

Pupil premium strategy statement.

1. Summary information					
School	Parkwood Academy				
Academic Year	2016-17	Total PP budget	£142,560	Date of most recent PP Review	12/10/16
Total number of pupils	213	Number of pupils eligible for PP	128	Date for next internal review of this	15/11/16

2. Current attainment at end of Key Stage 2		
(The following show the new testing arrangement outcomes for the 2014 national curriculum change).	<i>Pupils eligible for PP at Parkwood Academy (15)</i>	<i>Pupils not eligible for PP</i>
% reaching the expected standard in reading, writing and maths	13%	39%
% reaching the expected standard in reading	13%	39%
% reaching the expected standard in writing	53%	68%
% reaching the expected standard in mathematics	53%	75%
% making at least expected progress in reading	50%	79%
% making at least expected progress in writing	71%	82%
% making at least expected progress in mathematics	79%	82%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	The change in curriculum has meant that there are a number of gaps that need to be filled. Pupils, in general, enter the school with low starting points in a variety of curriculum areas, including social, emotional and physical development. Poor attendance compounds this issue, as those with low attendance have fewer opportunities to close the gaps.
B.	Pupils often enter the school with poor speech and language skills. This can be due to their Special Educational Needs but can also be as a result of other social and emotional factors.

C.	Many pupils have social/emotional issues as a result of personal circumstances and safeguarding concerns. These pupils often require additional support within school from councillors and learning mentors, to support with self-regulation, independence and self-esteem. These issues can also manifest in poor self-care, requiring additional support and further evidencing low starting points across a variety of areas.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	There is a wide demographic of children who attend Parkwood Academy with a variety of personal circumstances. A high number of pupils experience some form of social, emotional issues and face barriers such as overcrowded housing conditions. There are a number of current or historic safeguarding concerns, contributing to the social and emotional barriers for a number of pupils.	
E.	Although attendance is improving, there are a number of pupils where low attendance and poor punctuality is a barrier, due to issues that arise at home. Parental perception of school is a barrier for many, where school is not seen as a worthwhile endeavour due to their past experiences.	
F.	There are a number of parents that find literacy and mathematics challenging and therefore find it difficult to support their child at home with their learning. This results in pupils not having the opportunity to read at home frequently and they often do not gain support with their homework.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		
A.	<p>More pupils making at least expected progress, in line with non-pupil premium children.</p> <p>Pupil attainment more in line with national expectations.</p>	Success criteria Pupil Progress meetings identify barriers to learning and how these barriers can be overcome.
B.	Positive behaviours for learning displayed	Fewer reported incidences of poor behaviour for learning within the classroom.
C.	Pupils have greater access to resources and educational visits, as well as enriched learning experiences. This should be to ensure all pupils have the same stimulating learning opportunities, irrespective of whether they are pupil premium pupils or not.	Pupils progress and gain a richer and more varied learning experience.

5. Planned expenditure

Academic year

2016-2017

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all – £33,400

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Disadvantaged pupils achieve the same attainment as those not considered disadvantaged.	LSA support within the classroom to support quality-first teaching. Training for Support staff to ensure maximum positive impact.	Targeted support within lessons for specific pupils and groups has had an impact in previous years. This is clearly planned for by the class teacher to maximise impact.	Regular monitoring of impact, to ensure pupils are progressing and gaps are being closed. Observations of adults delivering support within lessons, to offer support but also to monitor impact of delivery. Offer support to ensure resources are of a high standard.	SO/CH	Half Termly, when assessment data is compiled. Pupil Progress meetings take place on a half-termly basis.

Total Budgeted Cost – £33,400

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Disadvantaged pupils achieve the same attainment as those not considered disadvantaged.	LSA support to deliver interventions to address specific gaps in small groups.	Specifically targeted and planned intervention with small groups, for a set time, has worked in previous years. Research carried out (https://www.gov.uk/governme)	Regular monitoring of impact, to ensure pupils are progressing and gaps are being closed. Observations of adults delivering interventions, to offer support but also to monitor impact of delivery.	SO/CH	Half Termly, when assessment data is compiled. Pupil Progress meetings take place on a half-termly basis.

		nt/uploads/system/uploads/attachment_data/file/473974/DFE-RR411 Supporting the attainment of disadvantaged pupils.pdf) Identifies that low starting points for disadvantaged pupils was a primary reason for low attainment and progress. For attainment at KS2, prior	Offer support to ensure resources are of a high standard.		
Disadvantaged pupils achieve the same progress as those not considered disadvantaged.	LSA support to deliver interventions to address specific gaps in small groups.	Specifically targeted and planned intervention with small groups, for a set time, has worked in previous years.	Observations of adults delivering interventions, to offer support but also to monitor impact of delivery. Offer support to ensure resources are of a high standard and monitor resources.	SO/CH	Half Termly, when assessment data is compiled. Pupil Progress meetings take place on a half-termly basis.
Disadvantaged pupils achieve the same progress as those not considered disadvantaged.	LSAs to deliver 1:1 support for two specific pupils – both are disadvantaged but have diagnosed ADHD. They are both medicated.	Pupils are specifically planned for. One pupil is in need of a lot of social and emotional support.	Regular monitoring of impact, to ensure pupils are progressing and gaps are being closed.	SO/CH	Weekly, to ensure that the pupils are making progress and making positive behaviour choices.
Total Budgeted Cost - £60,000 (HLO; S&L Specialist; Counselling; Trips/Enrichment; Resources)					
iii. Other Support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>Improved attendance for disadvantaged pupils.</p>	<p>Introduction of a Home Liaison Officer.</p> <p>HLO making contact with parents; meeting them and conducting home visits where safe and necessary.</p> <p>HLO monitoring attendance figures and initiating a dialogue with pupils, parents and outside agencies, where necessary.</p>	<p>Poor attainment and progress is directly related to poor attendance; this is supported by research. (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf). Where a robust approach to attainment is adopted and attainment improves, pupils' outcomes will improve.</p>	<p>Regular monitoring and analysis of impact.</p> <p>Clear job description for the role, with HLO being held to account through PMR.</p>	<p>CH/Office Manager</p>	<p>At HLO PMR and review meeting. At regular SLT meetings, where attendance updates and pupils causing concern are discussed.</p>
<p>Disadvantaged pupils have the same access to learning experiences and stimulus as those not considered disadvantaged.</p>	<p>Booking learning workshops for all pupils on site.</p> <p>Supporting with the cost of trip where necessary, through use of Pupil Premium funding.</p> <p>Purchasing good-quality resources that are accessible for all pupils, to support the</p>	<p>Experiential learning is known to have an impact on the understanding and learning enjoyment of pupils. This could be on site or elsewhere, but provides unique opportunities for pupils to experience expertise for elsewhere, in order for learning to come to life. Where they go offsite, this will also provide the opportunity to develop the independence of pupils, where they will enhance their other skills and communication.</p>	<p>Use reputable companies that have been quality assured by the Trust.</p> <p>Plan and open a dialogue in advance with the provider to ensure the correct material is covered, and that it is of good quality.</p> <p>Plan in preparation materials with class to ensure that they get the most from the experience.</p> <p>Complete an analysis post-</p>	<p>SO/CH/ Subject Leads</p>	<p>Half Termly, when trips/workshops and resources are discussed as part of impact analysis.</p>

	<p>enhancement of Reading, Writing and Maths across the curriculum.</p> <p>Improved Library facilities for pupils to access within school.</p>	<p>Having access to new, good quality resources, for example electronic equipment, provides opportunities to develop other skills of creativity, investigation and independent learning, proven to be essential skills to make pupils secondary ready. Research suggests that, when implemented appropriately, there can be many positive outcomes from digital technology implementation (https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/digital-technology/).</p> <p>All pupils, including disadvantaged pupils will benefit from use of the new library facilities.</p>	<p>experience /trip to evaluate impact.</p> <p>Before purchase, a SWOT analysis would be completed to ensure that strengths and weaknesses are considered, to ensure value for money. The tendering process would be completed to ensure value for money. A key member of staff would take responsibility of implementation and would need to report on this.</p> <p>Monitoring use of the library and impact on reading attainment and progress.</p>		<p>Library: Impact will be reviewed half termly, when data analysis takes place, to see whether there has been an impact on reading outcomes and progress.</p>
<p>Pupil Premium pupils have positive wellbeing and social/emotional concerns are addressed.</p>	<p>Pupils have access to social/emotional support where necessary, for example counselling and learning mentor support.</p>	<p>Evidence suggests that Social and Emotional Learning impacts positively on attainment;</p> <p><i>“On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school,</i></p>	<p>Regular monitoring and feedback from professional, where appropriate.</p>	<p>SO/CH</p>	<p>During SLT meetings impact of counselling and other SEL interventions are monitored. These are also monitored on a half termly basis during a review meeting.</p>

		<p><i>and attainment itself (four months' additional progress on average)."</i></p> <p>(https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/)</p> <p>Parkwood Academy has found targeted support for pupils that need it has had a huge positive impact on their learning and wellbeing.</p>			
Speech and Language screening and Support	Speech and language specialist to support pupils with S and L needs. Training an LSA within school to deliver S and L support.	<p>In previous years this has had an impact on pupils with S and L difficulties. Evidence suggests that if S and L difficulties are not dealt with early on, this can cause further delay later on, creating further gaps in knowledge and understanding</p> <p>(http://www.speech.derbys.nhs.uk/documents/RCSLTPaliamentaryflyer3.pdf). This research also suggests that disadvantaged pupils are more likely to have to overcome S and L difficulties.</p>	Impact of the intervention will be monitored regularly by the SENCO, as well as through Pupil Progress meetings and through assessment of those pupils.	SO/CH	Half Termly, when assessment data is compiled. Pupil Progress meetings take place on a half-termly basis.
Breakfast Club	Support for pupils that need support.	Breakfast Club ensures that PP pupils have access to breakfast to improve their learning throughout the day. They get their entrance paid	Quality provision, well- staffed with access to play and learning resources, as well as breakfast for all pupils in attendance.	SO/CH	Half Termly, when assessment data is compiled. Pupil Progress meetings take place on a half-termly

		for through PPG where necessary. Supports families so that parents can undertake employment.			basis.
--	--	--	--	--	--------

6. Review of expenditure

Previous Academic Year

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
LSA to deliver Reading Interventions	General support in class, especially in Year 2 and 6.	There was an initial increase to support capacity within class, across the school. There was noticeable progress in maths and writing across the school in most year groups. KS1 SATs results showed positive outcomes in all areas and KS2 SATs showed positive outcomes in maths and writing.	There was impact from this approach. The emphasis is on reading and targeted support within class will focus on reading, as this is our school area for improvement.	Total LSA costs - £46,491
LSA to deliver basic skills intervention				
LSA support within class – focus on Maths.				

ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Reading Recovery	Targeted 1:1 support for reading.	The approach did meet the objective to accelerate progress.	This was stopped after a term as, although it did have impact it was for so few pupils compared with the cost, that it did not seem viable long term.	£14,728
Speech and Language Therapy and Screening	Specialist and training an LSA to deliver S&L support	Impact has been positive, as many pupils have been able to be signed off by the S&L Specialist, as they have made sufficient progress.	This approach will continue. Time will be 'ring-fenced' more robustly.	£11,320
1:1 Tuition for Pupils in Year 6.	Small group and 1:1 delivery where appropriate.	Data shows that 1:1 and small group maths has had a positive impact on the pupils that accessed the support. SATs results show that maths outcomes were strong.	Small group intervention will continue. Structured plans will continue to be put in place to ensure impact.	£22,000
Booster sessions for groups by Qualified Teacher		QT to deliver sessions to small groups. Positive impact on data; outcomes and progress were positive for pupils that had access to this support.	This will be continued, from Spring Term onwards.	
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
After school Homework Club		There was impact from homework club, as pupils that cannot get support at home from parents were able to gain support from school staff.	Some positive impact, however this will be delivered in a different way going forward, by qualified teachers.	£1,500

Learning Mentor		Some impact. LM went on Maternity Leave. Another member of staff took over some of this responsibility.	LM will be delivered in a different way going forward, due to a restructure of roles and staffing.	£13,356
Curriculum Enrichment	For trips and learning workshops/ experiences	This supported pupils when trips were organised and parents needed support to pay for them. This also had positive impact on all pupils when some funding was used for whole school workshops and learning plays.	Pupils will continue to have access to this funding when trips and educational workshops are organised.	£3,000
Breakfast Club	Members of staff provide breakfast, supervision and support to pupils that access the Breakfast Club.	This was a well-used provision and had the impact. It supported pupils to ensure that they arrived to school on time, that pupils were nourished and parents were able to take the opportunity to seek employment.	This will continue as there are a large number of pupils that access this provision.	£6,502
Attendance Awards	Given out weekly to classes	Attendance did improve, however not to the extent that was hoped.	Awards will continue to be given to classes, however a more robust approach will be taken, with the appointment of the HLO. This will be to support parents to bring their children to school on time. A relationship will be developed to create long-term impact.	£1,000

7. Additional detail

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

To follow