

Parkwood Academy - Pupil premium strategy statement 2020-2021

1. Summary information					
School	Parkwood Academy, Melbourne Avenue, Chelmsford, Essex, CM1 2DX				
Academic Year	2020-21	Total PP budget	£123,740	Date of most recent PP Review	11/19
Total number of pupils	196	Number of pupils eligible for PP	76	Date for next internal review of this strategy	12/20

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 (16 chn)</i>	<i>More able disadvantaged pupils Expected/</i> Greater	<i>Pupils not eligible for PP (nationally all others)</i>
% reaching the expected standard in reading, writing and maths			
% reaching the expected standard in reading			
% reaching the expected standard in writing			
% reaching the expected standard in mathematics			
KS1-KS2 progress in reading			
KS1-KS2 progress in writing			
KS1-KS2 progress in mathematics			

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.	Pupils eligible for PPG, particularly in Years 4, 5 and 6. have high levels of social, emotional and attachment needs. Retention of staff historically has impacted on their ability to form and sustain relationships which has impacted on their ability to engage, participate and persevere with challenges in learning. As a result, progress has historically slowed or plateaued and gaps have widened. In Reading, writing and Maths. This year bespoke boosters, targeted pupil conferencing and Forest Schools is being used to boost resilience, collaboration and self-regulation.

B.	Pupils eligible for PPG often enter school with limited vocabulary and lack of real life opportunities and experiences. As a result, starting points of C&L and PSED are significantly below their peers and all other pupils nationally. (e.g. 2020 baseline: 67% of disadvantaged pupils enter Reception below ARE in Reading, listening and speaking. research based strategies to support accelerated progress. 67% are below ARE in all aspects of PSED). We have employed a speech and language specialist to support these children and close gaps, working particularly across Early Years, KS1 and Lower Key Stage 2. Progress for disadvantaged pupils with English as an additional language, particularly in Year 3, attain lower than their peers in Reading and Writing. Our Language interventions teacher will also support these pupils.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
C.	Attendance and persistent absence Attendance has been persistently below national expectations and persistent absence has been significantly below national for some time in all classes, with attendance for classes in the last academic year falling well below national, for those in receipt of PPG: Y1: 74%, Y2: 82%, Y3:92%, Y4: 84%, Y5: 94%, Y6: 85%. Attendance incentives have focussed on individuals, and whilst attendance meetings have taken place over time, this has not yet resulted in an increase in attendance or reduction in persistent absence. <i>Some of the data is skewed by COVID-19 isolation periods. (for example, Yr 1)</i>
D.	Parental engagement across the school is on the increase. COVID-19 has impacted on this. Unfortunately, parental engagement, particularly with online and blended learning during the school closure period, particularly for the disadvantaged pupils, was low. As a result the gaps in attainment have widened. In recent years, trips have needed to be cancelled/ postponed due to lack of parental support. This year we are developing ways to increase parental engagement and encourage their support of events and opportunities which create enriching experiences for their children.
E	Disadvantaged pupils in KS2, particularly boys, who have challenging home lives including: relocation, domestic violence, social care concerns and mental health issues often perform less well than their peers which is demonstrated by their withdrawn behaviours, reluctance to engage and difficulty in forging relationships with trusted adults.

4. Desired outcomes (*Desired outcomes and how they will be measured*)

Success criteria

A.

KS2 – Target for attainment % at scaled score 100 by July 2020.

16 children	Pupil Premium 100+	Pupil Premium 110+
Reading	33%	0%
Writing	33%	0%
Mathematics	33%	0%
GPS	33%	0%
Combined reading, writing, maths	33%	0%

KS1 – Target for attainment % at scaled score 100 (July 2020).

7 children	PP Expected	PP Greater Depth
Reading	43%	0%
Writing	57%	0%
Mathematics	57%	14%
Combined R/W/M	43%	0%

B.	Increased parental engagement.	
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5. Planned expenditure

Academic year	2020-2021
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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

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?
Better than expected progress of Pupil Premium, in particular disadvantaged in KS2. Specific focus on progress of disadvantaged pupils in Year 4 and 5 (particularly those with additional needs).	Pupil Conferencing Budgeted cost: *20% of AE hours (Y4) - £2908 **50% of SC hours (Y5) - £8100 <u>Total: £11,008</u>	Sutton Trust/ Education (+8 months) Endowment Foundation research findings/ observations of impactful practice. Measure of progress, as a result of previous practise, has proven impact of accelerating progress.	Intervention files monitored Work in books monitored to show progress and impact evidenced. Observations of delivery. Progress data analysed ½ termly. ½ termly PPMs.	DHT	Monitoring cycle throughout ½ term reviews impact of strategies. Impact of provision monitored ½ termly on provision map.

<p>Accelerate the progress and Increase the attainment of children in receipt of PPG in Year 5, particularly reading where 0% baseline at ARE, post COVID lockdown.</p>	<p>Increased capacity to fund 0.4 part-time teacher in Year 3 to release DHT into a non-class based role to support NQTs in Yr5 provision and progress of PPG.</p> <p>Budgeted cost: *19,113.40– additional 0.4 part-time teacher (AC hours) <u>Total: 19,113.40</u></p>	<p>Sutton Trust/ EEF toolkit 'small group tuition' (+4 months)</p> <p>Marking conferences (+8 months) Sutton Trust/ EEF toolkit</p> <p>Measure of progress, as a result of previous practise, has proven impact of accelerating progress.</p>	<p>Specific leadership time of DHT spent supporting NQT in Yr5 with planning, provision, assessment and progress of disadvantaged pupils.</p> <p>Pupil Perceptions</p> <p>PPM</p> <p>PMR process</p>	<p>HT</p>	<p>Monitoring cycle throughout ½ term reviews impact of strategies.</p> <p>Impact of provision monitored ½ termly on provision map.</p>
Total budgeted cost					

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?
Speech and language interventions used in EY, KS1 and LKS2 to improve levels of confidence, communication and language from those with a disadvantaged background.	Employ Speech and language specialist to support individual pupils with communication and language development. Budgeted cost: <u>100% of RP hours</u> - £45,668.49	EEF toolkit – Early Literacy strategies (+ 6 months)	SENCo to line manage the appointment of Speech and Language LSA PMR process Pupil perceptions	SENCo	Half termly impact of support evaluated by SENCo
Accelerate the progress and Increase the attainment of children in receipt of PPG, particularly Y1	Increased capacity to leadership release time of KS1 lead support with the provision and progress of PPG in Y1. TS hours Budgeted cost: <u>Total: £1,873</u>	Sutton Trust/ EEF toolkit 'small group tuition' (+4 months) Marking conferences (+8 months) Sutton Trust/ EEF toolkit Measure of progress, as a result of previous practise, has proven impact of accelerating progress.	Specific time spent supporting with planning, provision, assessment and progress of Y2 PPG pupils. Pupil Perceptions PPM PMR process	DHT	Monitoring cycle throughout ½ term reviews impact of strategies. Impact of provision monitored ½ termly on provision map.

Accelerated progress of disadvantaged EYFS chn Attainment in EYFS exceeds previous year GLD of 71% Target 82% and sustains Disadvantaged: % GLD	Additional support employed to cover Early Years hours. Budgeted cost: *50% RK hours Budgeted cost: £7,797.	Evidence from EET/ Sutton Trust shows that EYFS intervention is one of the most impactful strategies. (+6 months)	Chn who had specific EYFS intervention made more rapid progress, historically. Additional LSA given dedicated intervention time. Monitoring of outcomes in PPMs ½ termly data analysis/ pupil perceptions.	EYL	½ termly through the PPM process.
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Total budgeted cost

iii. Other approaches

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?
Pupils prepared to learn, on time, healthily fed, extra-curricular opportunities available Improved attendance of disadvantaged pupils.	Breakfast club provision/ Homework and lunchtime club Extra-curricular clubs. Budgeted cost: *KR hours - £2,902.26 **KE hours - £2,727.91 <u>Total: £5630.17</u>	Article form 'The Key' on impact of Breakfast clubs BBC article: www.bbc.co.uk/news/uk-wales-34834832 Analysis of attendance and punctuality data Success of impact historically.	Parental satisfaction with breakfast club Registers to confirm PP uptake of clubs. Guide PP pupils to specific provision, e.g. homework club, chromebook club etc.	HT	Half termly analysis of pupil progress data. Half termly review of attendance/ punctuality Review ½ termly provision map and strategies/ support offered.

<p>Remove social and emotional barriers to learning.</p>	<p>Employ Home school liaison/ SEMH officer to support individual pupils with social, emotional barriers to learning as part of Pastoral hub. <u>Budgeted cost:</u> <u>£18,819.82– RH</u></p>	<p>'Social and emotional learning' (+4months) from Sutton Trust/ EEF toolkit.</p>	<p>SENCo to line manage the appointments of Learning mentor PMR process Pupil perceptions</p>	<p>SENCo</p>	<p>Half termly impact of support evaluated by SENCo.</p>
<p>Provide disadvantaged pupils in R and Y4 with life experiences and skills they would not otherwise have access to.</p>	<p>Employ Forest schools lead to develop resilience, team work, managing emotions and providing real life opportunities and enrichment adhering to TPP principles. <u>Budgeted cost:</u> <u>£5,676.11</u></p>	<p>'Social and emotional learning' (+4months) from Sutton Trust/ EEF toolkit. Trauma Perceptive Practice (TPP)</p>	<p>AHT/SENCo weekly meetings with Pastoral hub CYT half termly meetings to share curriculum and monitor impact of Forest Schools strategies. PMR process Pupil perceptions</p>	<p>AHT/ SENCo</p>	<p>Half termly impact of support evaluated by AHT/SENCo.</p>

<p>Closely monitor the attendance and punctuality of disadvantaged pupils and provide early intervention/ support to those falling below the threshold.</p>	<p>Additional hours of attendance officer to support pupils and families with attendance and punctuality.</p> <p><u>Budgeted cost:</u> <u>£6950– 40% GLS</u></p>	<p>Attendance under greater scrutiny, monitoring and rigour of the systems employed by the attendance officer has reduced levels of absence for disadvantaged pupils.</p>	<p>HT/ Attendance Officer to analyse the attendance of disadvantaged pupils weekly & YTD weekly.</p> <p>HT/ attendance officer to monitor implemented systems to improve attendance.</p>	<p>HT/ attendance Officer</p>	<p>Attendance reviewed weekly and YTD weekly. % of children with increased attendance increases half termly.</p>
<p>Pupils prepared to learn, on time, healthily fed</p> <p>Improved attainment of disadvantaged pupils.</p>	<p>Free snack funded for pupils in KS2.</p> <p><u>Budgeted cost:</u> <u>£1205</u></p>	<p>https://www.nhs.uk/live-well/eat-well/school-fruit-and-vegetable-scheme/</p> <p>Extended to entire primary age range.</p> <p>Impact on attainment and progress</p>	<p>Impact on attainment and progress.</p>	<p>HT/ Catering Manager</p>	<p>Half termly analysis of pupil progress data. Review ½ termly provision map and strategies/ support offered.</p>
Total budgeted cost					£45,743

£115,943.00

123,740 to spend

6. Review of expenditure				
Previous Academic Year		2019-2020		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	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
Better than expected progress of Pupil Premium, in particular disadvantaged in KS2. Specific focus on progress of disadvantaged pupils in Year 4 and 6 (particularly those with additional needs).	Pupil Conferencing Budgeted cost: *50% of RK hours (Y6) - £8188 **25% of KE hours (Y4) - £4021 ***25% of TS hours (Y6) - £4436 ****50% of SC hours – £7799 <u>Total: £24,444</u>	Money allocated as planned. Unfortunately, COVID 19 and lockdown hindered the progress and impact of spending. However; between September and March, the impact was: Historically this has proven a successful approach and we will continue in the next academic year with this. Pupils have made expected or more than expected progress.	Pupil conferencing has been historically successful. We will continue this approach.	<u>£24,444</u>
Accelerate the progress and Increase the attainment of children in receipt of PPG in Year 4 and 6.	Increased capacity to fund 0.4 part-time teacher in Year 3 to release DHT into a non-class based role to support NQTs in Yr4/6 with the provision and progress of PPG. Budgeted cost: *£18253 – additional 0.4 part-time teacher (JB hours)	Money allocated as planned. Unfortunately, COVID 19 and lockdown hindered the progress and impact of spending. However; between September and March, the impact was: NQTs in Y4 and 6 had successfully completed NQT year within two terms. Levels of attainment were in line with national generally at the point of lockdown. (This was from low start points)	Continue to fund DHT release in the next academic year.	£18253

Accelerate the progress and Increase the attainment of children in receipt of PPG in Year 2.	Increased capacity to fund teacher in Year 2 to add capacity to Year 2 to support with the provision and progress of PPG. EP hours Budgeted cost: Total: £28,650	Money allocated as planned. Unfortunately, COVID 19 and lockdown hindered the progress and impact of spending. However; between September and March, the impact was: The gap closed significantly due to the employment of additional teacher to release additional teacher to support with S&L.	Continue to fund S&L teacher.	<u>£28,650</u>
Accelerate the progress and Increase the attainment of children in receipt of PPG, particularly EY and Y6.	Increased capacity to fund teacher in Year 6 to add capacity to Year 6 to support with the provision and progress of PPG. RK hours Budgeted cost: Total: £19,757	Money allocated as planned. Unfortunately, COVID 19 and lockdown hindered the progress and impact of spending. However; between September and March, the impact was:	Next year's cohort have less PPG so will use funding to focus on alternative year groups.	<u>£19,757</u>
ii. Targeted support				
Desired outcome	Chosen action / approach	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
Accelerated progress of disadvantaged EYFS chn Attainment in EYFS exceeds previous year GLD of 71% Target 82% and sustains Disadvantaged: % GLD	Additional PPA/NQT release in Reception covered by TL. Additional support employed to cover Early Years hours. Budgeted cost: *0.2 of YG hours £3213	Money allocated as planned. Unfortunately, COVID 19 and lockdown hindered the progress and impact of spending. However; between September and March, the impact was: On Track to meet target for GLD prior to COVID closure. ITMP planning developed consistently across EY environment.	Additional staffing capacity in EY in next academic year to support meet children's needs.	<u>£3213</u>

Desired outcome	Chosen action / approach	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)	Total Cost
<p>Pupils prepared to learn, on time, healthily fed, extra-curricular opportunities available</p> <p>Improved attendance of disadvantaged pupils.</p>	<p>Breakfast club provision/ Homework and lunchtime club Extra-curricular clubs.</p> <p>Budgeted cost: *KR hours - £2648</p>	<p>Money allocated as planned. Unfortunately, COVID 19 and lockdown hindered the progress and impact of spending. However; between September and March, the impact was:</p>	<p>Free snack to continue.</p>	<p>£2648</p>
<p>Remove social and emotional barriers to learning.</p>	<p>Employ Home school liaison/ SEMH officer to support individual pupils with social, emotional barriers to learning.</p> <p><u>Budgeted cost:</u> <u>£17825 – RH</u></p>	<p>Money allocated as planned. Unfortunately, COVID 19 and lockdown hindered the progress and impact of spending. However; between September and March, the impact was: Reduced number of exclusions for child with SEMH in Y3 and children with additional needs in Y6. Successful transition programme prepared for Y6 and run by RH.</p>	<p>Home school liaison to form part of a pastoral hub in the next academic year.</p>	<p><u>£17825</u></p>
<p>Speech and language interventions used in KS1 to improve levels of confidence, communication and language from those with a disadvantaged background.</p>	<p>Employ Speech and language specialist to support individual pupils with communication and language development.</p> <p><u>Budgeted cost: 50% of AW hours - £7992</u></p>	<p>Money allocated as planned. Unfortunately, COVID 19 and lockdown hindered the progress and impact of spending. However; between September and March, the impact was: Progress made against EHCP targets for these children. Unfortunately, this member of staff left in January, for personal reasons.</p>	<p>Employ S&L specific teacher next academic year.</p>	<p><u>£7992</u></p>

<p>Provide disadvantaged pupils in R and Y6 with life experiences and skills they would not otherwise have access to.</p>	<p>Employ Forest schools lead to develop resilience, team work, managing emotions and providing real life opportunities and enrichment. <u>Budgeted cost:</u> <u>£4234 - KH</u></p>	<p>Money allocated as planned. Unfortunately, COVID 19 and lockdown hindered the progress and impact of spending. However; between September and March, the impact was:</p>	<p>Forest Schools lead continuing but focussing on disadvantaged pupils in Y4/ R to meet needs.</p>	<p><u>£4234 - KH</u></p>
<p>Closely monitor the attendance and punctuality of disadvantaged pupils and provide early intervention/ support to those falling below the threshold.</p>	<p>Additional hours of attendance officer to support pupils and families with attendance and punctuality. <u>Budgeted cost:</u> <u>£5935 – 40% GLS</u></p>	<p>Money allocated as planned. Unfortunately, COVID 19 and lockdown hindered the progress and impact of spending. However; between September and March, the impact was: YTD attendance was 95% in March. 2% increase from previous academic year.</p>	<p>Increase hours of Attendance Officer in light of COVID situation.</p>	<p><u>£5935</u></p>

<p>Pupils prepared to learn, on time, healthily fed</p> <p>Improved attainment of disadvantaged pupils.</p>	<p>Free snack funded for pupils in KS2.</p> <p><u>Budgeted cost: £1205</u></p>	<p>Money allocated as planned. Unfortunately, COVID 19 and lockdown hindered the progress and impact of spending. However; between September and March, the impact was: Children were ready to learn. Attainment increased more rapidly, particularly in Maths, which is taught after break.</p>		
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7. Additional detail

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



