



**Pupil Premium Evaluation Document**  
**Evaluation of use and impact of the funding for 2020-2021**

<b>Review of expenditure and impact</b>				
<b>2020 – 2021</b> 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.				
<b>1)</b>				
<b>Desired outcome</b>	<b>Chosen action/ approach</b>	<b>Impact:</b> Did you meet the success criteria? If not why?	<b>Lessons learned - (whether you will continue with this approach and your intended changes for the year ahead)</b>	<b>Cost</b>
Raise Achievement: 60% of PP students to achieve in line with or better than school P8 score.	Develop and improve T&L, enhancing Quality 1 <sup>st</sup> teaching, via an inclusive and structured CPD program, developing key academy foci. Use of low-level stake testing linked to detailed curriculum planning. Research areas to develop within the academy, Introduction of the “Walkthru” programme. Provide teaching staff with opportunities to enhance their own	A comprehensive CPD package was established and delivered, with a combination of small group settings and virtual delivery. Working groups focusing on walkthrough strategies tailored to their development areas. ABC model followed enabling staff to collaborate and provide feedback to peers on the success of each strategy. CPD also focused on key areas for the academy, including teaching strategies for disadvantaged, EAL, SEND and MABLES. Focus in T&L structure based on low stake testing in the ‘Do Now’ section of lessons. This linked to MTPs and establishing knowledge recall to support the development of lessons and areas of strength and development for students. Co-planning enabled staff to develop learning via informed discussions based on curriculum delivery This has seen a positive climate for learning across the academy and tailored focus on staff	A comprehensive and structured approach to CPD with a tailored approach for staff, enabling them to focus on key academy areas and their own development areas has seen a positive impact on teaching and learning, with learning and knowledge develop at the heart. This has a positive impact on climate for learning, scaffolding and questioning, which has a direct impact on all students and challenges disadvantaged.  The development of “Do Now” tasks based on low stake testing has enhanced the importance of memory recall and linked to the development of curriculum. This has seen successful reteaching of topics and building of knowledge and addressing misconceptions, which will continue this year. Co-planning has seen a improvement in collaboration of faculty members, reviewing MTPs and addressing misconceptions and developing the use of scaffolding and deepening of topics. The use of co-planning and increase in faculty time has resulted in an improvement in the delivery of	

	<p>CPD via research driven literature.</p> <p>Establish a research team to drive T&amp;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</p>	<p>development, which has had a direct impact on student learning and engagement, this is evidence via quality improvement walks, student voice and improvement of internal data. Staff from each faculty were provided research groups based on key areas including disadvantaged, EAL, SEND. This enabled them to be involved in key research literature and articulate to faculties to ensure these key areas are at the forefront in teaching, Teacher's engagement in the CPD had a positive impact on the learning environment. 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. 100% of PPG students surveyed stated they received effective feedback, 83% highlighted that improvements are communicated via whole class feedback or individual feedback forms. 100% find it has positive impact on learning. 100% identified do now take place and that they help recall information.</p> <p>Research teams established and focused on Scaffolding and modelling to support PPG students in the classroom, Faculty PPG representatives highlighted to champion and develop focus of the group in their faculties. Elephant group used successful to provide students opportunities to raise aspirations and university applications, 75% of PPG students attending university following sixth form.</p>	<p>content, knowledge rich curriculum and supporting the development of schema. The CPD offer supports these key areas and enables a focus for staff on development of their areas of need. Including scaffolding, modelling and feedback.</p> <p>The use of walkthrus and staff development within these areas will continue and will be closely linked to thinking school.</p> <p>Continue use of PAM for data management and for communication. SLT/HOF to use in conducting quality improvement to compare with data produced from each group.</p> <p>The research group will change to develop drive teams in establishing strategies to enhance provisions towards 'Thinking School' Development of staff to become members of the Charter College and use research to support classroom practice. Elephant group has seen great success and a positive impact on the number of students attending or aspiring to attend university.</p>	
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	<p>Enhance T&amp;L through the continual development of the coaching model. Use of learning walks and the PAM Matrix. Identification of PPG students within lessons. Conduct an in-depth PPG review</p> <p>Teaching &amp; Learning resources to enhance provision and accessibility for PPG students Inc: Seneca- Yr11 students and staff provided access to premium package, PAM, Provision Map. Develop the use of virtual learning.</p>	<p>Coaching model implemented and opportunities for staff to be coached utilizing 'walkthru' strategies. Quality improvement walks carried out and coaching discussions with staff conducted. PAM matrix used to support within the coaching conversations. Governance review days used to review the impact of PPG within the Academy.</p> <p>Classroom resources available to all PPG students to ensure they have access to equipment to engage in their learning All year 11 students provided Seneca premium for the academic year. All subjects utilising Seneca to support with homework tasks and student's revision. Students found the tool a useful and an engaging revision strategy. PAM used to monitor and track data throughout the year but also provide access for parents to obtain their Child's data. Internal data from PAM highlights that PP students are performing in line with Non-PP in Yrs7,8,9, outperforming in Year 10 and positive P8 in Year 11. HOY able to identify key students and support with intervention or discussion with HOF to further improve their learning and progress. Provision Map, a new tool for this year provided clear idea of intervention taking place across the academy both inside and out of the classroom, including wave 1 intervention and ILP for SEND students.</p>	<p>The use of coaching has had a positive impact within teaching and learning and will be enhanced further within the next academic year. Teaching staff have positively embraced the coaching model and quality improvement walks, focusing on walktru strategies and open conversations to develop their practice. This will continue during the next academic year, as this has a direct impact on students.</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 needing computer access. This academic year their will be staffed independent study area to support students. Tracking of Seneca needs to be enhanced, staff to set classes to monitor usage by students.</p> <p>Provision Map has been positive to identify the intervention and extra provisions across the academy. Training was provided to staff, to access key information on students, admin support to add information to the system. The system will continue to be used in the next academic year.</p>	
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	<p>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 subjects revision in morning enhancement. Use of small group intervention sessions</p> <p>Utilise Lexia Program, ART AMT, SOUND and CATS. To enhance to current position of students to enhance their attainment and progress. Literacy time for KS3 to support development and catch up. Use of accelerated reader. Establish and effectively use the library to improve literacy.</p> <p>All PPG students will be provided equipment for the classroom to ensure they have access to the learning.</p>	<p>Use of morning enhancement during tutor time, period 6, holiday sessions and curriculum choices had a positive impact on progress. Internal data highlights that PP students improved by 1.57 from DD1- results and non PP 2.14. This is an improvement on 2019/20 academic year by 0.83 for PP and 1.15 for Non-PP. 86% of PP students engaged effectively with P6 program. Due to covid restrictions and closures holiday programs did not take place and small group intervention sessions limited.</p> <p>Students complete CAT4 and NGRT are completed, this information communicated with staff. Literacy and numeracy intervention used to support those identified. Year 7 students provide 1:3 tuition in English or Math's based on results. Information is used to support staff in lessons and meeting student needs. 1 year 2 months added to PPG students reading, Year 7 and 8 received reading lessons, with key PPG student receiving intervention sessions.</p> <p>Equipment provided to staff for PPG students to ensure they are equipped for lesson, enabling them to increase learning time and therefore resulted in incidents based on equipment reducing.</p>	<p>Strategies had a positive impact on students and there is a clear improvement from the previous academic year. Morning enhancement sessions based on student's identification on Maths and English data, period 6 sessions grouped in core based on current performance. Year 10 mock data and class data used to support morning enhancement and period 6 allocations. Period 6 successful and will continue to support catch up and keep up strategies. Both strategies to remain next academic year. Transport was provided for students with a late bus to remove this barrier. Introduces early to Year 10s to then continue into year 11.</p> <p>The tests have been completed at the start of the academic year, these are valuable in identifying intervention and support for students. All programmes will continue to be utilized next year to identify and support students. Students will continue to be identified for targeted support in literacy and numeracy. Reading lessons to continue in Year 7 and 8, early intervention for key students needed.</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 received revision guides in preparation for</p>	
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	<p>Revision packs and guides provided to students in Year 11 &amp; 10.</p> <p>Support students through peer mentoring. Mentoring package (Coachbright) Yr12 trained to deliver mentoring to Yr 11/10 students. TAs and BFL team to work with KS3 students. Use of SLT, HOY alongside peers to enhance the mentoring process.</p> <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 Elevate Education. Workshops delivered to Yr 11 students and parents</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. Year 10 provided revision guides in preparation for their mock exams.</p> <p>1:1 mentor session between Yr 11 &amp; 12, this had a positive impact and students matched dependent on their area of focus, Math's or English. 93% of pupils progressed in their area of focus, 93% of students made a grade or more progress in their area of which 100% are PP students. 100% of Yr 12 mentors involved achieved their student leadership award and provided well organised mentor sessions.</p> <p>Four successful Brilliant Club cohorts run this academic year. Focusing on Year 9, 10, 12 and 13 with 68% of students achieving a 1<sup>st</sup> or 2:1 grade Student voice highlighted that this was positive experience and raised aspirations based on the work they produced.</p> <p>Students provided three Elevate workshops and a parent forum. All session run online and delivered during intervention time, students found the sessions informative and supportive.</p>	<p>mocks. 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>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 alevel. SLT mentoring program to start in first half term to enable greater impact on students' outcomes and aspirations.</p> <p>A positive experience for students who enjoyed attending 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 the cohort will look at Year 8 and 9 alongside the provision for sixth form. 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>The impact of the sessions was not as effective online as in person, due to covid restrictions. Sessions will be run on a face to face basis next academic year to enhance impact on the students and parents.</p>	
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	<p>Provide opportunities for trips that will have a direct benefit to achievement, all PPG will attend trips, focused on careers, university and curriculum.</p> <p>Develop online learning, providing students with resources, use of Microsoft office, to remove barriers and enable catch up work to be completed. Use of Show my homework to monitor catch up provision.</p> <p>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.</p>	<p>Opportunities for trips were planned, however due to covid restrictions these were unable to take place.</p> <p>58% of devices provided to families were provided to PPG families. Drop in sessions provided to ensure all PPG families could access Microsoft office and show my homework, resources provided for students to enable them to complete work. Show my homework effectively used to supply and monitor catch up work.</p> <p>94% of PPG students attended and made effective progress in English and Math's in the small group tuition. HOF for English and Math's supported tutors in highlighting key areas of focus.</p>	<p>Due to covid restrictions and closures trips could not take place, however trips will be planned for next academic year with restrictions easing.</p> <p>Ensuring all families have access to Microsoft office, show my homework logins. Ensure that systems are streamlined next academic year and same login to be used. Ensure devices are available to those families that need them to access work at home. Encourage these students to attend ISL and independent study sessions.</p> <p>The strategy in a small group environment enabled students to catch up and keep up on work. This used internal data for Year 10 and CAT4 results for Year 7. Small group tuition to be investigated and utilised next academic year.</p>	<p>£128,400 (£80,000 staffing)</p>
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**2) Aspirations**

<b>Desired outcome</b>	<b>Chosen action/ approach</b>	<b>Impact:</b> Did you meet the success criteria? If not why?	<b>Lessons learned</b>	<b>Cost</b>
Raising Aspirations of PPG students	Establish a PPG advocate roles to provide support with developing cultural understanding in KS3. Providing experiences to raise their aspirations and	Increased awareness and need to enhance cultural capital across the academy. Raising the profile of the importance of increasing opportunities. Clubs run within humanities, PE and Science to increase. Due to covid restrictions this is to be developed further. Each faculty provided a representative to focus on	A greater focus on the development of opportunities for students, increase in clubs and trip opportunities in the next academic year to enhance the provisions and raise aspirations of students.	

	<p>knowledge in different areas, outside of the classroom. Develop a working party with representation from each faculty to establish the role each subject can play to enhance PPG students.</p> <p>Continue to develop the provision and awareness of career opportunities for all year groups</p> <p>Enhance parental engagement via the use of platforms, texts, social media, PAM, letters, home visits. The academy to utilise e-postcards to communicate rewards.</p>	<p>areas to develop PPG within their subject areas.</p> <p>Year 11 and 10 provided 1:1 careers meeting with an external careers advisor, providing information on next steps and aspirations. Year 9 PPG students accessed careers advisor and individual meetings to discuss subject options. 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. Army work experience sessions 23 students involved, discussions with post 16 providers and START launched to Year 7 and 8.</p> <p>Virtual Year 11 information evening and family forum has seen an increase in parent engagement, 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.</p>	<p>Use of careers advisor was a positive tool for year 11,10 and 9, provided students with greater focus and what they needed to achieve to access their chosen pathway. 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. Year 9 students selecting the correct option courses for Year 10, students understand next steps and post 16 provision. Increase in careers provisions and faculty champions to be looked at.</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 to establish if virtual events should continue over face to face to increase engagement,</p>	<p>£30,000 (£25,000 staffing)</p>
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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.	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. Use of rewards for 100% attendance in year groups along with E-Postcards began to have a positive impact. PPG Yr7-13 89.57% compared to 93.97% whole school PA PPG 30% compared to 16% Yr 7-13 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.	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, continue with E-Postcards and reward initiatives. Attendance and pastoral team to continue working on strategies and research to enhance attendance. Covid 19 has had an impact on attendance and will need to be monitored moving forward. HOY and attendance team to work with key students and parents to reduce the PA figure.	
	Establish and embed a breakfast club, to support students before school.	88 students attended breakfast club provision, with 30 regular students, providing a safe environment and routine for students to start their day.	Move the breakfast club to one location, the environment has had a positive impact on students attending a created a routine and start of the day.	
	Provide support for students during holiday periods	Waitrose supported food parcels for students during the holiday period.	Continue provision for key families to ensure they are accessing food during holiday periods away from the academy.	
	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.	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.	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>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.</p> <p>Effectively use the whole school Parker Pride initiative and New reward system to engage and reward students.</p> <p>Supporting students and families in purchasing of uniform and equipment to enable them to learn</p> <p>Tracking of student's provisions via One drive and Provision map systems.</p> <p>Alternative Education Provision</p> <p>Effective use of Behaviour for learning coaches to support students.</p>	<p>30% of the Sports leaders cohort are PP 134 PPG students attend clubs that were made available. Students engaging in sports teams, ADT, food, chess, Math's, Astronomy, ISL and Science club.</p> <p>Staff using the academy reward system, HOY running tutor competitions to engage students. Rewards provided following reward points threshold achieved. E-Postcards sent to families to reward students.</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>Provision map used to track intervention in place for students alongside key information on the student.</p> <p>11 students accessed alternative education, 54% of these are PPG students. Students provided provision to support their individual needs, this has had a positive impact for them and their classes in the academy</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. 28 PPG students last year. BFL coaches have worked with individual students to improve behavior and their attitude to learning, alert data has shown a steady downward trend. Learning walks across the Academy have shown positive learning environments and were this is not</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 central registers for clubs and ISL to track attendance Re establish some clubs such as STEAM and DofE following restrictions easing.</p> <p>Continue to develop the use of rewards and engage students and staff. Re launch Parker Pride, with Key Stage celebration/reward evenings to be held in the next academic year.</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, reduce behavior points and increase attendance. This is a strategy that will continue next year.</p> <p>Staff to utilize the provision through the academic year and increase the recording of provisions and interventions for students. Use of analysis of class intervention.</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>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 Use of further learning walks and department QI to show</p>	
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	Work Hard, Stay Humble, Dream Big.	evident they have been addressed. Rewards provided to students throughout the year, Rewards evening hosted for Key Stage 4.	improvements within the classroom. Development of Parker Pride rewards system to raise the awareness and celebrate success within students.	£44,295 (£10000 staffing)
<b>4)</b>				
<b>Desired outcome</b>	<b>Chosen action/ approach</b>	<b>Impact:</b> Did you meet the success criteria? If not why?	<b>Lessons learned</b>	<b>Cost</b>
Raise awareness of PPG	<p>Ensure clear communication to families about criteria for FSM to ensure no student is missing out on their entitlement.</p> <p>Development of student profiles for PPG students. Use to support mentoring and identifying key barriers to learning. Shared with all teaching staff.</p> <p>Raise awareness of student's mental health, through R&amp;R curriculum and use of mental aid first aiders to support students.</p>	<p>Communication of criteria for FSM and PPG provided to families and HOY. This is provided to families via the community newsletter.</p> <p>Drop in sessions and support provided to enable families to access the county application site. This has seen an increase of 12 FSM students during the pandemic.</p> <p>Use of Provision Map to highlight barriers to learning, based on the information from teaching staff. This is accessible to all staff to support in their lessons and provide support to students.</p> <p>Mental health awareness via the R&amp;R curriculum delivered in tutor time and mental health sessions. Continued training and development of mental health first aiders.</p>	<p>Not all families understand if they are eligible for support of FSM/PPG status. Highlighting the criteria has increased the number of applications, this will continue. Ensuring all HOY understand the PPG entitlement and criteria enables them to communicate effectively with families.</p> <p>Continue to use provision map to highlight barriers to learning and how staff can use this to support their learning.</p> <p>R&amp;R curriculum has had a positive impact on students and staff, understanding of mental health concerns and clear channel of reporting concerns that are effectively dealt with.</p>	£4000

5)				
Desired outcome	Chosen action/ approach	Impact: Did you meet the success criteria? If not why?	Lessons learned	Cost
	<p>Enhanced provision of counselling sessions for identified students (through both staff/ self-referral)</p> <p>Use of Social and emotional learning programmes with students, such as: resilience, anxiety, anger, friends for life and social skills group.</p>	<p>% of PPG students accessing counselling</p> <p>This enables students to attend school and access learning with specialist support</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 student's mental health and supporting with any other concerns. This ensures the correct support is put in place to help students.</p>	<p>£12,000 (£10,000 staffing)</p>