

[](https://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=2ahUKEwiRrdeH1Z_iAhWh6uAKHc_nC_MQjRx6BAgBEAU&url=https://twitter.com/parkwoodacademy&psig=AOvVaw1i8Rk-PR78KHLdQCxzjZ33&ust=1558082846663475)

**Pupil Premium Strategy 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 (002)  believe achieve succeed (002)  believe achieve succeed (002) | E-Act Core Values: |
|  | |

**School Overview**

|  |  |
| --- | --- |
| Detail | Data |
| School name | Parkwood E-ACT Academy |
| Number of pupils in school | 813 |
| Proportion (%) of pupil premium eligible pupils | 60.7% |
| Academic year/years that our current pupil premium strategy plan covers | 2021-2022 |
| Date this statement was published | 26.01.222 |
| Date on which it will be reviewed | 10.07.22 |
| Statement authorised by | G. Cottingham |
| Pupil premium lead | Mr M Rogers |
| Governor / Trustee lead |  |

**Funding Overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £4441,528 |
| Recovery premium funding allocation this academic year | £70,325 |
| Pupil premium funding carried forward from previous years | £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 | £511,853 |

**Part A: Pupil Premium Strategy Plan**

**Statement of Intent**

Our biggest challenges this year for our PP cohort are outlined below. With Covid-19 and the impact it has had on the learning and structure of many student’s home and school life we feel we have a duty to use our premium funding effectively and decisively to enable students to gain back their lost learning and opportunities. Financially the pandemic has been hard and has affected our community more than most. We see this as an opportunity to help by using the funding to prepare students for school, whether that’s uniform, equipment or help getting to school. We also feel celebrating successes needs to be paramount and we have written opportunities for this in the plan. Finally, many of our students have missed opportunities due to closures of wider learning environments and opportunities. This is why we have a large proportion of funding available for cultural capital.

**Challenges**

|  |  |
| --- | --- |
| Challenge number | Detail of challenge |
| 1 | Self Esteem/ Confidence |
| 2 | Literacy |
| 3 | Aspirations |
| 4 | Relationships |
| 5 | Memory/Recall |
| 6 | Attendance |
| 7 | Preparedness for learning |
| 8 | Cultural Capital |

**Intended Outcomes**

|  |  |
| --- | --- |
| Intended outcome | Success criteria |
| * Students are more resilient and have a greater understanding of the importance of home learning. * Maintaining the role of the SEBD 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. | * 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 how an uptake in attendance.   Lockerbrook residential shows more than 80% attendance. |
| * 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 all curriculum areas. * 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.   (Links to Catch-up plan in Y7) | * 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. * 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). |
| * 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. | * 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. |
| * Extend the curriculum to offer ‘out of class’ learning opportunities via visitors.   + Artists workshops   + Musical performances   + Linguists   + Animal Workshops   + Circus Skills * Provide opportunities for trips for students. * Student ambassadors. * Anti-bullying ambassadors. * Additional PSHE curriculum time to promote relationships within tutor groups/year groups.   CPD delivered to staff on building and embedding positive relationships. | * 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. |
| * 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. | * 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. |
| * 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. | * 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:   + 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. |
| * 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. * Saturday School. * Revision packs for students for the start of the academic year.   Pencil cases and equipment available. | * B8’s for lack of equipment reduced. * B8’s for uniform reduced. * Registers for Saturday school show increased attendance for PP students. * PP tracker to highlight which students have received revision materials for which subjects throughout the course of the year.   All of the above will be cross referenced with data tracking to highlight improved attainment. |
| * Trips available for all year groups via curriculum areas.   Music, singing and DJ lessons available. | * 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. |

**Activity in this Academic Year**

**Teaching**

Budget Costs: £42,592

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| SLT Literacy Co-ordinator  They have a duty of care to ensure that the curriculum in English, and then subsequently other departmental areas, in language rich. The reading, writing and speaking needs to be embedded as a culture across the Academy. | 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).  HST  (teaching)  ***£42,317***  (staffing) | **2** |

**Targeted Academic Support**

Budget Costs: £167,193

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Strategic Literacy HLTA’s  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 RFE and SBE accountable via line management and performance management reviews (success ragged against success criteria on PAM).  RFE  (teaching)  SBE  (teaching)  ***£58,864***  *(staffing)* | **2** |
| Teaching Assistants  Some PP students require intervention (1:1, tuition, support in lessons) to ensure they are making age related expectations. | HST/JDS to hold TAs accountable via line management and performance management reviews (success ragged against success criteria on PAM).  LB  RH  LO  PS  ES  (support)  ***£85,913***  *(staffing)* | **2** |
| EAL TA | HST/JDS to hold TAs accountable via line management and performance management reviews (success ragged against success criteria on PAM).  ***£18,038***  *(staffing)* | **2** |
| 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  ***£4,200***  (services) | **4** |
| Think for the Future | Inclusion Lead has links with named provision. Regular contact with provision leader and site visits. Progress report submitted.  DMT  ***£8,094***  (services) | **3** |

**Wider Strategies**

Budget Costs: £297,566

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| 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 wellbeing Officer to review case studies and impact.  SMN  (teaching)  HHY  (support)  ***£40,028***  *(staffing)* | **1** |
| Learning Resource Manager  To help develop a love for reading via a fully functioning library in which students can:   * 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).  JRR  (support)  ***£13,730***  *(staffing)* | **2** |
| 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. | * Student voice * Parental voice * Staff voice   Surveys will be compared against baseline to show difference.  (PP outcomes, PP v non-PP outcomes)  GH  ***£7,000***  *(trips)* | **1** |
| 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    ***£3,025***  *(resources)* | **1** |
| Literacy Resources  A proportion of funding available for literacy-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.  HST  ***£2,500***  (resources) | **2** |
| 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)  ***£18,796***  (staffing) | **3** |
| HEPPSY, University Visits  (inc coaches and cover)  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.   * Student voice * Parental voice * Staff voice   Surveys will be compared against baseline to show difference.  (PP outcomes, PP v non-PP outcomes)  JSK  (support)  ***£9,244***  (staffing)  (resources) | **3** |
| Extra-curricular Enrichment Activities, Trips and External Speakers  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.  Case studies of net spend on certain resources.  PP tracker to show which students have received support from which materials.   * Student voice * Parental voice * Staff voice   Surveys will be compared against baseline to show difference.  (PP outcomes, PP v non-PP outcomes)  TWR  ***£4,000***  (trips, resources) | **4** |
| 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.  TWR  ***£4,000***  (resources) | **4** |
| 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  ***£1,500***  (resources) | **5** |
| 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:   * Weekly reports * Contact home * Attendance meetings * GRD tracking * PATS reporting * CPOMS entries   The continual monitoring of PP attendance.  BF  (teaching)  MK  (support)  OR  (support)  RR  (support)  ***£45,588***  (staffing) | **6** |
| Attendance Resources  Bus Passes, taxi fares and other forms of financial support to ensure students arrive on time. |
| 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.  SWE  ***£4,106***  (resources) | **6** |
| 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  (support)  ***£28,444***  (staffing) | **7** |
| Uniform  Many students do not have correct uniform on arrival to academy (C1’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.  RTN  ***£5,000***  (resources) | **7** |
| Saturday School  Holiday intervention sessions to help student sin both key stages with things such as exam preparation, sports club and life skills. | which students have attended, and for what. Reviewed termly.  GCM  ***£15,977***  (staffing) | **7** |
| Progress Leader  The progress leaders 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. | SMN to hold pastoral leaders accountable via line management and performance management reviews.  Termly review with SMN to review case studies and impact.  TWH  (teaching)  ***£3,998***  (staffing) | **7** |
| Minibus  A second school minibus allows more trips to be accepted and signed off. | PP attendance monitored and tracked through PP Tracker.  GHN/TWR/MRS  ***£26,114***  (trips) | **8** |
| Residential (KS4)  A 3 day, 2 night trip for 50% of the cohort to go and study Maths and Netlish via evening boosters whilst also completing their GCSE Geography fieldwork (12.5% of final grade). | Attendance to trip tracked by year team. Improved GCSE Geography attainment and QLA trackers for core crossover updated.  MTS/MRS  ***£12,000***  (resources) | **8** |
| E-ACT School Led Tutoring  E-ACT tutoring sessions for Maths and English via an online platform and delivered by E-ACT staff from across the trust. | Attendance to intervention tracked by trust.  PRN  ***£19,102***  (resources) | **7** |
| Cultural Capital  Many of our students to not have access to lots of opportunities that many take for granted. A central pot for staff to bid in order to run trips, residentials and outings will be kept. | PP attendance monitored and tracked through PP Tracker.  GHN/TWR/MRS  ***£20,452***  (trips) | **8** |

**Total Budgeted Costs: £511,853**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Review of expenditure and impact** | | | | |
| 1. **Self Esteem/Confidence** | | | | |
| **Desired outcome** | **Chosen action/ approach** | **Impact** | **Lessons learned** | **Cost** |
| Students are more resilient and have a greater understanding of the importance of home learning.  Maintaining the role of the SEBD 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. | Lockerbrook residential | A total of **80%** Year 7’s went on the Lockerbrook residential in half term 2. They worked on settling in activities, team building, self-esteem and confidence as well as developing a growth mindset.  Student voice was recorded with **100%** of students saying they would like to go again. | An exceptional opportunity for the students on entry in Year 7. It has once again been a very successful settling in trip for the new students at Parkwood. We will once again fund this opportunity for the year group. | ***£6,000***  *(trips)*  ***(*Actual = 6,000)**  **Difference = 0** |
| Resources for rewards | See behaviour data 7.1. | We need to potentially look at spending earlier on in the academic year. Although the pandemic and lockdown is an extreme circumstance we need to spread rewards out over the year rather than making them an end of year celebration only. | ***£2,000***  *(resources)*  ***(*Actual = £905.59)**  **Difference = +£1,094.41** |
| Staffing – Wellbeing | **PP Bullying incidents:**   |  |  | | --- | --- | |  | **Number of incidents** | | **Total** | 124 (362) | | **Cyber** | 18 (20) | | **Physical** | 2 (96) | | **Racist** | 5 (25) | | **Sexual orientation** | 4 (17) | | **Verbal** | 4 (204) | | HH as wellbeing officer and SMc as wellbeing lead have created a timetable of meetings and support with vulnerable students requiring support. Looking at the data, PP students are twice as vulnerable to bullying incidents in school and as such this expenditure is vital. Numbers are down on last year (see brackets) suggesting spending is having an impact. | ***£37,385***  ***(*Actual = £24,720.29)**  **Difference = +£12,664.71**  *(staffing)* |
| 1. **Literacy** | | | | |
| **Desired outcome** | **Chosen action/ approach** | **Impact** | **Lessons learned** | **Cost** |
| 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 all curriculum areas.  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. | Learning Resource Manager | We now have a fully stocked functioning library with 2 main uses:  1 – a safe space for students to complete homework, before, during and after school.  2 – a library stocked with books that students can loan out or borrow for pleasure or to help with studies. | A very worthwhile addition. Having a fully functioning library has helped with both literacy and aspirations. One area to work with is using our librarian to help with reading intervention as well as more non-English books for our NTE students. | ***£13,505***  ***(*Actual = £8,901.31)**  **Difference = +£4,603.69**  *(staffing)* |
| Strategic Literacy HLTA | **Year 9 Reading Box**  ***Out of 14 pupils:***  **12/14** improved their **reading age range (86%)**  *(1/14 stayed the same, 1/14 regressed - pupil with v low attendance)*  **5/14** improved their **single word reading standard score (36%)**  *(7/14 stayed the same, 2/14 regressed – 1 x pupil with v low attendance)*  **12/14** improved their **reading comprehension standard score (86%)**  *(2/14 regressed – 1 x pupil with v low attendance)*  **Year 8 Phonics**  **2/2 made huge improvements on phonics score (100%)**  **Year 7 Phonics**  **100% improved on their September score.**  **Reading Box Groups + Nurture**  ***Out of 16 pupils:***  **10/16** improved their **reading age range (63%)**  *(1/16 stayed the same but at 16yrs+ so way above, 5/16 regressed)*  **11/16** improved their **single word reading standard score (69%)**  *(3/16 stayed the same but at 135 so way above, 2/16 regressed)*  **8/16** improved their **reading comprehension standard score (50%)**  *(2/16 stayed the same, 6/16 regressed)*  **Nurture**  **2/6** improved their **reading age range (33%)**  *(4/6 stayed the same, 0/6 regressed)*  **4/6** improved their **single word reading standard score (67%)**  *(1/6 stayed the same, 1/6 regressed)*  **2/6** improved their **reading comprehension standard score (33%)**  *(3/6 stayed the same, 1/6 regressed)*  **SEN Reading Box**  **2/5** improved their **reading age range (40%)**  *(1/5 stayed the same, 2/5 regressed)*  **3/5** improved their **single word reading standard score (60%)**  *(1/5 stayed the same, 1/5 regressed)*  **2/5** improved their **reading comprehension standard score (40%)**  *(1/5 stayed the same, 2/5 regressed)*  **Non-SEN Reading Box**  **3/10** improved their **reading age range (30%)**  *(3/10 stayed the same, 5/10 regressed)*  **4/10** improved their **single word reading standard score (40%)**  *(3/10 stayed the same, 3/10 regressed)*  **5/10** improved their **reading comprehension standard score (50%)**  *(5/10 regressed)*  **Year 8 Reading Box**  ***Out of 16 pupils:***  **10/16** improved their **reading age range (63%)**  *(1/16 stayed the same but at 16yrs+ so way above, 5/16 regressed)*  **11/16** improved their **single word reading standard score (69%)**  *(3/16 stayed the same but at 135 so way above, 2/16 regressed)*  **8/16** improved their **reading comprehension standard score (50%)**  *(2/16 stayed the same, 6/16 regressed)*  **Nurture:**  **4/6** improved their **reading age range (67%)**  *(1/16 stayed the same but at 16yrs+ so way above, 1/6 regressed)*  **5/6** improved their **single word reading standard score (83%)**  *(1/6 stayed the same but at 135 so way above, 0 regressed)*  **3/6** improved their **reading comprehension standard score (50%)**  *(2/6 stayed the same, 1/6 regressed)*  **Reading Box Group:**  **6/10** improved their **reading age range (60%)**  *(4/10 regressed)*  **6/10** improved their **single word reading standard score (60%)**  *(2/10 stayed the same, 2/10 regressed)*  **5/10** improved their **reading comprehension standard score (50%)**  *(5/10 regressed)* | Results have once again improved at KS3. The work undertaken by the staff involved has been crucial in reducing literacy gaps at our KS3. We are keen to continue this progress and that is why for 2020-2021 we are hiring another specific literacy HLTA, building on the good progress made by this year’s appointment. | ***£28,805***  ***(*Actual = £18,809.95)**  **Difference = +£9,995.05**  *(staffing)* |
| Teaching Assistants | ***£75,954***  ***(*Actual = £53,543.54)**  **Difference = +£22,410.46**  *(staffing)* |
| SEND Training | ***£3,603***  ***(*Actual = £1,250)**  **Difference = +£2,353**  (resources) |
| Lexia | ***£3,500***  (subscriptions)  ***(*Actual = £2,675)**  **Difference = +£825** |
| SLT English Overview | **C2021 Teacher Assessment Grades:**   |  |  |  | | --- | --- | --- | |  | **PP** | **non-PP** | | **9-4 Eng (best)** | 52.9% (+2.9%) | 69.2%  (-3.2%) | | **9-4 Eng (lang)** | 52.9% (+3.9%) | 69.2%  (-3.2%) | | **9-5 Eng (best)** | 32.4%  (-3.9%) | 48.7%  (-3%) | | **9-5 Eng (lang)** | 32.4%  (-0.9%) | 48.7%  (-2.3%) |   **C2021 P8:**  English Language:  English Literature:  **C2020 P8:**  English Language: **0.14**  English Literature: **0.14**  **C2019 P8:**  English Language: **-0.26**  English Literature: **-0.21** | Results have once again improved at KS4. Identifying and reporting on Y10 earlier is a target so we can be more proactive in reducing the attainment and progress gaps. | ***£40,350***  ***(*Actual = £27,415.10)**  **Difference = +£12,934.90**  (staffing) |
|  | Resources | The resources bought included:  -new books for the library  -subject specific books that can be used during curriculum time  -GL assessment ‘NGRT – New Group Reading Test’ will allow us to accurately identify reading ages and specific gaps in reading skills that will allow interventions to be precisely targeted. | The resources bought this year have enabled us to set up a fully functioning library as well as assess students effectively. There will be literacy resources available again next year, however, they may be re-distributed if funding is not required. | ***£5,000***  (resources)  ***(*Actual = £5,055.34)**  **Difference = -£55.34** |
| 1. **Aspirations** | | | | |
| **Desired outcome** | **Chosen action/ approach** | **Impact** | **Lessons learned** | **Cost** |
| 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. | Futures Programme | Futures did not run due to restrictions around Covid-19. | Greater communication is required between SLT and the links for our CEIAG and HEPPSY+. We have lots of initiatives and work going on but it needs to be tracked more closely in order for us to spend the allocation more effectively. | ***£22,015***  ***(*Actual = £15,057.95)**  **Difference = +£6,957.05**  (staffing)  (staffing) |
| University Visit | |  |  | | --- | --- | | **Activity** | **Engagement (%)** | | PSHE | Whole School | | STEM Week | Y7 - 81%  Y8 – 79.5% | | Virtual IMPACT – university project for pupil and parents/career | 8 families | | Video interview during lessons and tutor time | Y8 - 85.8%  Y9 - 91.3%, 88.5%, 90.6%  Y10 - 89.4%, 88.3%  Y11 - 86.1%, 80.2%, 86.5%, 83.3%, 82.4%, 85.6% | | Virtual Subject taster days with local universities | Y10 – 45%  Y11 – 63% | | HeppSY interventions | y9,10,11 - 90% of pupils in have had 3 interventions  80% of pupils have had up to 10 + interventions | | Targeted EAL support | 9%  16 y11 pupils | | **Virtual Careers fair** | **Y11- 83.4%** | | **Virtual subject taster days with local college and sixth forms** | Y11 – 27% | | **Virtual apprenticeship talks and support with ASK** | Y11 - 86.1% y11  5 pupils 1-1 support | | **Sheffield progress applications** | All year 11 pupils | | **Careers survey** | All pupils 75% | | Careers related reading during tutor | **Y7 - 81%**  **Y8 - 79.5%**  **Y9 - 70.6%** | | **1-1 interview for options** | **85% of all y9 pupils had a 1-1** | | **Study skills sessions** | **Y11 - 85.2%** | | Brilliant Club | 12 pupils in y9 | | Targeted SEND support | Y11 - 3.8% 7 pupils in | | **CV writing workshops** | **Y11 -12%** | | Virtual Work experience | 10 pupils in y10 & 11 |   **C201 destinations:**  **- 26.7%** Accepted by first preference  - **100%** Applications  - **35%** conditional offers  - **45%** offers accepted | ***£1,928***  (trips, transport)  ***(*Actual = £574.56)**  **Difference = +£1,353.44** |
| 1. **Relationships** | | | | |
| **Desired outcome** | **Chosen action/ approach** | **Impact** | **Lessons learned** | **Cost** |
| Extend the curriculum to offer ‘out of class’ learning opportunities via visitors.   * Artists workshops * Musical performances * Linguists * Animal Workshops * Circus Skills   Provide opportunities for trips for students.  Student ambassadors.  Anti-bullying ambassadors.  Additional PSHE curriculum time to promote relationships within tutor groups/year groups.  CPD delivered to staff on building and embedding positive relationships. | Extra-curricular Enrichment Activities | Unable due to Covid-19 restrictions. |  | ***£2,000***  (trips, resources)  ***(*Actual = £0)**  **Difference = +£2,000** |
| Trips and External Speakers | Unable due to Covid-19 restrictions. |  | ***£2,047***  (trips, resources)  ***(*Actual = £0)**  **Difference = +£2,047** |
| Games Consoles and Games | Consoles and stock bought but due to restrictions around bubbles and the obvious dilemma of sharing controllers/equipment the club was put on hold until September 2021. Albeit now fully stocked. |  | ***£3,200***  **Actual = £0)**  **Difference = +£3,200**  (resources) |
| My Life | Trusted off-site provision (*Parkwood* has enjoyed a historical and highly successful partnership with company since inception) which caters to high-risk, disenfranchised pupils at risk of exclusion and/or non-attender status. Currently utilizing their services for a school refuser/Y10 LAC pupil awaiting full-time transition to Holgate (via EHCP/off roll). (NOTE: Placement likely to be terminated October 2021 due to said transition having gone through/near completion.) | Provision utilized as linking bridge from failed mainstream education (school refuser|) to specialist educational setting (Holgate) via EHCP. | ***£11,000***  **Actual = £10,944.19)**  **Difference = +£55.81**  (resources) |
| 1. **Memory/Recall** | | | | |
| **Desired outcome** | **Chosen action/ approach** | **Impact** | **Lessons learned** | **Cost** |
| 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. | External Intervention Strategies | Unable due to Covid-19 restrictions. Some funding re-distributed. |  | ***£5,000***  (services)  ***(*Actual = £3,258.76)**  **Difference = +£1,741.24** |
| Online Tuition | With the government announcement on TAGs the specific online tuition was designed for exam skill and preparation. Funding was pulled as this was not seen as a viable spend. | Will be internal intervention next academic year as student voice says they prefer a ‘tutor’ they know. | ***£3,543.75***  (resources)  ***(*Actual = 0)**  **Difference = +£3,543.75** |
| Resources | Equipment bought for students in classes from families who have struggled due to the pandemic. This has allowed students to be ready to learn and equipped effectively. | Games club to be up and running from week 1 in September (restrictions allowing). A wider library of games required. | ***£1,000***  (resources)  ***(*Actual = £995.85)**  **Difference = +£4.15** |
| Science Tutor | L Stamper worked with several cohorts of Y11 groups in small group tuition. He had bespoke PP, SEND and EAL groups timetabled and help us achieve 48.6% 4+ in science and 100% 4+ in triple sciences. | As effective as the tutor was we do not have a tutor for the next academic year due to funding. | ***£6,000***  **Actual = £1,539.83)**  **Difference = +£4,460.17**  (staffing) |
| 1. **Attendance** | | | | |
| **Desired outcome** | **Chosen action/ approach** | **Impact** | **Lessons learned** | **Cost** |
| 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. | Staffing – Attendance Improvement Strategies | **Attendance Figures 2020-2021:**   |  |  |  | | --- | --- | --- | |  | **PP** | **Non-PP** | | **HT1** | 79.84% | 86.18% | | **HT2** | 79.88% | 89.22% | | **HT3** | 20.72% | 38.01% | | **HT4** | 70.47% | 83.00% | | **HT 5** | 81.93% | 89.20% | | **HT6** | 73.14% | 79.89% |   **Lateness to lessons:**   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **HT1** | | **HT2** | | |  | **PP** | **non** | **PP** | **Non** | | **Y7** | 16 | 1 | 44 | 7 | | **Y8** | 21 | 8 | 60 | 13 | | **Y9** | 35 | 16 | 99 | 43 | | **Y10** | 88 | 30 | 213 | 132 | | **Y11** | 469 | 199 | 478 | 204 | |  |  |  |  |  | |  | **HT3** | | **HT4** | | |  | **PP** | **non** | **PP** | **Non** | | **Y7** | 0 | 0 | 7 | 6 | | **Y8** | 0 | 0 | 12 | 2 | | **Y9** | 0 | 0 | 24 | 9 | | **Y10** | 0 | 0 | 50 | 14 | | **Y11** | 0 | 0 | 161 | 67 | |  | **HT5** | | **HT6** | | |  | **PP** | **non** | **PP** | **Non** | | **Y7** | 293 | 106 | 320 | 102 | | **Y8** | 154 | 67 | 352 | 88 | | **Y9** | 243 | 67 | 395 | 173 | | **Y10** | 453 | 168 | 463 | 206 | | **Y11** | 916 | 500 | 0 | 0 | | Although the money is being well spent we are not seeing the desired impacts (as of yet) in our PP attendance. As a result, we will look to add to this for 2021-2022. We are aiming to add funds to this barrier for use with things like bus passes. | ***£58,601***  **Actual = £38,757.87)**  **Difference = +£19,843.13**  (staffing) |
| Resources | See 6.1. | Bus passes and taxi fares for student are very successful and must continue. | ***£3,000***  **Actual = £3,309.66)**  **Difference = -£309.66**  (resources) |
| Rewards | See Priority 1. | SWE to work on rewards hampers throughout the year. Attendance rewards must have fresh start’ points so that all, in particular our poorest attenders are in with a chance. | ***£1,000***  **Actual = £862.25)**  **Difference = +£137.75**  (resources) |
| Outdoor Canopy’s |  | Outdoor canopy’s being added to the yards will allow students to socialise outside even during wet weather. This will also create more space in the building and ease social distancing within the school site. | ***£48,134***  **Actual = £12,750)**  **Difference = +£35,384**  (resources) |
| 1. **Preparedness for Learning** | | | | |
| **Desired outcome** | **Chosen action/ approach** | **Impact** | **Lessons learned** | **Cost** |
|  | Progress Managers | **PP C3 removals:**   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **HT1** | **HT2** | **HT3** | **HT4** | | **Y7** | 11 (98) | 20 (120) | 7 (118) | 18 (46) | | **Y8** | 41 (209) | 41 (148) | 21 (217) | 37 (67) | | **Y9** | 35 (205) | 43 (194) | 31 (215) | 47 (92) | | **Y10** | 26 (213) | 23 (153) | 18 (192) | 11 (84) | | **Y11** | 30 (225) | 31 (66) | 32 (132) | 16 (36) | |  | **HT5** | **HT6** |  |  | | **Y7** | 30 (41) | 33 (40) |  |  | | **Y8** | 84 (90) | 91 (104) |  |  | | **Y9** | 60 (69) | 31 (41) |  |  | | **Y10** | 21 (39) | 20 (41) |  |  | | **Y11** | 54 (73) | n/a |  |  |   **PP R+R referrals:**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **PP** | **HT1** | **HT2** | **HT3** | **HT4** | | Y7 | 1 (11) | 0 (17) | 2  (10) | 4  (6) | | Y8 | 2 (10) | 0  (18) | 2  (11) | 8  (8) | | Y9 | 7 (10) | 0  (24) | 8  (19) | 9  (3) | | Y10 | 2 (21) | 0  (20) | 3  (21) | 0  (14) | | Y11 | 13 (17) | 0  (17) |  |  | | **PP** | **HT5** | **HT6** |  |  | | Y7 | 7 (9) | 5 (5) |  |  | | Y8 | 16 (17) | 13  (13) |  |  | | Y9 | 1 (1) | 3  (4) |  |  | | Y10 | 4 (7) | 4  (6) |  |  |   **PP FTE’s:**   |  |  | | --- | --- | | **Year 7** | 9 (9) | | **Year 8** | 10 (10) | | **Year 9** | 9 (12) | | **Year 10** | 10 (14) | | **Year 11** | 6 (6) | | **Total** | **38 (51)** | |  |  | | The behaviour data suggests that PP students are more likely to get removed or receive a R+R referral. As a result the progress managers’ interventions are crucial. Coupling this with progress leaders 4.4 this a vital use of expenditure to support our most vulnerable disadvantaged students. | ***£27,831***  **Actual = £18,553.87)**  **Difference = +£9,277.13**  (staffing)  (staffing) |
| Saturday School | Due to Covid-19 did not occur. Also the cancelling of GCSE examinations and the reporting of TAGs. |  | ***£15,986***  **Actual = £5,370.50)**  **Difference = +£10,615.50**  (staffing) |
| Science Labs |  |  | ***£8,820***  **Actual = £0)**  **Difference = +£8,820**  (resources) |
| 1. **Cultural Capital** | | | | |
| **Desired outcome** | **Chosen action/ approach** | **Impact** | **Lessons learned** | **Cost** |
| Trips available for all year groups via curriculum areas.  Music, singing and DJ lessons available. | Music Equipment | Students have had access to a music tutor during curriculum time and also after school. We have had over **45 students** work with our music peripatetic weekly. | More equipment is required to fully allow the music department to provide the opportunities the students want. Mainly DJ decks. | ***£10,000***  ***(*Actual = £8,285.42)**  **Difference = +£1,714.58**  (resources) |
| GCSE PE Practical Funding | Did not occur due to Covid-19 restrictions. |  | ***£8,831.15***  ***(*Actual = £0)**  **Difference = +£8,831.15**  (trips) |
| Peripatetic Music | Students have had access to a music tutor during curriculum time and also after school. We have had over **45 students** work with our music peripatetic weekly. | The staff member will continue to support the music department in providing lessons and coaching during 2020-2021. | ***£5,614***  ***(*Actual = £0)**  **Difference = +£5,614**  (staffing) |