 st / 2 nd barrier		1 st / 2 nd barrier		1 st / 2 nd barrier		1 st / 2 nd barrier		1 st / 2 nd barrier	
1	19	13	24	6	16	20	19	12	16	7	94	58
2	6	0	13	8	22	5	10	7	14	5	65	25
3	4	7	4	27	21	16	13	11	3	9	45	70
4	8	14	7	7	10	7	12	16	3	11	40	55
5	0	0	0	7	0	7	4	10	18	14	22	38
6	5	1	16	2	4	3	31	8	29	5	85	19
7	6	9	9	13	0	5	5	22	9	21	29	70
8	17	22	3	6	1	20	7	14	10	29	38	91

Summary information					
Academic Year	2020-2021	Total PP budget	£496,994	Date of most recent PP Review	N/A
Total number of pupils	804	Number of pupils eligible for PP	447	Date for next internal review of this strategy	20/10/20

Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5 9-4 incl. EM (2019-20 only)	44%	67%
% achieving expected progress in English / Maths (2019-20)	39.6% / 57.3%	50% / 78.0%
Progress 8 score average	-0.03	0.42
Attainment 8 score average	37.41	42.98

Aims	Desired Outcomes	Success Criteria
<ul style="list-style-type: none"> 1. Self-esteem/Confidence 	<ul style="list-style-type: none"> Students are more resilient and have a greater understanding of the importance of home learning. Maintaining the role of the Wellbeing Officer in school to support students via Wellbeing Hub. Mentoring programmes in each year group to provide pastoral support. Extra-curricular clubs to be offered by academic areas. Staff being MHFA qualified. New Y7 cohort attend Lockerbrook residential. Rewards distributed for PP students. 	<ul style="list-style-type: none"> Students are completing home learning (tracked on mark sheets via SIMS Parent App). Case files created by SEBD Officer and Pastoral Managers regarding wellbeing of students. Student ambassadors work with other students on various issues. Registers for after school clubs show an uptake in attendance. Lockerbrook residential shows more than 80% attendance.
<ul style="list-style-type: none"> 2. Literacy 	<ul style="list-style-type: none"> Students to be in line with their age related expectations based on KS2, KS3 and KS4 results. S, P and G and writing skills elements to be embedded into 	<ul style="list-style-type: none"> PP students to be in line with their peers within the Academy. Attainment 8 to be in line with national average.

	<p>all curriculum areas.</p> <ul style="list-style-type: none"> • Reduce the amount of students with reading ages below their chronological ages. • Students to 'Drop Everything and Read' during one tutor time per week. • Parkwood to have a functioning Learning Resource Centre. • Lexia delivered in all KS3 English classes (except top sets in 8 and 9). • ARK Mastery Literary Heritage curriculum in Y7 – increased demand of texts and vocabulary acquisition. • Reading Box interventions, delivered by TA and teaching staff during for time and through withdrawal from lessons. <p>(Links to Catch-up plan in Y7)</p>	<ul style="list-style-type: none"> • Progress 8 to be positive and show progress. • Pastoral and Leadership drop-ins show reading is evident in tutor time. • English data highlights improvements in whole school literacy. • Parkwood library to be functional and used by students. • Interventions tracker shows impact of literacy withdrawals over time (termly report).
<p>● 3. Aspirations</p>	<ul style="list-style-type: none"> • Futures project embedded into all year groups. • Students to complete their E-Act Passport. • Attend a range of college and university sessions/taster days to help students focus on their post-16 progression. • Y10 PP students to be placed on work experience. • Extra-curricular clubs in PE, Art, STEM, Music and humanities to provide opportunities for aspirational development. • Links with HEPPSY+ initiative. 	<ul style="list-style-type: none"> • Passport tracker updated with current progress. • Registers for extra-curricular clubs. • HEPPSY+ evaluation forms from HE visits. • Work experience placement logs show where and what students did during their placement.
<p>● 4. Relationships</p>	<ul style="list-style-type: none"> • Extend the curriculum to offer 'out of class' learning opportunities via visitors. <ul style="list-style-type: none"> ○ Artists workshops ○ Musical performances ○ Linguists ○ Animal Workshops • Provide opportunities for trips for students. • Student ambassadors. • Anti-bullying ambassadors. • Additional PSHE curriculum time to promote relationships within tutor groups/year groups. • Gaming clubs (online and card based). 	<ul style="list-style-type: none"> • Student voice evaluations from the external visitors/workshops taken part in. • Staff voice regarding overall effectiveness of opportunities offered. • Detailed registers of trip students took part in via PP tracker. • Ambassadors meeting notes recorded on CPOMS. • Schemes of Learning available and rated for PSHE curriculum across all year groups. • CPD evaluation from staff.

<p>○ 5. Memory/Recall</p>	<ul style="list-style-type: none"> • External speakers invited in to present on strategies linked to memory recall. • Students have a home learning schedule to follow that embeds revision techniques throughout both KS3 and KS4. 	<ul style="list-style-type: none"> • Student voice. • Staff evaluations of external speakers. • Teacher and departmental trackers for home learning across the Academy. • PP students to be in line with their peers within the Academy. • Attainment 8 to be in line with national average. • Progress 8 to be positive and show progress.
<p>● 6. Attendance</p>	<ul style="list-style-type: none"> • Poor punctuality will not impact on classroom learning. • Attendance continues to increase towards national average. • Vulnerable pupils have a red flag next to their name. If that pupil is missing from the register the attendance and safeguarding team must be alerted straight away. • Ensure that attendance and the link to attainment is high profile around the academy. • Progress leads to monitor the interventions for targeted students. Updating and sharing this information weekly on the tracker. 	<ul style="list-style-type: none"> • Daily updates on current attendance. • Attendance to push towards national average. • Less than 5% of students to be late to lessons at any time. • The following show attendance is improving for selected students: <ul style="list-style-type: none"> ○ PATS reports for students who are repeatedly late or absent. ○ Parental contact via the attendance team shows an increase in attendance. • PP tracker to show an increase in attendance for targeted students.
<p>● 7. Preparedness for Learning</p>	<ul style="list-style-type: none"> • Students eating breakfast as part of the Breakfast Club. • Uniform shop (plus loans) available to students via student services. • Work with parent and community engagement around importance of school and attendance. • Equipment available for students who do not have their own. 	<ul style="list-style-type: none"> • B8's for lack of equipment reduced. • B8's for uniform reduced. <p>All of the above will be cross referenced with data tracking to highlight improved attainment.</p>
<p>● 8. Cultural Capital</p>	<ul style="list-style-type: none"> • Trips available for all year groups via curriculum areas. • Music, singing and DJ lessons available. 	<ul style="list-style-type: none"> • PP tracker to highlight which students have attended which trips. • Registers show attendance of PP students to music lessons. • Student voice. • Staff evaluations of trips.

Planned Costings

Barrier				
● 1. Self-esteem/Confidence				
Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Lockerbrook residential	For Y7's this allows them to spend a night away from home working on a variety of outdoor learning experiences. It allows them to bond with Parkwood peers and staff and grow in confidence in their new school setting.	<ul style="list-style-type: none"> • Student voice • Parental voice • Staff voice Surveys will be compared against baseline to show difference. (PP outcomes, PP v non-PP outcomes)	GH	October 2020 £6,000 <i>(trips)</i>
Resources for rewards	To raise confidence via systematic reward system for PP students who are 'doing the right thing'. This can be fluid, for example, attendance, homework, synoptic scores.	PP tracker shows which students have achieved rewards, and for what. Reviewed termly.	SMc	November 2020 £6,000 <i>(resources)</i>
Staffing – Wellbeing	Providing a safe environment for our more vulnerable PP students. By allowing students this it will increase access to care but also allow preventative support to be in place.	Termly review documentation with ESBD Officer to review case studies and impact.	SMc <i>(teaching)</i> HH <i>(support)</i>	December 2020 £37,385 <i>(staffing)</i>
Total budgeted cost				£49,385

Barrier				
● 2. Literacy				
Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Learning Resource Manager	To help develop a love for reading via a fully functioning library in which students can: <ul style="list-style-type: none"> • Loan books for fun • Loan books for home learning • Provide a place for students to read within the Academy 	HST to hold JRE accountable via line management and performance management reviews (success ragged against success criteria on PAM). Literacy testing to take place (cross over with Catch-Up). Reading ages and data tracking (termly report).	HST (teaching) MM (teaching) JRE (support)	October 2020 £13,505 (staffing)
Strategic Literacy HLTA	Literacy focus across all subject areas will help develop student's reading ages. GCSE's are written at age 14 level so students cannot access GCSE test papers until they have at least this reading age.	HST to hold RFm accountable via line management and performance management reviews (success ragged against success criteria on PAM).	RFm (teaching)	November 2020 £28,805 (staffing)
Teaching Assistants	Some PP students require intervention (1:1, tuition, support in lessons) to ensure they are making age related expectations.	SH/JDS to hold TAs accountable via line management and performance management reviews (success ragged against success criteria on PAM).	JG RH LO PS ES (support)	October 2020 £75,954 (staffing)

<p>KS3 English Lead KS4 English Lead</p>	<p>Through their respective roles the key stage English leads have a duty of care to ensure that the curriculum in English, and then subsequently other departmental areas, is language rich. The reading, writing and speaking needs to be embedded as a culture across the Academy.</p>	<p>HST to hold KS3 lead accountable via line management and performance management reviews (success ragged against success criteria on PAM). HST to hold KS4 lead accountable via line management and performance management reviews (success ragged against success criteria on PAM).</p>	<p>HST (teaching)</p>	<p>December 2020</p> <p>£40,350 (staffing)</p>
<p>Lexia</p>	<p>Allowing the students curriculum time to develop literacy to improve results via a better level of literacy.</p>	<p>Attainment 8 to be in line with national average (termly data tracking). Progress 8 to be positive and show progress (termly data tracking). Pastoral and Leadership drop-ins show reading is evident in tutor time. To be recorded on PAM. English data highlights improvements in whole school literacy (termly data tracking). Data tracking shows the improvement of English data. Reviewed termly.</p>	<p>ESI</p>	<p>October 2020</p> <p>£3,500 (subscriptions)</p>
<p>Resources</p>	<p>A proportion of funding available for literacy based resources throughout the academic year.</p>	<p>Case studies of net spend on certain resources. PP tracker to show which students have received support from which materials.</p>	<p>HST</p>	<p>December 2020</p> <p>£5,000 (resources)</p>
<p>Total budgeted cost</p>				<p>£167,114</p>

Barrier				
● 3. Aspirations				
Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Futures Programme	To raise aspirations of students by completing a number of trips and activities throughout the school year so all students can achieve at the E-Act Passport Awards.	Futures and Passport tracker highlights what students have completed. Termly review. This will be cross referenced against our PP cohort to ensure they are in line with their peers.	GH (teaching)	October 2020 £17,364 (staffing)
HEPPSY, University Visits	Student are able to experience post-16 pathways to raise aspirations and promote thought around what the next step is after Parkwood.	Pupil Premium Funding Request Forms submitted and documented. PP tracker to show which students have received support from which materials. <ul style="list-style-type: none"> • Student voice • Parental voice • Staff voice Surveys will be compared against baseline to show difference. (PP outcomes, PP v non-PP outcomes)	JSK (support)	December 2020 £4,651 (staffing)
Coaches			JSK	December 2020 £1,200 (resources)
Cover costs			DM	October 2020 £726 (staffing)
Total budgeted cost				£23,941

Barrier				
● 4. Relationships				
Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Extra-curricular Enrichment Activities	A central pot available for staff/subject areas to 'bid' for in order to provide opportunities for PP students out of the classroom.	Pupil Premium Funding Request Forms submitted and documented.	MRO	December 2020 £2,000 (trips, resources)
Trips and External Speakers		Case studies of net spend on certain resources. PP tracker to show which students have received support from which materials. <ul style="list-style-type: none"> • Student voice • Parental voice • Staff voice Surveys will be compared against baseline to show difference. (PP outcomes, PP v non-PP outcomes)	MRO	December 2020 £12,000 (trips, resources)
Games Club	Students have access to a range of games (both electronic and otherwise) to play and rent in and from school. Many students don't have access to these resources at home or potentially an environment to play them in.	Registers of game club showing numbers. Log of what games and devices have been borrowed by who and for how long.	MRO	December 2020 £10,000 (trips, resources)
My Life Programme	Student was referred to My Life during primary; Parkwood chose to extend/continue this placement in order to best bridge his KS3 transition and maintain consistency/ familiarity.	Inclusion Lead has links with named provision. Regular contact with provision leader and site visits. Progress report submitted.	DBE	December 2020 £4,200 (services)
Total budgeted cost				£28,200

Barrier				
○ 5. Memory/Recall				
Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
External Intervention Strategies	Provide the students with the skill set/tools to be able to revise independently. Too many of our KS4 PP students do not know how to revise out of school (student voice).	Case studies of net spend on intervention strategies. PP tracker to show which students have received support from which strategy.	MRO	October 2020 £5,000 (services)
Online tuition programme	PET-XI online one-to-one live tuition will allow students to have access to a range of remote sessions enabled to boost attainment.	Online database tests and tracks student performance, highlighting areas of strength and weakness.	MRO	November 2020 £12,000 (services)
Resources	A proportion of funding available for memory/recall based resources throughout the academic year.	Case studies of net spend on certain resources. PP tracker to show which students have received support from which materials.	MRO	October 2020 £2,420 (resources)
Total budgeted cost				£19,420

Barrier				
● 6. Attendance				
Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Staffing – Attendance Improvement Strategies	Currently the PP attendance is below the non-PP attendance whole school. By having an attendance team led by HS we can utilise a number of strategies to improve attendance in line with the whole school.	Attendance team tracking: <ul style="list-style-type: none"> • Weekly reports • Contact home • Attendance meetings • RAB tracking • PATS reporting • CPOMS entries The continual monitoring of PP attendance.	BF (teaching) MK (support) OR (support) RR (support)	October 2020 £58,601 (staffing)
Resources	Bus Passes, taxi fares and other forms of financial support to ensure students arrive on time.			October 2020 £3,978 (resources)
Outdoor Canopy's	To provide a sheltered space even during wet breaks and lunch for students to be outside.	Student voice. Attendance data.	SC (site)	June 2020 £40,000 (resources)
Attendance Rewards	To raise confidence via systematic reward system for PP students who are 'doing the right thing' with attendance. This can be fluid, for example, top attenders, most improved etc.	PP tracker shows which students have achieved rewards, and for what. Reviewed termly.	BF	October 2020 £10,000 (resources)
Total budgeted cost				£112,579

Barrier				
7. Preparedness for learning				
Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Progress Managers	The progress managers are the link between school and home. They will liaising with parents and students on a daily basis around issues they may have in the Academy.	DM to hold pastoral managers accountable via line management and performance management reviews. Termly review with DM to review case studies and impact.	JDO RT AA (support)	December 2020 £43,851 (staffing)
Uniform	Many students do not have correct uniform on arrival to academy (B8's for uniform highlight this). They then miss learning as they are in the uniform room.	Uniform tracker to show which students have received support from which materials. To be reviewed at the start of the academic year and then termly. Case studies written up by RT.	RT	December 2020 £7,900 (resources)
Total budgeted cost				£51,751

Barrier				
8. Cultural Capital				
Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Trips for all year groups	A central pot available for staff/subject areas to 'bid' for in order to provide opportunities for PP students out of the classroom.	<p>Pupil Premium Funding Request Forms submitted and documented.</p> <p>Case studies of net spend on certain resources.</p> <p>PP tracker to show which students have received support from which materials.</p> <ul style="list-style-type: none"> • Student voice • Parental voice • Staff voice <p>Surveys will be compared against baseline to show difference.</p> <p>(PP outcomes, PP v non-PP outcomes)</p>	MRO	<p>December 2020</p> <p>£15,000 (trips)</p>
Music Equipment	The instruments selected will allow for a range of musical activities in bubbles and continue to focus on an expanded curriculum that enables music making activities.	<p>Pupil Premium Funding Request Forms submitted and documented.</p> <p>Case studies of net spend on certain resources.</p> <p>PP tracker to show which students have received support from which materials.</p> <ul style="list-style-type: none"> • Student voice • Parental voice • Staff voice 	SS	<p>December 2020</p> <p>£15,158.85 (resources)</p>

GCSE PE Practical Elements	To ensure that GCSE PE students have access to the practical element of their course in a safe environment under current restrictions.	GCSE PP results to be in line with non-PP students. Results for C2021, as well as breakdown for funded sports scores will highlight this.	DBU	December 2020 £8,831.15 (trips)
Peripatetic Music	To ensure students are afforded extra opportunities and skills they might not otherwise have access to. Completing performances and developing resilience is also a positive bi-product.	PP attendance monitored and tracked through PP Tracker. Case studies written to show development of skills. Tests show progress in ability.	JRA (support)	October 2020 £5,614 (staffing)
Total budgeted cost				£44,604