

# 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**

E-Act Core Values:

**THINK BIG**

**SHOW TEAM SPIRIT**

**DO THE RIGHT THING**

**OPENING MINDS OPENING DOORS**

School overview

Detail	Data
School name	Parkwood E-ACT Academy
Number of pupils in school	834
Proportion (%) of pupil premium eligible pupils	52.6%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	06.09.23
Date on which it will be reviewed	15.01.23
Statement authorised by	G. Cottingham
Pupil premium lead	Mr M Rogers
Governor / Trustee lead	N Gallagher

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£452,803
Recovery premium funding allocation this academic year	£115,092
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£567,895

## 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

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

Challenge number	Detail of challenge
1	Attendance
2	Behaviour and Culture
3	Outcomes and Progress
4	Cultural Capital
5	Careers and Aspirations
6	SEND Crossover

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<ul style="list-style-type: none"> <li>• Poor punctuality will not impact on classroom learning.</li> <li>• Attendance continues to increase towards national average.</li> <li>• 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.</li> <li>• Ensure that attendance and the link to attainment is high profile around the academy.</li> </ul> <p>Progress leads to monitor the interventions for targeted students. Updating and sharing this information weekly on the tracker.</p>	<ul style="list-style-type: none"> <li>• Daily updates on current attendance.</li> <li>• Attendance to push towards national average.</li> <li>• Less than 5% of students to be late to lessons at any time.</li> <li>• The following show attendance is improving for selected students:               <ul style="list-style-type: none"> <li>○ PATS reports for students who are repeatedly late or absent.</li> <li>○ Parental contact via the attendance team shows an increase in attendance.</li> </ul> </li> </ul> <p>PP tracker to show an increase in attendance for targeted students.</p>
<ul style="list-style-type: none"> <li>• Students are more resilient and have a greater understanding of the importance of home learning.</li> <li>• Maintaining the role of the Wellbeing Officer in school to support students via Wellbeing Hub.</li> <li>• Mentoring programmes in each year group to provide pastoral support.</li> <li>• Extra-curricular clubs to be offered by academic areas.</li> <li>• Staff being MHFA qualified.</li> <li>• New Y7 cohort attend residential.</li> </ul> <p>Rewards distributed for PP students.</p>	<ul style="list-style-type: none"> <li>• Students are completing home learning and checked against ClassCharts</li> <li>• Case files created by Wellbeing Officer and Pastoral Managers regarding wellbeing of students.</li> <li>• Student ambassadors work with other students on various issues.</li> <li>• Registers for after school clubs show an uptake in attendance.</li> </ul> <p>Residential shows more than 80% attendance.</p>
<ul style="list-style-type: none"> <li>• Extend the curriculum to offer 'out of class' learning opportunities via visitors.</li> <li>• Provide opportunities for trips for students.</li> <li>• Student ambassadors.</li> <li>• Anti-bullying ambassadors.</li> <li>• Additional PD curriculum time to promote relationships within tutor groups/year groups.</li> </ul> <p>CPD delivered to staff on building and embedding positive relationships.</p>	<ul style="list-style-type: none"> <li>• Student voice evaluations from the external visitors/workshops taken part in.</li> <li>• Staff voice regarding overall effectiveness of opportunities offered.</li> <li>• Detailed registers of trip students took part in via PP tracker.</li> <li>• Ambassadors meeting notes recorded on CPOMS.</li> <li>• Schemes of Learning available and rated for PSHE curriculum across all year groups.</li> </ul> <p>CPD evaluation from staff.</p>
<ul style="list-style-type: none"> <li>• Futures project embedded into all year</li> </ul>	<ul style="list-style-type: none"> <li>• Registers for extra-curricular clubs.</li> </ul>

<p>groups.</p> <ul style="list-style-type: none"> <li>• Students to complete their E-ACT Passport.</li> <li>• Attend a range of college and university sessions/taster days to help students focus on their post-16 progression.</li> <li>• Y10 PP students to be placed on work experience.</li> <li>• Extra-curricular clubs in PE, Art, STEM, Music and humanities to provide opportunities for aspirational development.</li> </ul> <p>Links with HEPPSY+ initiative.</p>	<ul style="list-style-type: none"> <li>• HEPPSY+ evaluation forms from HE visits show value.</li> </ul> <p>Work experience placement logs show where and what students did during their placement.</p>
<ul style="list-style-type: none"> <li>• Students to be in line with their age-related expectations based on KS2, KS3 and KS4 results.</li> <li>• S, P and G and writing skills elements to be embedded into all curriculum areas.</li> <li>• Reduce the number of students with reading ages below their chronological ages.</li> <li>• Students to 'Drop Everything and Read' during one tutor time per week.</li> <li>• Parkwood to have a functioning Learning Resource Centre.</li> <li>• ARK Mastery Literary Heritage curriculum in Y7 – increased demand of texts and vocabulary acquisition.</li> <li>• Reading Box interventions, delivered by TA and teaching staff during for time and through withdrawal from lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• PP students to be in line with their peers within the Academy.</li> <li>• Attainment 8 to be in line with national average.</li> <li>• Progress 8 to be positive and show progress.</li> <li>• Pastoral and Leadership drop-ins show reading is evident in tutor time (100% StepLab).</li> <li>• English data highlights improvements in whole school literacy (70% KS3)</li> <li>• Parkwood library to be functional and used by students (Soro App 300+ users) (library borrowing at 70% KS3 and 50% KS4).</li> </ul> <p>Interventions tracker shows impact of literacy withdrawals over time (termly report).</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £37,696

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>SENCO</u></p> <p>They have a duty of care to ensure that the curriculums are fit for purpose.</p>	<p>NHY to hold KS3 leads accountable via line management and performance management reviews.</p> <p>Access arrangements in place.</p> <p>Steplab shows evidence linked to provision map.</p> <p>Drop ins on StepLab.</p> <p style="text-align: right;">NHY (teaching) <b>£37,696</b> (staffing)</p>	6

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

Budgeted cost: £81,261

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Strategic Literacy HLTA's</u></p> <p>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.</p>	<p>NHY to hold RFE accountable via line management and performance management reviews (evidence on Provision map).</p> <p style="text-align: right;">RFE (teaching) <b>£14,541</b> (staffing)</p>	6

<p><u>Teaching Assistants</u></p> <p>Some PP students require intervention (1:1, tuition, support in lessons) to ensure they are making age related expectations.</p>	<p>NHY/JDS to hold TAs accountable via line management and performance management reviews.</p> <p>AA LO PS VH (support) <b>£52,720</b> <b>(staffing)</b></p>	<p>6</p>
<p><u>Commando Joe's</u></p> <p>Students referred to work with external provider working on social and emotional skills and behaviour improvements.</p>	<p>Inclusion Lead has links with named provision. Regular contact with provision leader and site visits. Progress report submitted.</p> <p>DMT <b>£12,000</b> <b>(services)</b></p>	<p>2</p>
<p><u>Brilliant Club</u></p>	<p>Behaviour Lead has links with named provision. Regular contact with provision leader and site visits. Progress report submitted.</p> <p>MTS <b>£2,000</b> <b>(services)</b></p>	<p>2</p>

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

Budgeted cost: £419,588.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Staffing – Wellbeing and behaviour</u></p> <p>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.</p>	<p>Termly review documentation with wellbeing Officer to review case studies and impact.</p> <p>MTS (teaching)</p> <p>DMT (support)</p> <p>HHN (support)</p> <p><b>£80,305</b> <b>(staffing)</b></p>	<p>2</p>
<p><u>Learning Resource Manager</u></p> <p>To help develop a love for reading via a fully functioning library in which students can:</p> <ul style="list-style-type: none"> <li>• Loan books for fun</li> <li>• Loan books for home learning</li> <li>• Provide a place for students to read within the Academy</li> </ul>	<p>MJN to hold JRE accountable via line management and performance management reviews (success via StepLab data).</p> <p>Literacy testing to take place (cross over with Catch-Up) (NGRT).</p> <p>Reading ages and data tracking (termly report).</p> <p>JRR (support)</p> <p><b>£13,090</b> <b>(staffing)</b></p>	<p>4</p>
<p><u>Y7 residential</u></p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Student voice</li> <li>• Parental voice</li> <li>• Staff voice</li> </ul> <p>Surveys will be compared against baseline to show difference.</p> <p>(PP outcomes, PP v non-PP outcomes)</p> <p>GH</p> <p><b>£6,000</b> <b>(trips)</b></p>	<p>4</p>

<p><u>Resources for rewards</u></p> <p>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.</p>	<p>PP tracker shows which students have achieved rewards, and for what. Reviewed termly.</p> <p style="text-align: right;">MTS</p> <p style="text-align: right;"><b>£4,500</b> <b>(resources)</b></p>	2
<p><u>Exams Resources</u></p> <p>A proportion of funding available for exams-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 style="text-align: right;">MRS</p> <p style="text-align: right;"><b>£4,694</b> <b>(resources)</b></p>	3
<p><u>Behaviour Resources</u></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 style="text-align: right;">MTS</p> <p style="text-align: right;"><b>£1,631</b> <b>(resources)</b></p>	2
<p><u>SEND Resources</u></p> <p>A proportion of funding available for SEND-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 style="text-align: right;">NHY</p> <p style="text-align: right;"><b>£1,000</b> <b>(resources)</b></p>	6
<p><u>Personal Development</u></p> <p>To raise aspirations of students by completing a number of trips and activities throughout the school year.</p>	<p>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.</p> <p style="text-align: right;">GH (teaching)</p> <p style="text-align: right;"><b>£44,941</b></p>	4

	<b>(staffing)</b>	
<p><u>HEPPSY, University Visits</u> (inc coaches and cover)</p> <p>Student are able to experience post-16 pathways to raise aspirations and promote thought around what the next step is after Parkwood.</p>	<p>Pupil Premium Funding Request Forms submitted and documented.</p> <p>PP tracker to show which students have received support from which materials.</p> <ul style="list-style-type: none"> <li>• Student voice</li> <li>• Parental voice</li> <li>• Staff voice</li> </ul> <p>Surveys will be compared against baseline to show difference.</p> <p>(PP outcomes, PP v non-PP outcomes)</p> <p style="text-align: right;">CHN (support)</p> <p style="text-align: right;"><b>£16,728</b> (staffing)</p> <p style="text-align: right;"><b>(resources)</b></p>	5
<p><u>Extra-curricular</u> <u>Enrichment Activities,</u> <u>Trips and External</u> <u>Speakers</u></p> <p>A central pot available for staff/subject areas to 'bid' for in order to provide opportunities for PP students out of the classroom.</p>	<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"> <li>• Student voice</li> <li>• Parental voice</li> <li>• Staff voice</li> </ul> <p>Surveys will be compared against baseline to show difference.</p> <p>(PP outcomes, PP v non-PP outcomes)</p> <p style="text-align: right;">GH</p> <p style="text-align: right;"><b>£3,000</b></p> <p style="text-align: right;"><b>(trips, resources)</b></p>	4
<p><u>Music tech</u></p> <p>JJ employed to aid music department in providing lessons and extra-curricular.</p>	<p>SSW to show impact of extra-curricular.</p> <p style="text-align: right;">SSW</p> <p style="text-align: right;"><b>£13,380</b></p> <p style="text-align: right;"><b>(staffing)</b></p>	2

<p><u>Attendance Resources</u></p> <p>Bus Passes, taxi fares and other forms of financial support to ensure students arrive on time.</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> <p>SSW <b>£2,000</b> <b>(resources)</b></p>	<p>1</p>
<p><u>Attendance Rewards</u></p> <p>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.</p>	<p>PP tracker shows which students have achieved rewards, and for what.</p> <p>Reviewed termly.</p> <p>SSW <b>£2,000</b> <b>(resources)</b></p>	<p>1</p>
<p><u>Attendance Officers</u></p> <p>Attendance officers making calls and chasing up attendance issues.</p>	<p>SW to hold attendance officers accountable via line management and performance management reviews.</p> <p>KW MC (support) <b>£27,223</b> <b>(staffing)</b></p>	<p>2</p>
<p><u>Progress Managers</u></p> <p>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.</p>	<p>DM to hold pastoral managers accountable via line management and performance management reviews.</p> <p>Termly review with DM to review case studies and impact.</p> <p>JDO RT RR AA DC (support) <b>£99,994</b> <b>(staffing)</b></p>	<p>2</p>
<p><u>Alternate Provision</u></p> <p>Placements funded for students who require different pathways.</p>	<p>DMT to review impact of AP and produce termly report.</p> <p>DMT <b>£31,980</b></p>	<p>2</p>

	<b>(services)</b>	
<p><u>Uniform</u></p> <p>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.</p>	<p>Uniform tracker to show which students have received support from which materials.</p> <p>To be reviewed at the start of the academic year and then termly.</p> <p>Case studies written up by RT.</p> <p style="text-align: right;">RTN <b>£3,000</b> <b>(resources)</b></p>	2
<p><u>GL Assessment PASS survey</u></p> <p>Survey produced to show students attitudes to self and school.</p>	<p>Report produced by GL assessments highlights areas of need.</p> <p style="text-align: right;">MRS <b>£1,867.50</b> <b>(resources)</b></p>	2
<p><u>NTP funding</u></p> <p>Holiday intervention sessions to help students in both key stages with things such as exam preparation, sports club and life skills.</p>	<p>which students have attended, and for what. Reviewed termly.</p> <p>NTP funding distributed to aid outcomes.</p> <p style="text-align: right;">GCM <b>£28,755</b> <b>(staffing)</b></p>	3
<p><u>Residential (KS4)</u></p> <p>A 3 day, 2 night trip for 50% of the cohort to go and study Maths and Netlsh via evening boosters whilst also completing their GCSE Geography fieldwork (12.5% of final grade).</p>	<p>Attendance to trip tracked by year team.</p> <p>Improved GCSE Geography attainment and QLA trackers for core crossover updated.</p> <p style="text-align: right;">MTS/MRS <b>£10,000</b> <b>(resources)</b></p>	4
<p><u>Trips and Events</u></p> <p>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.</p>	<p>PP attendance monitored and tracked through PP Tracker.</p> <p style="text-align: right;">GHN/MRS <b>£15,500</b> <b>(trips)</b></p>	4

<u>Hospitality and Catering funds for interventions</u>	Proportion of funding to pay for food for when students are staying late/after school in KS4.  <p style="text-align: right;">MRS <b>£2,500</b> (resources)</p>	
<u>Literacy Resources</u> 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.  <p style="text-align: right;">MJN <b>£5,500</b> (resources)</p>	5

**Total budgeted cost: £567,895**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

*Please see PP evaluation 2022-2023 document*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Alternate Provision	MyLife Unity Pastways Boys and girls club S. Yorks Endeavour

### Service pupil premium funding (optional)

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	