

## Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

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This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	The Parker E-Act Academy
Number of pupils in school	1186
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was published	10 <sup>th</sup> September 2021
Date on which it will be reviewed	10 <sup>th</sup> January 2022
Statement authorised by	S Cox
Pupil premium lead	B Jones
Governor / Trustee lead	S Bentley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£262,019
Recovery premium funding allocation this academic year	£39,150
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£301,169

## Part A: Pupil premium strategy plan

### Statement of intent

The Academy is focused on; improving opportunities for disadvantaged students both academically and socially through high quality support and effective teaching and learning.

Effective quality first teaching is a vital and central part the Academies approach to support disadvantaged students. Enabling them to access high quality learning via a range of classroom strategies. This has seen a positive impact in closing the disadvantaged progress and attainment gap, whilst also benefiting the attainment of non-disadvantaged students.

The strategy focuses on key areas we feel supports the all-round development of students and therefore supports disadvantaged students thrive within the academy. Through rooting Achievement, Aspirations, Attitudes, Awareness and Accessible at the heart of the heart of the strategy we provide disadvantage student exposure to a range of experiences to enable them to develop in all areas and access the Academy aims.

The strategy focuses on developing the student academically through high quality teaching, but combined with enhance cultural capital, raising aspirations and providing financial and psychological support.

Education recovery is also incorporated into our delivery, with the use of recovery strategies such as National Tutoring Programme also utilised with positive effect to address those that have had their education impacted and gaps established.

The approach to disadvantaged covers all key areas to ensure that disadvantaged students have a positive experience within their education, providing them the tools, knowledge and desire to achieve, through effecting the classroom practice, raising aspirations, removing barriers to learning, attendance and cultural experiences.

## Challenges

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

Challenge number	Detail of challenge
1	Attainment gap between disadvantaged and non-disadvantaged, ensuring that students are achieving inline with their peers. Through addressing low literacy and numeracy level on entry to the Academy.
2	Low aspirations and limited understanding to future pathways; 'Disadvantaged pupils are twice as likely not to be in education, employment or training and are at a higher risk of poverty as adults. (DfE, 2015)
3	Lack of resources to support learning, this ranges from equipment, uniform, food or access to trips and visits.
4	Limited Cultural Capital experiences and opportunities
5	Attendance of disadvantaged students compared to non-disadvantaged students is low.

## 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
Improve the outcomes of Disadvantaged students with achieving in line with or better than non-disadvantaged based on P8 and A8. Overwhelming majority achieving in line all subject areas.	60% of disadvantaged in line with non-disadvantaged. Outcomes data 2022, P8 = 0+
Raise aspirations and understanding of pathways for students, increase number progressing to Level 3 courses and further education.	Students accessing careers advisor Career guidance in all subjects Students outcomes Increase in Daventry Sixth Form enrolment from 2021 Increase in disadvantaged students attending university or higher-level apprenticeships.
To ensure that all disadvantaged students have access to learning resources to ensure they do not fall behind.	Reduction in behaviour points for equipment Improved outcomes Improved attendance Number of students accessing trips and equipment support.
All disadvantaged students to have access to Cultural Capital opportunities throughout the Academy, via trips, visits, extra-curricular.	Number of students accessing trips and visits. Extra-curricular opportunities and uptake.
Raise attendance and narrow the gap between disadvantaged and non-disadvantaged.	Gap between disadvantaged and non-disadvantaged reduces Disadvantaged attendance above national average



## 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: £ 91000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhance the quality of T&amp;L via a comprehensive CPD programme, continue with “Walkthru” package and staff development via research literature. Embed “Walkthru 2.”</p> <p>Provide teaching staff with opportunities to enhance their own CPD via research driven literature.</p>	<p>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.”</p> <p><a href="https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf">https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf</a></p> <p><a href="https://www.walkthrus.co.uk/">https://www.walkthrus.co.uk/</a></p> <p>Develop understanding of strategies to develop and enhance knowledge, linking to the 5 Parker pillars.</p> <p>eachers to identify areas to develop through research and provide literature to support the desire to continue developing.</p>	<p>1</p>
<p>Enhance T&amp;L through the continual development of the coaching model.</p> <p>Use of learning walks and the PAM Matrix.</p> <p>Identification of PPG students within lessons</p>	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/327944/coaching-for-teaching-and-learning.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/327944/coaching-for-teaching-and-learning.pdf</a></p> <p>Identify good practice within the academy and develop a culture of coaching to support development of T&amp;L.</p> <p>Develop confidence for teachers to work with and learn from each other.</p> <p>PAM matrix used to highlight positives and areas of development.</p>	<p>1</p>

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

Budgeted cost: £ 110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>Provide students a small setting to work on areas of need within English or Math's. EEF small group tuition 4+months progress</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a></p>	<p>1</p>
<p>Provide Elevate Education. Workshops delivered to Yr 11 students and parents on Revision strategies, time management and exam technique</p>	<p>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.</p>	<p>1,2,3,4</p>
<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 subject's revision in morning enhancement. Use of small group intervention sessions</p>	<p>Small group tuition has 4+ months impact</p> <p>Extended school time 2+ months impact (EEF)</p> <p>Provide a bespoke timetabled direct intervention to students to ensure they are targeted in key areas and not attending sessions they consistently succeed in.</p>	<p>1,2,3,4,5</p>
<p>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.</p> <p>Establish and effectively use the library to improve literacy</p>	<p>The needs of students to be clearly identified and addressed, data and accurate position of students is lacking, this will provide accurate and bespoke targeted provision through the use of interventions.</p> <p>Accelerated reader makes 3+ month progress for students and 5+ months for FSM students (EEF)</p>	<p>1,2</p>

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.  The Strategy has had success over the past two years in the Academy (See evaluation)	1,2,5
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.	1,2,4,5

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

Budgeted cost: £ 100,169

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	1,2,3
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.	1,2,3,4

<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>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.</p>	<p>1,2,4,5</p>
<p>Continue the development of PPG working group, to provide experiences outside the classroom, to support raising aspirations and knowledge, focusing on developing cultural capital in KS3.</p> <p>Develop a working party with representation from each faculty to establish the role each subject can play to enhance PPG students.</p>	<p>Enhance the opportunities for students outside of the classroom to support the development of schema that will improve their attainment in the classroom.</p> <p>Support raising aspirations through experiences that they may not have.</p> <p>Increased number of disadvantaged attending sixth form and level 3 study, 75% of disadvantaged at sixth form attending university</p>	<p>1,2,3,4,5</p>
<p>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.</p>	<p><a href="https://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf">https://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf</a></p> <p>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.</p>	<p>1,2,5</p>
<p>Enhance parental engagement via the use of platforms, texts, social media, PAM, letters, home visits.</p> <p>The academy to utilise e-postcards to communicate rewards.</p>	<p>Engagement of parents to enhance two way communication will have a positive impact on the wellbeing and attainment of students.</p> <p>EEF highlight that it is important that parents are engaged in their child's learning and they have the tools to do this.</p> <p>Use of texts has 1+month progress impact and parental engagement 3+months impact. (EEF)</p> <p>The use of E-Postcards last academic year had a positive impact in communicating positive areas and will be continued.</p>	<p>1,2,5</p>

<p>Continue to grow and embed Breakfast club provision, providing students a positive environment to start their day and receive breakfast.</p> <p>Provide support for students during holiday periods</p>	<p>EEF Magic Breakfast trial = 2+ months impact</p> <p>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.</p>	2,3,5
<p>Raise attendance of PPG students in line with Non-PPG. Through attendance strategies and increase attendance team to support.</p>	<p><a href="https://www.k12dive.com/news/8-ways-to-prevent-chronic-absenteeism/527794/">https://www.k12dive.com/news/8-ways-to-prevent-chronic-absenteeism/527794/</a></p>	1,5
<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>Extension of the school provides 2+months impact (EEF)</p> <p>Participation in Arts providing 2+months impact (EEF)</p> <p>Sports participation providing 2+months impact (EEF)</p> <p>Opportunities outside the classroom to enhance their experiences within the Academy. Gaining interest in other areas and supporting raising aspirations.</p>	1,2,3,4,5
<p>Effectively use the whole school Parker Pride initiative and New reward system to engage and reward students</p>	<p>Reward students for the success and enhance their experience within school, attitude to learning which will have a direct impact on attendance and attainment.</p>	1,2,5
<p>Supporting students and families in purchasing of uniform and equipment to enable them to learn</p>	<p>Students provided support to ensure they can access uniform and equipment needed within the Academy. This enabling attendance to increase along with self-esteem.</p>	1,3,5
<p>Alternative Education Provision</p>	<p>All students remain in full time education.</p>	1,2,5
<p>Ensure clear communication to families about criteria for FSM to ensure no student is missing out on their entitlement.</p>	<p>Communication to all parents the criteria for FSM, to ensure all understand the criteria and application, especially during the current uncertain economic impact.</p>	1,2,3,4,5

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.	1,2,4,5
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	1,2,3,4,5
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.	1,2,3,4,5
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.	1,5

**Total budgeted cost: £ 301,169**

## 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 2020 to 2021 academic year.

*Please see separate Evaluation document for 2020-21*

### 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>
Peer – Peer Mentoring	Coachbright
Brilliant Club	Brilliant Club
Revision Workshops	Elevate Education

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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

## Further information (optional)