Pupil Premium Strategy

Document template to outline use and expected impact of the funding for 2021-2022

E-ACT requires all academies to publish their Pupil Premium Strategy on their own academy webpage.

The academy's Pupil Premium Strategy must set out the following:

- the amount of pupil premium money

- the main barriers to educational achievement faced by the eligible pupils

- how the allocation is to be spent to address those barriers and the reasons for that approach

- how the school is to measure the impact and effect of its expenditure of the pupil premium allocation, and

- the date of the academies' next review of the strategy.

E-ACT's Pupil Premium Strategy: template for 2021-2022

1) Barriers to educational achievement
Please explain below the precise barriers to learning. This may or example include: spelling ages, reading ages, those below -9 months reading age, those 12 month below their chronological age, no place for children to work at home or lack of time if they are carers at home, those pupils who are pupil premium who are most able but who are only attaining at expected levels rather than greater depth, barriers related to attendance and persistent absence.
1)　　　Low Literacy
2)　　　Low Numeracy
3)　　　Social and Emotional
4)　　　Low aspirations
5)　　　Lack of resources
6)　　　Attendance to the Academy
7)
8)
9)
10)

Pupil Premium Strategy (secondary) 2021-2022

1. Summary information					
School	The Parker E-ACT Academy				
Academic Year	2021-22	Total PP budget	£262,019	Date of most recent PP Review	
Total number of pupils	1187	Number of pupils eligible for PP	266	Date for next internal review of this strategy	

2.Current attainment	Pupils eligible for PP (your school)	Pupils not eligible for PP
% achieving 4+ Eng/Ma - Best of	50%	74.76%
% achieving 5+ Eng/Ma - best of	21.43%	50.49%
Progress 8 score average	0.26	0.93

Attainment 8 score average		
3 Desired outcomes		
Barrier	*Desired outcomes*	*Success criteria*
1)	60% of PP students to achieve in line with or better than school P8 score	Outcomes 2022
2)	A8 score in line with or better than non PPG students	Outcomes 2022
3)	% achieving basics in EM 9-4 in line with or better than non PPG and is increased from 2020/21	% achieving EM4+

4)	% achieving basics in EM 9-5 in line with or better than non PPG and is increased from 2020/21	% achieving EM 5+
5)	Overwhelming majority of PP students to achieve in line with or better than school P8 score for Open Element	P8 0+
6)	Overwhelming majority of PP students to achieve in line with or better than school P8 score	Outcomes 2022
7)	Increase attendance of PP students and narrow the gap to non PP from 2020/21	Attendance data 2022
8)		
9)		
10)		

4 Planned expenditure					
Academic year	**2021-22**				
Barrier					
1) Raising Achievement					
	Chosen action / approach	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**When will you review implementation?**	**Staff lead**
	Enhance the quality of T&L via a comprehensive CPD programme, continue with "Walkthru" package and staff development via research literature. Embed "Walkthru 2." Provide teaching staff with opportunities to enhance their own CPD via research driven literature.	EEF Pupil Premium guide highlights that it is important to have an "effective teacher in the classroom and that every teacher is supported to keep improving." Develop understanding of strategies to develop and enhance knowledge, linking to the 5 Parker pillars. Teachers to identify areas to develop through research and provide literature to support the desire to continue developing.	Evaluation of the CPD program, via attendance and engagement. Use of teaching folders with research and reflection. Career planners and areas of development identified and addressed. Learning walks and impact data on learning. Student and staff voice. Implantation of research carried out. Use of PAM matrix.	Termly	ERE
	Enhance T&L through the continual development of the coaching model. Use of learning walks and the PAM Matrix. Identification of PPG students within lessons.	Identify good practice within the academy and develop a culture of coaching to support development of T&L. Develop confidence for teachers to work with and learn from each other.	Co-ordination of coaching and identification via learning walks. Record of coaching sessions. Use of PAM to identify Matrix areas. Quality assurance of student identification, student voice and	Termly and Annually July '22	ERE

		PAM matrix used to highlight positives and areas of development.	provisions provided.		
	Teaching & Learning resources to enhance provision and accessibility for PPG students Inc: Seneca- Yr11 students and staff provided access to premium package, PAM, Provision Map.	Resources available to enable student to access learning in the lessons alongside materials outside of the classroom. Intervention clear and accessible to all, provision Map will enable, HOFs/HOY and SLT access to whole school intervention and key students, enhancing provision and identification of areas of success.	Teachers using accurate data to enhance T&L and in class intervention. Student's usage of the resources and the impact on progress. Interventions tracked on Provision Map, use of Seneca learning.	Termly	ERE/BJO/EBU
	KS4 revision classes/sessions Bespoke programme, including holiday sessions, P6 and Saturdays, PET-XI (GCSE High 5), short term curriculum choices and catch up opportunities, development of core subject's revision in morning enhancement. Use of small group intervention sessions	Small group tuition has 4+ months impact Extended school time 2+ months impact (EEF) Provide a bespoke timetabled direct intervention to students to ensure they are targeted in key areas and not attending sessions they consistently succeed in.	Impact of sessions via attendance of students, data, progress made from sessions PET-XI students tested at the start and end of intensive course to highlight impact.	Data drops during the year	MBO/TSH/HOY
	Utilise Lexia Program, ART AMT, SOUND and CATS. To enhance the current position of students to enhance their attainment and progress. Use of accelerated reader. Establish and effectively use	The needs of students to be clearly identified and addressed, data and accurate position of students is lacking, this will provided accurate and bespoke targeted provision through the use of interventions.	Identify needs and use of intervention via this testing. Information used by teachers to support the planning of lessons. Progress shown via data provided at the start and end points.	Annually	EBU/NSP/IPA

	the library to improve literacy.	Accelerated reader makes 3+ month progress for students and 5+ months for FSM students (EEF)			
	Equipment available for the classroom to ensure students have access to the learning. Revision packs and guides provided to students in Year 11 & 10.	Removing barriers to learning within the classroom, engaging all students and ensuring they can complete and access learning environment, along with removing behavior concerns and distractions. Revision packs provided to students to enable them to organise their revision and become independent learners.	Low level behavior points for this area, engagement in their learning. Learning walks and student voice. Summer exams.	Termly	BJO/HOY
	Support students through peer mentoring. Mentoring package (Coachbright) Yr12 trained to deliver mentoring to Yr 11/10students. TAs to work with key students. Use of SLT, HOY, tutors alongside peers to enhance the mentoring process.	Peer mentoring provides 5+ months impact. (EEF) EEF highlight the success of Peer mentoring, the strategy provides students the opportunity to learn from those who have taken exams and prepared for them. Year 12 students gaining skills to help them in further education and society.	Number of Yr 12s achieving the mentoring qualification Accessibility to range of Yr11 PPG students, raise aspirations to sixth form alongside developing skills to enhance progress. Student voice and data	Nov '21 June '22	BJO/PMA/TSH
	To provide opportunities for Cohort of students to participate in the Brilliant Club – cohort in each Key Stage from 3-5, Along with engagement in The Elephant group initiatives.	Following the success of the program last year, this continues. Providing students extra opportunities to enhance their research and independent skills, raising aspirations and achievement through working with Phd students and universities.	Number of student's engaged, full uptake on each cohort and all to complete the research project and graduate.	Jan '22 June '22	PMA/NTU

	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?	Staff lead
	Provide Elevate Education. Workshops delivered to Yr 11 students and parents on Revision strategies, time management and exam technique.	This was a successful strategy last year with 98% of students feeling the sessions were positive and informative. Students will gain advice from University students on how to revise and deal with the pressure of exams. Parental engagement and education is also important in the process.	Pupil engagement in sessions, with evaluations completed to establish impact on students. Attendance of parents and feedback to the session	3 dates in the year.	TSH
	Provide opportunities for trips that will have a direct benefit to achievement, all PPG will attend trips, focused on careers, university and curriculum.	Remove financial barriers to ensure all PPG students attend trips that enable students to gain experiences outside the classroom, develop confidence and raise attainment and aspirations.	Number of trips or opportunities provided and run for students. Student voice, trip evaluations	July '22	BJO/NTU/PMA
	Establish tutoring via the National tutoring programme. Focusing on Year 10 and 7 within Math's and English to support catch up from lost learning. 15 hours per student provided in a 1:3 setting.	Provide students a small setting to work on areas of need within English or Math's. EEF small group tuition 4+months progress	Monitoring of attendance to the sessions, support of HOF and HOY Impact via initial baseline assessment, end of tuition assessment and in-house subject data	Dec'21 June '22	BJO
				Total budgeted cost	£136,019 (£104,615 staffing

2) Aspirations

	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?	Staff lead
	Continue the development of PPG working group, to provide experiences outside the	Enhance the opportunities for students outside of the classroom to support the development of	The provisions provided for students and the impact this has via data, attendance and student voice.	July '22	BJO/PPG A

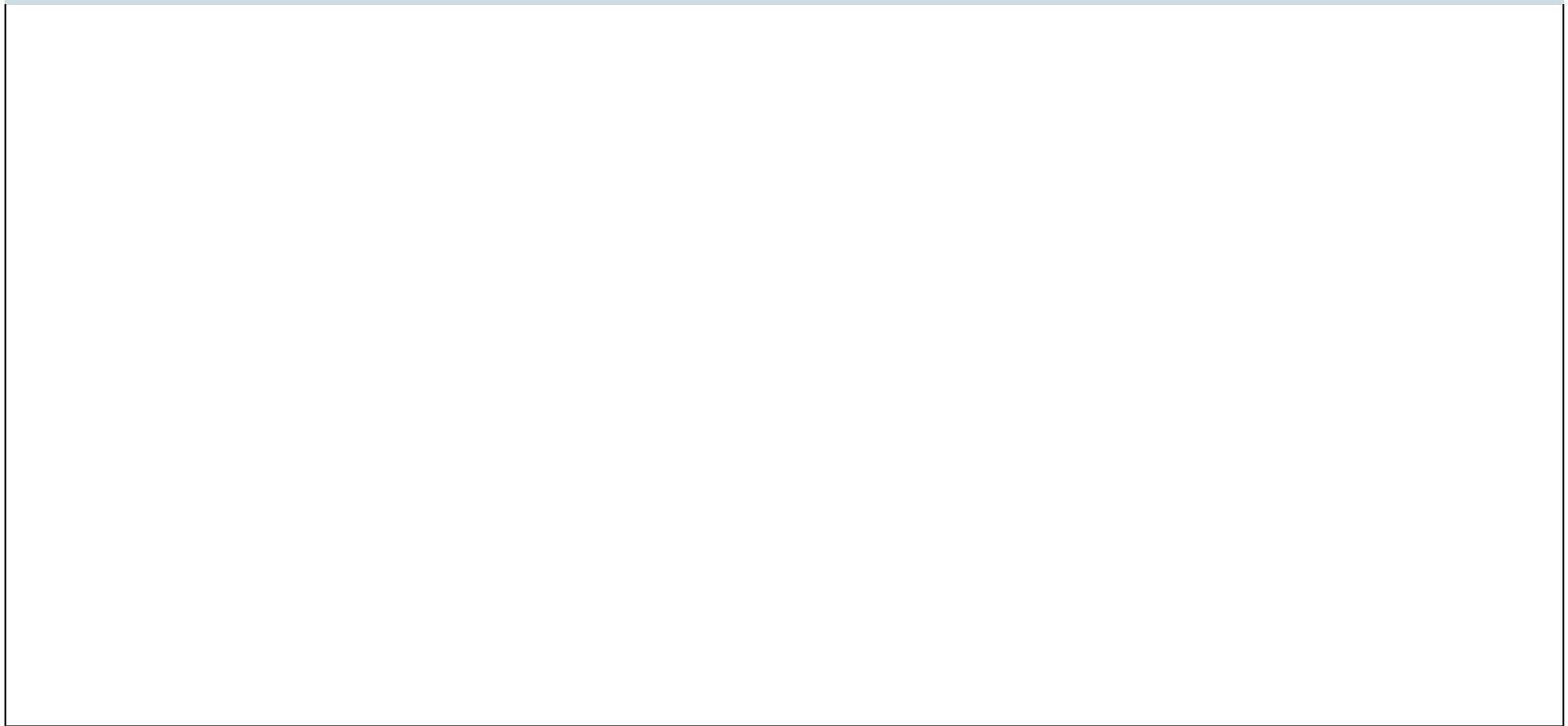|				
	classroom, to support raising aspirations and knowledge, focusing on developing cultural capital in KS3. Develop a working party with representation from each faculty to establish the role each subject can play to enhance PPG students.	schema that will improve their attainment in the classroom. Support raising aspirations through experiences that they may not have. Working party will enable ideas from different subjects to improve the provision across the academy.	Meetings with the working party and evaluation of the impact.		
	Enhance the provision of career guidance to all students across the academy. Embedding information into the curriculum alongside career events. This includes a detailed career programme at KS4 and 5**.**	All students should have access to career information throughout the year, use of 1:1 interview at KS4 to support students in their future choices. This will raise aspirations and broaden horizons.	Student's knowledge of career opportunities and the role each subjects has to play. Learning walks and student voice highlighting how subjects link careers to the curriculum. Use of careers interviews, trips and evaluations	Annually	ADU
	Enhance parental engagement via the use of platforms, texts, social media, PAM, letters, home visits. The academy to utilise e-postcards to communicate rewards.	Engagement of parents to enhance two way communication will have a positive impact on the wellbeing and attainment of students. EEF highlight that it is important that parents are engaged in their childs learning and they have the tools to do this. Use of texts has 1+month progress impact and parental engagement 3+months impact. (EEF) The use of E-Postcards last academic year had a positive impact in communicating positive areas and will be continued.	Attendance of PPG families to events such as information evenings, progress evenings and meetings. Engagement and impact of E-Postcards.	Termly	HOY/Admin/Attendance team

			Total budgeted cost	£55,000 (£50,000 staffing)	

3) Attitudes

	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?	Staff lead
	Continue to grow and embed Breakfast club provision, providing students a positive environment to start their day and receive breakfast. Provide support for students during holiday periods	(EEF Magic Breakfast trial = 2+ months impact) Providing students, a safe place to meet and interact with peers and staff. Enabling all students to have access to breakfast to start their day in a positive manner.	Attendance to breakfast club and the impact on overall attendance and attainment. .	Termly	SPE
	Raise attendance of PPG students in line with Non-PPG. Through attendance strategies and increase attendance team to support.	Academy focus to decrease the gap between PP and Non-PP across all year groups. The importance to decrease the number of PA for PPG students. Attendance has a direct impact on attainment, achievement and aspirations.	Attendance monitored by the Attendance team, PPG lead, HOY and DSL. Attendance is a focus for pastoral team to improve. Success of key strategies.	Termly	HBA/DLA/BJO
	Establish a broad and enriched extra curricular provision for students to access in a variety of areas, including: DofE, Sports Leaders, STEAM subjects and Sports.	Extension of the school provides 2+months impact (EEF) Participation in Arts providing 2+months impact (EEF) Sports participation providing 2+months impact (EEF) Opportunities outside the	Central register to be maintained to highlight attendance and engagement in extra curricular. Direct students to particular activities, student voice, attainment and attitude to learning.	July '22	HOF/NTU/SLI

		classroom to enhance their experiences within the Academy. Gaining interest in other areas and supporting raising aspirations.			
	Effectively use the whole school Parker Pride initiative and New reward system to engage and reward students.	Reward students for the success and enhance their experience within school, attitude to learning which will have a direct impact on attendance and attainment.	Number of students achieving the Parker Pride award. Reward points awarded to each year group.	June '22	AWH/CBA
	Supporting students and families in purchasing of uniform and equipment to enable them to learn	Students provided support to ensure they can access uniform and equipment needed within the Academy. This enabling attendance to increase along with self-esteem.	Eligible families to understand the process and the purchasing. Track the number of purchases via the finance department.	Termly	BJO/SLI
	Tracking of student's provisions Provision map system/	Use of provision map to highlight provisions and strategies available to them. This enables to highlight what each child is accessing and its success.	Completion of the student profile files and provision map. Use of Admin support to enable records to be updated.	June '22	EBU
	Effective use of Behaviour for learning coaches to support students.	Support students to improve behaviour, self-esteem and well-being. Develop strategies to engage students in lessons and reduce behaviour points. Behaviour strategies 3+months impact (EEF)	Monitoring of alert data, external exclusions and learning walks.	Termly	SLI
	Alternative Education Provision	All students remain in full time education.	Monitor through alerts and external exclusions	Weekly	SLI
	Work Hard, Stay Humble, Dream Big	Opportunities to celebrate student success and provide support with initiatives to enhance provisions for PPG students.	PPG pupils have access to all aspects of the school their achievements are rewarded and recognised through incentive trips, awards evenings and support for participation in whole school activities	Annually	SCO

				Total budgeted cost	£50 000 (£35000 staffing)

4) Awareness

	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?	Staff Lead
	Ensure clear communication to families about criteria for FSM to ensure no student is missing out on their entitlement.	Communication to all parents the criteria for FSM, to ensure all understand the criteria and application, especially during the current uncertain economic impact.	Communication throughout the year via the Academy newsletter and website. Number of FSM in the Academy.	Weekly	BJO
	Development of student profiles for PPG students. Use to support mentoring and identifying key barriers to learning. Areas identified via provision map.	Enable barriers to learning to be identified. Key areas via mentoring to be identified and addressed such as attainment and attendance. Shared with staff to support classroom strategies.	Mentors for PPG students assigned. Completion of the profiles, engagement of staff with their use. Learning walks and student voice.	July '21	BJO/AWH
	Raise awareness of student's mental health, through R&R curriculum and use of mental aid first aiders to support students.	The need to support students with their well-being and mental health, especially following extended absence from school. Use of R&R curriculum and offer MHFA support.	Engagement in the R&R curriculum, student evaluation and students accessing support.	Termly	LTO
				Total budgeted cost	£1000

5) Accessible

	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?	Staff Lead
	Enhanced provision of counselling sessions for identified students (through both staff/ self-referral)	Ensuring students have access to pastoral care to support their well-being. Through pastoral team and in school counselling.	Monitor referrals and the impact this has, number of alerts and attendance.	Weekly	HBA
	Use of Social and emotional learning programmes with students, such as: resilience, anxiety, anger, friends for life and social skills group.	EEF highlight 4+ months impact on progress. Students identified and have access to programmes to develop areas of need.	Impact on students via attendance, well-being, attainment, behaviour. Student evaluation on impact.	Termly	AWH
				Total budgeted cost	(£20,000 staffing)

Additional detail	

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Establish a research team to drive T&L and PPG strategies forward. Charter College membership to support the quality of research. Research group/taskforce to work to develop PPG within their faculty area and whole school. Use of Elephant group to enhance sixth form opportunities	Group to research and trial variety of T&L strategies to evaluate the impact and look to establish in the Academy to enhance T&L. Taskforce to look at developing the subject specific provisions offered to PPG students and complete research and trial new ideas to enhance key areas within the academy.	Members of the group to feedback their research into an area identified. Meeting minutes, trial data and information. Presentations to faculties and academy staff. Sixth form students accessing elephant group initiatives.	June '21	ERE/BJO/PMA