



Pupil Premium Evaluation Document
Evaluation of use and impact of the funding for 2019-2020

| Review of expenditure and impact | | | | |
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| 2019 – 2020 | | | | |
| Please evaluate below how you allocated and used the Pupil Premium Funding and whether it not it had the desired impact on the quality of education and outcomes for eligible pupils. | | | | |
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| Desired outcome | Chosen action/ approach | Impact: Did you meet the success criteria? If not why? | Lessons learned - (whether you will continue with this approach and your intended changes for the year ahead) | Cost |
| Raise Achievement: 60% of PP students to achieve in line with or better than school P8 score. | Improve T&L through an enhanced CPD package. Promoting outstanding T&L and innovation in the classroom. Development of effective feedback and collaborative learning. Supporting the development of Mastery learning in subjects (KS3,4&5) | Detailed CPD package and plan was established and delivered to staff via different presenters and themes, to support the areas of development. Including critical thinking, effective T&L, attachments disorder, raising achievement of disadvantaged, AFL, diminishing the differences, engaging learners, effective revision. Detailed an in depth sessions to develop the curriculum to engage all. Positive impact on learning in the classroom, this is evident via department reviews, student voice and improvement of internal data. Teacher's engagement in the CPD had a positive impact on the learning environment, this is evident via the faculty reviews and learning walks that took place. Students articulated that whole class feedback was used positively and students felt that guidance helps them progress their learning. Use of low stake testing was also identified by students as a positive. | A detailed focus and direction for CPD with quality first teaching at the heart, has a positive impact on all students and challenges the disadvantaged. Clear focus on key elements to raise attainment and embed this to ensure it is delivered well. This was a focus on ensuring feedback and type of feedback, moving to whole class structure has a positive impact on students but also the planning and teaching that can take place. Increase faculty time to support planning and discussion of disadvantaged students and how to drive them forward within those subjects was positive and will continue to be built into faculty time. This approach will continue with a structured CPD offer for staff, reading encouraged around the topics of T&L and a development of low-level stakes testing and the use of knowledge organisers. | |

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| | <p>Teaching and learning resources to enhance provision and accessibility for PPG</p> <p>KS4 revision classes/sessions, bespoke program including holiday sessions, P6, Saturdays, PET-XI, short term curriculum choices and catch up opportunities.</p> | <p>Impact of written feedback QA shows that the academy are making improvements with a 33% improvement in the quality of feedback and 25% improvement of the evidence of feedback from last academic year.</p> <p>All year 11 students provided Seneca premium for the academic year along with year 10 students added in May 2020. All subject utilizing Seneca to support with homework tasks and students revision. Students found the tool a useful and engaging revision strategy.</p> <p>PAM used to monitor and track data throughout the year but also provide access for parents to access their Child's data.</p> <p>Internal data from PAM highlights that PP students are outperforming Non PP in Yrs7,8,9,11 and the gap is marginal in year 10. HOY able to identify key students and support with intervention or discussion with HOF to further improve their learning and progress.</p> <p>Provision tracker, a new tool for this year provided clear idea of intervention taking place across the academy both inside and out of the classroom, provisions such as extra-curricular and trips taking place to enhance learning.</p> <p>Use of morning enhancement during tutor time, period 6, holiday sessions and curriculum choices had a positive impact on progress.</p> <p>Internal data highlights that PP students improved by 0.74 from DD1- 3 and non PP 0.99</p> <p>This is an improvement on 2018/19 academic year by 0.26 for PP and 0.49 for Non-PP. Internal data also highlighting that PP outperforming Non PP.</p> <p>83% of PP students engaged effectively with P6 program. 59% of PP students engaged with holiday sessions for those subjects provided.</p> | <p>Continue use of PAM for data management and further use for communication. SLT/HOF to use in conducting learning walks to compare with data produced from each group.</p> <p>Seneca had a positive impact with students, who found it a valuable tool to their revision. Areas also provided in the academy for those need computer access.</p> <p>The tracking of its use needs to be looked at and teachers identifying those not engaging in the resource, Seneca have released a tracking tool that can also support with the monitoring of its usage.</p> <p>Provision tracker has been positive to identify the intervention and extra provisions across the academy. Training was provided to staff on regular occasions, however more time was needed to ensure accurate inputting of information.</p> <p>The academy will be looking at introducing provision map next academic year.</p> <p>Strategies had a positive impact on students and there is a clear improvement from the previous academic year.</p> <p>Morning enhancement sessions based on students identification on Maths and English data, period 6 sessions grouped in core based on current performance. Look to take base line data at the start of morning enhancement to see the impact of that provision.</p> <p>Period 6 successful for curriculum change subjects. Both strategies to remain next academic year. Transport was provided for students with a late bus to remove this barrier.</p> <p>Holiday sessions, need to have a greater uptake from students, these have been targeted based on current performance, however need to ensure that pupils and parents understand the value of the provision, letters, emails and phone calls made to parents. Transport needs to be addressed for students who this is an issue for.</p> | |
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| | <p>Utilise Lexia program. ART AMT, SOUND and CATS. To assess current position of students to enhance their attainment and progress.</p> | <p>Year 7, 23 students involved in Lexia programme which 35% were PPG 100% of these made progress in their standardized scores, compared to 90% of all students. 72% of PPG Year 7s have made clear progress from starting point in English. 88% of PPG made progress in maths. Year 8, 40 students involved in Lexia, 38% were PPG, 40% of those have engaged and made progress. Year 7-10 students have been baseline for literacy and numeracy, students in Yr7-9 with significantly low scores have been provided intervention and Yr10 access arrangement assessment taken place. CATS took place at the start of the academic year, key students identified for intervention, information available to all staff to support lessons.</p> | <p>The tests have been completed at the start of the academic year, due to school closure full progress and success of intervention has not been measured fully. Moving forward next academic year, the use of speak and language intervention support staff will be assigned to work with key students. All programmes will continue to be utilized next year to identify and support students. Students will continue to be identified for withdrawal from lessons for targeted support, literacy support is 3 times a week, numeracy twice a week.</p> | |
| | <p>Revision packs provided to Yr 11&10 PPG students. Basic equipment provided to all students in all year group</p> | <p>All Year 11 PP students received a revision pack containing revision guides, cards and basic equipment, student voice highlighted that this was a positive step in their revision. Basic equipment has been provided in each classroom. This has seen a dramatic decrease in the number of incidents lacking equipment, increasing learning time and confidence in the classroom. This is supported by the internal data.</p> | <p>Revision guides have a positive impact on students and begin developing the structure for revision, enabling them to access material other than the internet, providing material to revise supports with the organisation and learning of content. Year 10 students not received their revision packs, this will be at the start of September, ensure that new year 10s also receive their packs at the same time to improve their understanding of revision and learning independently. Providing resources had a positive impact, evident via learning walks. Lessons are able to start effectively and flow without students stopping the lesson or feeling embarrassed. The barrier being removed for all enables the teacher to focus on the class as a whole.</p> | |
| | <p>Support students through, peer mentoring. Mentoring package (Coachbright) Yr 12 trained to deliver mentoring to Yr11 students. Use of SLT, HOY to enhance the mentoring process.</p> | <p>1:1 mentor session between Yr 11 & 12, this had a positive impact and students matched dependent on their area of focus, Math's or English. 100% of pupils progressed in their area of focus, 82% of students made a grade or more progress in their area of which 77% are PP students. 100% of Yr 12 mentors involved achieved their student leadership award and provided well organised mentor sessions.</p> | <p>Mentoring had a positive impact on students, enabling them to focus on one key area, students working with peers from the sixth form, supporting raising their aspirations to study at A level. SLT mentoring program started but with limited success due to PPE timetable and then school closure. Look to establish mentoring with SLT with key students earlier in academic year to improve the impact. Look to develop tracking system for mentoring from HOYs in other year groups to highlight the impact and who is being mentored.</p> | |

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| | <p>To provide opportunities for cohort of students to participate in The Brilliant Club – cohort in each Key Stage from 3-5</p> <p>Provide Curriculum enrichment to all PPG students to enhance their provision and opportunities, including music lesson.</p> <p>Provide Elevate Education. Workshops delivered to Yr 11 students and parents</p> | <p>Online mentoring also provided to PP students during lockdown.</p> <p>SLT and selected staff involved in mentoring Yr 11 via the motivational program, focusing on student's effort and attainment in lesson. This had a positive and engaging start with students discussing areas of strength and their concerns, Students engaged in the process. BFL coaches mentoring and supporting key students has begun to have positive impact on their behavior and attainment</p> <p>Two successful Brilliant Club cohorts run this academic year. The first cohort consisted of Yr 9,10 and 13. 100% completed the course and submitted assignments with 40% achieving a 1st or 2:1 grading. The second cohort involved Yr 12, 75% completed the course with 83% of them achieving a 1st or 2:1 Students also visited universities as part of their launch and celebration events.</p> <p>Two students received support for music lesson. 20% of the Sports leaders cohort are PP 10% of the DofE cohort are PP with 15% of the silver cohort. Number of students engaging in sports teams, ADT, food, chess, Math's, Astronomy, musical productions.</p> <p>Students provided two Elevate workshops and a parent forum. The third session was cancelled due to school closure. 91% of Yr 11 attended the sessions with 90% of the PPG students in attendance. Feedback received 98% felt the seminars were positive and informative.</p> | <p>BFL coaches to continue their close work with key students, to develop strategies for their behaviors, confidence and anxiety to increase their time in the classroom.</p> <p>A positive experience for students who enjoyed attending university and working with a Phd student to gain an insight into the requirements of university study. Students engaged in the process and felt achievement in their work when receiving feedback. Next academic year we will increase the cohort size and run 2 groups in each series. MABLES lead will be involved and the structure of delivery and selection of students to be looked at to improve the delivery and impact of the course.</p> <p>Students engaging in extra opportunities, which develops their confidence and enthusiasm for areas out of the classroom. Teachers highlighted the provision on provision tracker, however this needs to be updated regularly to identify attendance. Further advertising of clubs and provisions available to students is needed.</p> <p>The sessions were well received and completed during period 6 to avoid lost lesson time. Students engaged well with the sessions and benefited from the advice given. Spreading out the sessions was a positive as it focused the students throughout the year, each session was planned in relation to PPE and GCSE exams. Parent forum had a limited turn out, this was not long after the Year 11 information evening. Look to increase the advertising, communication and appeal of the event next academic year.</p> | |
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| | Provide opportunities for trips that will have a direct benefit to achievement, all PPG will attend trips, focused on careers, university and curriculum. | Opportunities for students to gain experiences outside of the classroom has increased, with trips run in humanities, science, PE, English, Drama, sixth form, university and career visits. Furthermore, trips to Berlin, Barcelona and Paris were organised. All PP students provided the opportunity to attend visits. 47 trips in total have been delivered or planned throughout the year. 23 curriculum based, 13 University/careers trips. | The increase in visits has provided students experiences they have not had before, such as visits to SOAS university, Oxford University, raising their aspirations and ability to learn about their subjects outside the classroom. Unfortunately, due to school closures some trips were cancelled. | £128,400 (£80,000 staffing) |
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2) Aspirations

| Desired outcome | Chosen action/ approach | Impact: Did you meet the success criteria? If not why? | Lessons learned | Cost |
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| Raising Aspirations of PPG students | <p>Increase provision and awareness of career opportunities in all year groups. This to also link to T&L provision to raise aspirations.</p> <p>Improve engagement with parents to raise aspirations and confidence for them and PPG students.</p> | <p>Year 11 and 10 provided 1:1 careers meetings with an external careers advisor, providing information on next steps and aspirations. 13 university/careers trips took place over the course of the year. With a positive experience had by students. Career assemblies with external speakers have taken place in year 7-10, Big assembly delivered to students to widen horizons, drop down day sessions used to deliver information on apprenticeships and subject explicitly discussing linked careers to their subjects within lessons. This is then supported by external visits.</p> <p>Year 11 information evening was well received with 72% of the year group attending and 68% of Year 11 PP students attended. On average 62% of PP students attending parents evening held at the academy. Increased communication to parents has taken place with the use PAM email, phone calls, texts, social media and show my homework to outline events and key information. E-Postcards developed to celebrate achievements and these are sent directly to parents. Parent workshops in ADT did not take place due to school closures.</p> | <p>Use of careers advisor was a positive tool for year 11 and provided them with greater focus and what they needed to achieve to access their chosen pathway. However the delivery can be improved next year, looking to reduce the number of missed appointments and therefore catch up time. A greater emphasis to be placed on faculties to provide careers information through lessons and displays is needed. This can be evidenced through learning walks, display observations and student voice.</p> <p>Parental engagement has increased since last academic year, using letters, emails, texts, social media and show my homework has had a positive impact on communication and parents being involved. Throughout school closure staff have been available for students and parents to contact via email, show my homework and either the daily or fortnightly welfare calls. Look to use the e-postcard system throughout the year, communicating a range of information to parents. Look at removing the barriers to evening events for parents, eg time of event, time of the year to raise attendance – introduction of online session to support those that cannot attend.</p> | |

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| | Use and incorporate motivational speakers into school life to engage students in positives of learning and school involvement across all years. | Students in Year 7-10 received assemblies from external speakers regarding careers to support their motivation within this area. Students attendance and engagement in the events was positive. | The number of motivational speakers can be improved and more ownership placed on the HOY to identify areas they would like to involve. The use of career talks has been positively received and supported in motivating students to raise their aspirations. Faculties to look at how they can use speakers to support motivation within their subjects. | £32,000 (£25,000 staffing) |
| 3) Attitudes | | | | |
| Desired outcome | Chosen action/ approach | Impact: Did you meet the success criteria? If not why? | Lessons learned | Cost |
| Enhance attitudes of all PPG stakeholders | Raise attendance of PPG students in line with Non PPG. Through attendance strategies and increase attendance team support. Introduce and establish a breakfast club, aimed at all years providing a safe base and positive start for students. | Attendance team, pastoral team and SLT have monitored attendance throughout the year. HOY and tutors mentoring students with attendance between 90-95% to support an increase. Meetings to discuss key students and track attendance on a weekly basis. Texts, phone calls, home visits, parental meetings and contracts used. Return to school forms used by tutors to engage in attendance conversations. Use of rewards for 100% attendance in year groups along with E-Postcards began to have a positive impact. PPG Yr7-11 89.42% compared to 93.07% whole school. PA PPG 27% compared to 15% Yr 7-11 Development of CPD and quality first teaching has supported the attendance of students and developing their aspirations to learn. Subjects using show my homework to post missed lesson content to ensure students don't fall behind. This had little impact on attendance, small number of students accessed this regularly which had a positive impact on their start to the day and being able to eat in a calm and welcoming environment. | Attendance remains a key focus for all groups within the academy. Pastoral team meetings to continue to keep attendance at the forefront and maintain conversations with parents and students, building positive relationships. Quality first teaching and the removing of barriers within the classroom to support learning and attendance to school. Attendance rewards to link directly to Parker Pride and HOY to continue with E-Postcards and reward initiatives. PPG lead and attendance lead to continue working on strategies and research to enhance attendance. School closure has highlighted a greater need to work with families to offer support, use of online material to be incorporated following success during closure period. Return to school conversations with HOY and tutors to continue and BFL coaches and attendance team to work with key students to reduce the PA figure. Look to remove the stigma associated with the provision within the academy for pupils. The location maybe a concern but also the need to address the communication of this to parents and students along with its benefits to increase uptake. | |

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| | <p>Introduction and effective use of 'Show My Homework' to raise the provision, monitoring and completion of homework. Provide a supervised area for students to complete in school.</p> <p>Provide an enriched extra-curricular programme for students in all areas: Sports leaders, DofE, Fitness (Kidzimpact) sports coaching, ADT sessions, STEM</p> <p>Supporting students and families in purchasing of uniform and equipment to enable them to learn</p> <p>Run a summer school for Yr7/8 and new Yr 6 students. This can support in transition to secondary and build positive relationships.</p> <p>Work Hard, Stay Humble, Dream Big.</p> | <p>All students within the academy have access to show my homework and is used throughout the academy to set homework for students. Parents have also engaged in the software.90% of students have engaged in SMHW throughout the year. Area to complete homework provided with limited uptake.</p> <p>20% of the Sports leaders cohort are PP 10% of the DofE cohort are PP with 15% of the silver cohort. 25 students involved in kidzimpact: 44% PP Number of students engaging in sports teams, ADT, food, chess, Math's, Astronomy, musical productions.</p> <p>Students/families have been supported throughout the academic year with uniform purchase, shoes, PE kit along with support for other provisions. This has supported them in the academy, building self-esteem and confidence, enabling them to be in the classroom learning.</p> <p>Summer school was run in August 2019 for students, providing them opportunities within the Academy during the holidays. Supporting with self esteem and confidence, Yr 6 students supported with extra transition and meeting new students.</p> <p>Rewards provided to students throughout the year, Rewards evening hosted for Key Stage 4.</p> | <p>Use of show my homework has been positive with the use of teacher setting homework and students having access to this via their devices. The software has been used positively by staff and students throughout the year but also during period of school closure, to access and upload work. Monitoring to be shared amongst the heads of year to track access and teachers continue to log missed homework.</p> <p>Staff to look at engaging more students in extra-curricular provisions, each faculty to advertise, inspire and record effectively the provision available and who has attended. Use of provision tracker, however time available to record student's attendance. Look at what is in offer to students and encourage student attendance across the academy. Clear focus for DofE and Sports leaders to increase PP numbers.</p> <p>The provision to support families and students is vital to enable students to have the correct uniform and equipment for school to support their learning and reduce behavior points. This is a strategy that will continue next year.</p> <p>This was a positive initiative, which was improved to a summer camp over for new Yr 6 students, this has been cancelled due to school closure but is an area of development for next year.</p> <p>Development of Parker Pride rewards system to raise the awareness and celebrate success within students.</p> | <p>£32,600 (£6000 staffing)</p> |
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| 4) | | | | |
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| Desired outcome | Chosen action/ approach | Impact: Did you meet the success criteria? If not why? | Lessons learned | Cost |
| Reduce exclusions for non PPG students | <p>Behaviour for learning coaches</p> <p>Enhanced provision of counselling sessions for identified students (through both staff/ self-referral)</p> <p>Behaviour for Learning Trips and Initiatives</p> <p>Alternative Education Provision</p> | <p>0% exclusions this academic year, the number of students in inclusion has decreased each term however at least half have been PP students.</p> <p>BFL coaches have worked with individual students to improve behavior and their attitude to learning, alert data has shown a steady downward trend.</p> <p>Learning walks across the Academy have shown positive learning environments and were this is not evident they have been addressed.</p> <p>32% of year 11 PPG students have had intervention with 29% of year 11 PPG having counseling.</p> <p>HOY providing sports therapy which has focused on students improving their behavior within the academy, This has been run in Yr 7-9 and has had a positive impact on the students involved, Year 7 have used rewards for successful student reports each week.</p> <p>14 students in alternative education, 64% of these are PPG students.</p> <p>Students provided provision to support their individual needs, This has had a positive impact for them and their classes in the academy.</p> | <p>The work the BFL and pastoral team complete is have a positive impact on the attitudes of students and working to keep or get students back into lesson. The data and welfare of students has shown the positive work. Working with key students enables all the have a positive experience within the classroom and therefore improve attainment. This will continue next academic year to improve the impact in the classroom further</p> <p>Use of further learning walks and department QA to show improvements within the classroom.</p> <p>Students have access to counselling and support from other staff within school. This supports them with a number of areas and has had a positive impact on students and attendance, progress, attainment and self esteem.</p> <p>This is a vital service on offer for students mental health and supporting with any other concerns. This ensures the correct support is put in place to help students.</p> <p>Use of initiatives run have had a positive impact on the students involved. However providing trips or rewards that celebrate positive behavior throughout the year need to be developed and this can be linked with the new Parker Pride rewards initiative next year.</p> <p>Students can access full time provision away from the mainstream setting. Behaviour within the academy has improved and teachers can focus on the delivery of Quality first teaching to improve the outcomes of all groups. This provision will continue when needed for these students.</p> | <p>£25000 (£20000 staffing)</p> |