

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.	Lockerbrook residential	A total of 90% 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.	<p><i>£7,000</i> <i>(trips)</i> (Actual = 7,000) <u>Difference =</u> <u>0</u></p>														
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.	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.	<p><i>£3,025</i> <i>(resources)</i> (Actual = £3,025) <u>Difference =</u> <u>0</u></p>														
Staff being MHFA qualified. New Y7 cohort attend Lockerbrook residential. Rewards distributed for PP students.	Staffing – Wellbeing	<p>PP Bullying incidents:</p> <table border="0"> <thead> <tr> <th></th> <th align="right">Number of incidents</th> </tr> </thead> <tbody> <tr> <td>Total</td> <td align="right">147 (124)</td> </tr> <tr> <td>Cyber</td> <td align="right">18(18)</td> </tr> <tr> <td>Physical</td> <td align="right">48 (2)</td> </tr> <tr> <td>Racist</td> <td align="right">39 (5)</td> </tr> <tr> <td>Sexual orientation</td> <td align="right">22 (4)</td> </tr> <tr> <td>Verbal</td> <td align="right">48 (4)</td> </tr> </tbody> </table>		Number of incidents	Total	147 (124)	Cyber	18(18)	Physical	48 (2)	Racist	39 (5)	Sexual orientation	22 (4)	Verbal	48 (4)	<p>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 higher than last year (see brackets) suggesting spending is having little impact. However, the increased used of tracking and recording incidents accounts for the spike.</p>	<p><i>£40,028</i> (Actual = £40,028) <u>Difference =</u> <u>0</u> <i>(staffing)</i></p>
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Verbal	48 (4)																	

● 2) Literacy

Desired outcome	Chosen action/ approach	Impact	Lessons learned	Cost
<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 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. 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>	Learning Resource Manager	<p>We now have a fully stocked functioning library with 2 main uses:</p> <p>1 – a safe space for students to complete homework, before, during and after school.</p> <p>2 – a library stocked with books that students can loan out or borrow for pleasure or to help with studies.</p>	<p>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.</p>	<p>£13,730 (Actual = £13,730) Difference = 0 (staffing)</p>
	Strategic Literacy HLTA	<p>Year 7 to 8- 68 students</p> <ul style="list-style-type: none"> 27/68 (39.71%) of students have improved their reading ages from their initial NGRT Test in September 2021 (Form A) to their most recent NGRT Test in June 2022 (Form C). <ul style="list-style-type: none"> 3/27 (11.11%) are above their actual age. 6/27 (22.22%) are on par with their actual age (at the time of them completing the NGRT Form C) 18/27 (66.67%) remain below their actual age. 	<p>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.</p>	<p>£58,864 (Actual = £58,864) Difference = +0 (staffing)</p>
	Teaching Assistants	<ul style="list-style-type: none"> 20/68 (29.41%) of students did not increase their reading age and remain below their actual age. 		<p>£85,913 (Actual = £85,913) Difference = +0 (staffing)</p>
	EAL TA	<ul style="list-style-type: none"> 12/68 (17.65%) of students reading age did not alter from their initial NGRT Test in September 2021 (Form A) to their most recent NGRT Test in June 2022 (Form C). <ul style="list-style-type: none"> 7/12 (10.29%) remain below their actual age. 		<p>£18,038 (Actual = £18,038) Difference = +0 (staffing)</p>

		<ul style="list-style-type: none"> ○ 5/12 (7.35%) are on par with their actual age (at the time of them completing the NGRT Form C) ○ and remain below their actual age. ● 9/68 of (13%) of students did not have more than one test result due to non-attendance. <p>Year 8- 26 students</p> <ul style="list-style-type: none"> ● 12/26 (46.15%) of students have improved their reading ages from their initial NGRT Test in September 2021 (Form A) to their most recent NGRT Test in June 2022 (Form C). <ul style="list-style-type: none"> ○ 2/12 (16.7%) are above their actual age. ○ 2/12 (16.7%) are on par with their actual age. ○ 8/12 (66.67%) improved their reading age but remain below their actual age. ● 8/26 (30.77%) of students reading age did not alter from their initial NGRT Test in September 2021 (Form A) to their most recent NGRT Test in June 2022 (Form C) and remain below their actual age. ● 6/26 (23.08%) of students remain below their actual age. <p>Year 9- 39 students</p> <ul style="list-style-type: none"> ● 10/39 (26.54%) of students have improved their reading age from 		
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		<p>their initial NGRT Test in September 2021 (Form A) to their most recent NGRT Test in June 2022 (Form C).</p> <ul style="list-style-type: none"> ○ 1/10 (10%) are above their actual age. ○ 9/10 (90%) remain below their actual age. <ul style="list-style-type: none"> ● 19/39 (46.15%) of students reading age did not alter from their initial NGRT Test in September 2021 (Form A) to their most recent NGRT Test in June 2022 (Form C). <ul style="list-style-type: none"> ○ 4/19 (21.05%) are on par with their actual age (at the time of them completing the NGRT Form C). ○ 11/19 (61.11%) remain below their actual age. ○ 5/19 (26.32%) of students did not have more than one test result due to non-attendance. ● 8/39 (20.51%) of students of students remain below their actual age. <p><u>Phonics Cohort- End of 2021/2022 Data</u> <u>Year 7-20 students</u></p> <ul style="list-style-type: none"> ● Set 1- 7/9 (77.7%) made progress with their phonics score and will be progressing to Set 2, 2/9 (22.2%) will be repeating set 1. ● Set 2- 6/10 (60%) made progress with their phonics score and will 		
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		<p>be progressing to Set 3, 4/10 (40%) will be repeating Set 2.</p> <ul style="list-style-type: none"> • Set 3- 1/1 (100%) made progress with their phonics score and has completed the phonics programme. <p>Year 8-9 students</p> <ul style="list-style-type: none"> • Set 1- 0/1 (0%) made no progress due to non-attendance • Set 2- 2/2 (100%) made progress with their phonics score and will be progressing to Set 3. • Set 3- 6/6 (100%) made progress with their phonics score and have completed the phonics programme. <p>Year 9- 2 students</p> <ul style="list-style-type: none"> • Set 3- 2/2 (100%) made progress with their phonics score and have completed the phonics programme. 																	
SLT English Overview		<p>C2022:</p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>non-PP</th> </tr> </thead> <tbody> <tr> <td>9-4 Eng (best)</td> <td>45.6%</td> <td>62.9%</td> </tr> <tr> <td>9-4 Eng (lang)</td> <td>52.2%</td> <td>69.3%</td> </tr> <tr> <td>9-5 Eng (best)</td> <td>41.2%</td> <td>55.1%</td> </tr> <tr> <td>9-5 Eng (lang)</td> <td>31.6%</td> <td>47.2%</td> </tr> </tbody> </table> <p>C2022 P8: English Language: -0.51 (est.)</p> <p>C2019 P8: English Language: -0.26</p>		PP	non-PP	9-4 Eng (best)	45.6%	62.9%	9-4 Eng (lang)	52.2%	69.3%	9-5 Eng (best)	41.2%	55.1%	9-5 Eng (lang)	31.6%	47.2%	Results have once again improved at KS4 (C2019). Identifying and reporting on Y10 earlier is a target so we can be more proactive in reducing the attainment and progress gaps.	<p>£42,317 (Actual = £42,317) Difference = 0 (staffing)</p>
	PP	non-PP																	
9-4 Eng (best)	45.6%	62.9%																	
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	Resources	<p>The resources bought included:</p> <ul style="list-style-type: none"> -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. 	<p>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.</p>	<p>£2,500 (Actual = £2,500) Difference = 0 (resources)</p>
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● 3) Aspirations

Desired outcome	Chosen action/ approach	Impact		Lessons learned	Cost	
<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. <p>Links with HEPPSY+ initiative.</p>	Futures Programme	Activity	Engagement (%)	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.	<p>£18,796 (Actual = £18,796) Difference = <u>0</u> (staffing) (staffing)</p>	
		Personal Development	Whole School			
		STEM Activity	Y7 - 76% Y8 – 81% Y10 – 34%			
	University Visit	Inspiring Youth Project	Y9 – 14 students			<p>£9,244 (trips, transport) (Actual = £9,244) Difference = <u>0</u></p>
		Mock Interviews	Y10 81%			
		Virtual IMPACT – university project for pupil and parents/career	4 families			
		Video interview during lessons and tutor time	All Y8, 9, 10 11			
	Thinking for the Future	Virtual Subject taster days with local universities	Y10 – 45% Y11 – 63%			<p>£8,094 (services) (Actual = £8,094) Difference = <u>0</u></p>
		HeppSY interventions	y9,10,11 - 89% of pupils in have had 3 interventions 74% of pupils have had up to 10 + interventions			
		Targeted EAL support	24 y11 pupils			
Virtual Careers fair		Y11- 76.4%				

Virtual subject taster days with local college and sixth forms	Y11 – 27%
Virtual apprenticeship talks and support with ASK	Y11 - 78.1%
Sheffield progress applications	All year 11 pupils
Careers survey	All pupils 72%
Careers related reading during tutor	All KS3 through personal development
1-1 interview for options	72% of all y9 pupils had a 1-1
Study skills sessions	Y11 - 79.5%
Brilliant Club	24 pupils in y9
Targeted SEND support	Y11 – 15% 7 pupils in
CV writing workshops (Personal Development)	All Y11
Work experience	67% of Y10 Pupils

4) Relationships

Desired outcome	Chosen action/ approach	Impact	Lessons learned	Cost																																																																								
<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 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. 	<p>Extra-curricular Enrichment Activities, Trips and External Speakers</p>	<table border="1"> <thead> <tr> <th colspan="3">Number of students attended Overall</th> </tr> <tr> <th>Year</th> <th>PP</th> <th>Not PP</th> </tr> </thead> <tbody> <tr><td>Year 7</td><td>76</td><td>81</td></tr> <tr><td>Year 8</td><td>80</td><td>83</td></tr> <tr><td>Year 9</td><td>69</td><td>53</td></tr> <tr><td>Year 10</td><td>77</td><td>63</td></tr> <tr><td>Year 11</td><td>110</td><td>89</td></tr> <tr><td>Totals</td><td>412</td><td>369</td></tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="3">Number of hours attended Overall</th> </tr> <tr> <th>Year</th> <th>PP</th> <th>Not PP</th> </tr> </thead> <tbody> <tr><td>Year 7</td><td>1305</td><td>1098</td></tr> <tr><td>Year 8</td><td>1800</td><td>1442</td></tr> <tr><td>Year 9</td><td>967</td><td>824</td></tr> <tr><td>Year 10</td><td>589</td><td>396</td></tr> <tr><td>Year 11</td><td>2098</td><td>2658</td></tr> <tr><td>Totals</td><td>6759</td><td>6418</td></tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="3">% of students who have attended out of the year</th> </tr> <tr> <th>Year</th> <th>PP</th> <th>Not PP</th> </tr> </thead> <tbody> <tr><td>Year 7</td><td>95.00%</td><td>96.40%</td></tr> <tr><td>Year 8</td><td>97.60%</td><td>91.20%</td></tr> <tr><td>Year 9</td><td>100.00%</td><td>96.40%</td></tr> <tr><td>Year 10</td><td>97.50%</td><td>94.00%</td></tr> <tr><td>Year 11</td><td>96.50%</td><td>100.00%</td></tr> <tr><td>Totals</td><td>97.20%</td><td>95.60%</td></tr> </tbody> </table>	Number of students attended Overall			Year	PP	Not PP	Year 7	76	81	Year 8	80	83	Year 9	69	53	Year 10	77	63	Year 11	110	89	Totals	412	369	Number of hours attended Overall			Year	PP	Not PP	Year 7	1305	1098	Year 8	1800	1442	Year 9	967	824	Year 10	589	396	Year 11	2098	2658	Totals	6759	6418	% of students who have attended out of the year			Year	PP	Not PP	Year 7	95.00%	96.40%	Year 8	97.60%	91.20%	Year 9	100.00%	96.40%	Year 10	97.50%	94.00%	Year 11	96.50%	100.00%	Totals	97.20%	95.60%	Funded continue to be provided to enhance opportunities for our disadvantaged students.	<p>£2,000 (trips, resources) (Actual = £0) Difference = +£2,000</p>
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<p>CPD delivered to staff on building and embedding positive relationships.</p>	<p>Games club</p>			<p>£4,000 Actual = £4,000 Difference = 0 (resources)</p>																																																																								
	<p>My Life</p>	<p>Trusted off-site provision (<i>Parkwood</i> 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.)</p>	<p>Provision utilized as linking bridge from failed mainstream education (school refuser) to specialist educational setting (Holgate) via EHCP.</p>	<p>£4,200 Actual = £4,200 Difference = 0 (resources)</p>																																																																								

○ 5) Memory/Recall																								
Desired outcome	Chosen action/ approach	Impact	Lessons learned	Cost																				
<ul style="list-style-type: none"> External speakers invited in to present on strategies linked to memory recall. <p>Students have a home learning schedule to follow that embeds revision techniques throughout both KS3 and KS4.</p>	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.	Post pandemic the use of the funding was crucial for equipment to have students ready to learn.	<p>£1,500 (resources) (Actual = £1,500) Difference = 0</p>																				
● 6) Attendance																								
Desired outcome	Chosen action/ approach	Impact	Lessons learned	Cost																				
<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. <p>Progress leads to monitor the interventions for targeted students. Updating and sharing</p>	Staffing – Attendance Improvement Strategies	Attendance	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.	<p>£45,588 Actual = £45,588) Difference = 0 (staffing)</p>																				
		Rewards			<table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>HT1</td> <td>86.22%</td> <td>91.79%</td> </tr> <tr> <td>HT2</td> <td>85.90%</td> <td>92.85%</td> </tr> <tr> <td>HT3</td> <td>83.76%</td> <td>91.15%</td> </tr> <tr> <td>HT4</td> <td>86.21%</td> <td>93.64%</td> </tr> <tr> <td>HT5</td> <td>83.97%</td> <td>92.02%</td> </tr> <tr> <td>HT6</td> <td>75.90%</td> <td>84.36%</td> </tr> </tbody> </table>		PP	Non-PP	HT1	86.22%	91.79%	HT2	85.90%	92.85%	HT3	83.76%	91.15%	HT4	86.21%	93.64%	HT5	83.97%	92.02%	HT6
	PP	Non-PP																						
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HT4	86.21%	93.64%																						
HT5	83.97%	92.02%																						
HT6	75.90%	84.36%																						

this information weekly on the tracker.

HT1			HT2		
	PP	Non-PP		PP	Non-PP
Y7	292	132	Y7	320	114
Y8	346	46	Y8	331	72
Y9	490	42	Y9	603	78
Y10	480	46	Y10	599	40
Y11	740	284	Y11	983	390

HT3			HT4		
	PP	Non-PP		PP	Non-PP
Y7	170	48	Y7	133	45
Y8	250	43	Y8	280	128
Y9	373	87	Y9	428	101
Y10	494	56	Y10	491	61
Y11	809	287	Y11	752	271

HT5			HT6		
	PP	Non-PP		PP	Non-PP
Y7	141	68	Y7	215	137
Y8	283	125	Y8	406	173
Y9	456	133	Y9	418	218
Y10	509	88	Y10	399	91
Y11	688	307	Y11	242	111

7) Preparedness for Learning

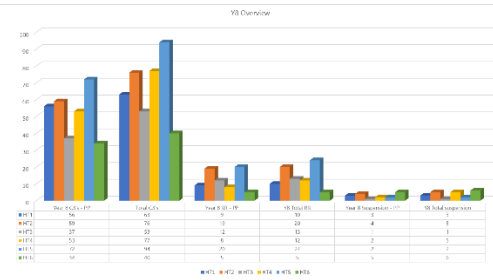
Desired outcome	Chosen action/ approach	Impact	Lessons learned	Cost																					
<ul style="list-style-type: none"> Students eating breakfast as part of the Breakfast Club. Uniform shop (plus loans) available to students via student services. Work with parent and community engagement 	Progress Managers (+1 progress leader)	<p>Year 7</p> <table border="1"> <caption>Y7 Overview Data</caption> <thead> <tr> <th>Category</th> <th>HT1</th> <th>HT2</th> <th>HT3</th> <th>HT4</th> <th>HT5</th> <th>HT6</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>292</td> <td>320</td> <td>170</td> <td>133</td> <td>141</td> <td>215</td> </tr> <tr> <td>Non-PP</td> <td>132</td> <td>114</td> <td>48</td> <td>45</td> <td>68</td> <td>137</td> </tr> </tbody> </table>	Category	HT1	HT2	HT3	HT4	HT5	HT6	PP	292	320	170	133	141	215	Non-PP	132	114	48	45	68	137	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.	<p>£28,444</p> <p>Actual = £28,444)</p> <p>Difference = 0 (staffing)</p> <p>£3,998</p> <p>Actual = £3,998)</p>
Category	HT1	HT2	HT3	HT4	HT5	HT6																			
PP	292	320	170	133	141	215																			
Non-PP	132	114	48	45	68	137																			

around importance of school and attendance.

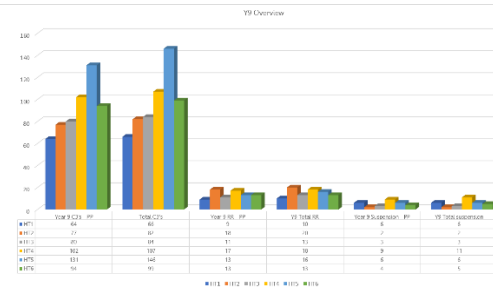
- Saturday School.
- Revision packs for students for the start of the academic year.

Pencil cases and equipment available.

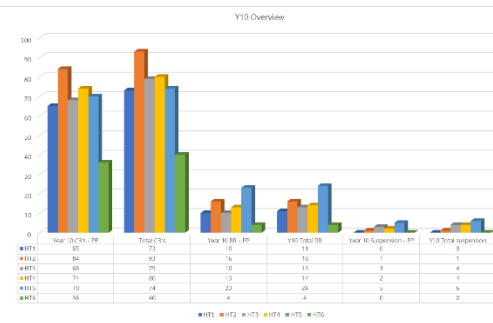
Year 8



Year 9



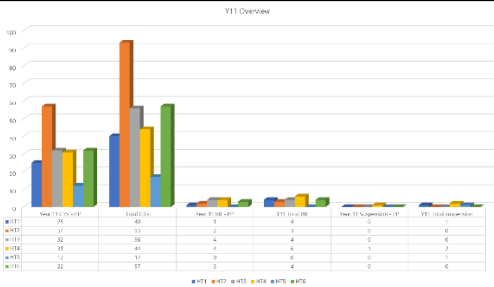
Year 10



Year 11

Difference =

0
(staffing)



Uniform

Fully stocked uniform room for loans as well as uniform to hand out to disadvantaged students.

A proportion of the budget will once again be set aside to replenish and reimburse for students and families who may need support.

£5,000
Actual = **£5,000**
Difference = **0**
(resources)

E-ACT school led tutoring

PP Versus NPP (Current)

GCSE					
Subject	NPP	9 - 7 %	9 - 5 %	9 - 4 %	9 - 1 %
Arabic	NPP	40	80	80	80
	PP	33.3	83.3	83.3	83.3
	Diff +/-	-6.7	3.3	3.3	3.3
Art	NPP	11.9	35.7	69	97.6
	PP	0	13.8	62.1	94.8
	Diff +/-	-11.9	-21.9	-6.9	-2.8
Biology	NPP	68.4	94.7	100	100
	PP	50	100	100	100
	Diff +/-	-18.4	5.3	0	0
Chemistry	NPP	52.6	94.7	94.7	100
	PP	50	91.7	100	100
	Diff +/-	-2.6	-3	5.3	0
English Language	NPP	19.3	46.6	69.3	98.9
	PP	8.7	32.2	52.2	91.3
	Diff +/-	-10.6	-14.4	-17.1	-7.6
English Literature	NPP	9.1	48.9	70.5	95.5
	PP	7	36.5	54.8	87
	Diff +/-	-2.1	-12.4	-15.7	-8.5
French	NPP	100	100	100	100
	PP	0	0	0	0
	Diff +/-	-100	-100	-100	-100
Geography	NPP	11.8	35.3	52.9	94.1
	PP	4.2	26.8	38	88.7
	Diff +/-	-7.6	-8.5	-14.9	-5.4
History	NPP	16.7	46.7	56.7	100
	PP	0	21.4	46.4	96.4
	Diff +/-	-16.7	-25.3	-10.3	-3.6
Italian	NPP	0	0	0	0
	PP	0	0	0	0
	Diff +/-	0	0	0	0
Maths	NPP	12.6	47.1	66.7	95.4
	PP	6.1	32.2	51.3	82.6
	Diff +/-	-6.5	-14.9	-15.4	-12.8
PE	NPP	14.3	57.1	78.6	100
	PP	40	60	100	100
	Diff +/-	25.7	2.9	21.4	0
Physics	NPP	42.1	94.7	94.7	100
	PP	41.7	75	100	100
	Diff +/-	-0.4	-19.7	5.3	0
Polish	NPP	100	100	100	100
	PP	0	0	100	100
	Diff +/-	-100	-100	0	0

Saturday school will run once again as it has a positive effect on outcomes.

The E-ACT school led tutoring will not be funded as this was during the pandemic only. Funds will be re-distributed to area of need.

£19,102
Actual = **£19,102**
Difference = **0**
(staffing)

Saturday School

£15,977
Actual = **£15,977**
Difference = **0**
(staffing)

RE	NPP	16.7	50	66.7	100
	PP	13.6	31.8	54.5	95.5
	Diff +/-	-3.1	-18.2	-12.2	-4.5
Russian	NPP	0	0	100	100
	PP	0	0	0	0
	Diff +/-	0	0	-100	-100
Spanish	NPP	41.7	83.3	83.3	100
	PP	11.1	66.7	66.7	100
	Diff +/-	-30.6	-16.6	-16.6	0
Science	NPP	4.3	41.3	68.1	97.1
	PP	4.4	34	52.4	88.3
	Diff +/-	0.1	-7.3	-15.7	-8.8
Turkish	NPP	0	100	100	100
	PP	100	100	100	100
	Diff +/-	100	0	0	0
Urdu	NPP	50	100	100	100
	PP	0	0	0	0
	Diff +/-	-50	-100	-100	-100
BTEC					
Subject		L2D* - L2D %	L2D* - L2P %	L2D* - L1P %	
Creative iMedia	NPP	0	18.2	72.7	
	PP	0	5.3	68.4	
	Diff +/-	0	-12.9	-4.3	
Engineering	NPP	0	50	83.3	
	PP	0	41.7	91.7	
	Diff +/-	0	-8.3	8.4	
Hospitality and Catering	NPP	15	90	100	
	PP	4.8	61.9	85.7	
	Diff +/-	-10.2	-28.1	-14.3	
Music RSL	NPP	16.7	100	100	
	PP	15	100	100	
	Diff +/-	-1.7	0	0	
Sport BTEC	NPP	42.9	95.2	100	
	PP	30.8	92.3	100	
	Diff +/-	-12.1	-2.9	0	

8) 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.	Minibus	See attendance and punctuality data in section 6.	Joined up approach required to ensure PP students are targeted for pick up using school minibus. Increased amount of fixtures available now we have 2 minibuses, should continue.	£26,114 (Actual = £26,114) Difference = 0 (resources)
	Residential (KS4)	See outcome data in section 7.	An exceptional opportunity for the students in Y11. It has once again been a very successful trip for the students at Parkwood. We will once again fund this opportunity for the year group.	£12,000 (Actual = £12,000) Difference = 0 (trips)

	Cultural Capital	<p>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.</p> <p>Several trips have been funded to the national space museum, theatre trips, residential.</p>	Funded provided again as this provides opportunities for students they may not have without it.	<p><i>£20,452</i> <u>(Actual =</u> <u>£20,452)</u> <u>Difference =</u> <u>0</u> (staffing)</p>
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