

Pupil Premium Strategy: Parkside Academy

Pupil premium is additional funding Parkside Academy receives to support students that are economically disadvantaged. Parkside Academy uses the money to allow these pupils to achieve their potential. The school gains Pupil Premium funding if they are currently in receipt of a free school meal or have been in the last six years. Students will gain additional funding if they are in care or have been adopted. If parents are in the armed forces this would also qualify for the funding.

Pupil premium money must be spent on improving academic outcomes and narrowing the gaps between that of their more advantaged peers. At Parkside Academy, we track student progress alongside their school attendance.

We currently have 20 eligible students for pupil premium funding of which one is CIC and 14 are supported by EHCPs.

1. Summary					
			Dec 2018	April 2019	July 2019
School	Parkside Academy	Number of pupils eligible for PP in total	17 (1 Service)	20 (1 Service)	20 (1 Service)
Academic Year	2018-19	CIC eligible for PP	0	1	1
Total roll	50	Total PP funding	£15,260	£19,430	£19,430

*Funding can change termly due to individual circumstances and changes in the cohort

2a. Current Progress (Students making expected progress or better 2018-2019)							
Autumn KS3	PPG	Whole cohort	Gap	Autumn KS4	PPG	Whole cohort	Gap
English	56%	56%	0%	English	14%	33%	-19%
Maths	56%	63%	-7%	Maths	14%	67%	-53%
Spring KS3	PPG	Whole cohort	Gap	Spring KS4	PPG	Whole cohort	Gap
English	75%	60%	+15%	English	33%	61%	-28%
Maths	38%	33%	+5%	Maths	50%	64%	-14%
Summer KS3	PPG	Whole cohort	Gap	Summer KS4	PPG	Whole cohort	Gap
English	63%	64%	-1%	English	25%	47%	-22%
Maths	38%	29%	+9%	Maths	38%	60%	-22%
2b. Attendance							
KS3	PPG	Whole cohort	Gap	KS4	PPG	Whole cohort	Gap
December 2018	76.72%	59.21%	+17.51%	December 2018	50.23%	59.59%	-9.36%

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April 2019	80.87%	62.16%	+18.71%	April 2019	53.90%	60.53%	-6.63%
July 2019	90.98%	64.26%	+26.72%	July 2019	41.28%	60.29%	-19.01%

3. Barriers to learning (for pupils eligible for PPG)	
In-school barriers	
<i>A</i>	Below 85 SS literacy skills
<i>B</i>	Below 85 SS numeracy skills
<i>C</i>	Poor learning skills including organisation and resilience
<i>D</i>	Pupils unable to engage in learning successfully as a result of social, emotional and health needs
<i>E</i>	Gaps in prior learning
External barriers	
<i>F</i>	Low attendance
<i>G</i>	Poor punctuality
<i>H</i>	Low aspirations
<i>I</i>	Limited access to positive role models
<i>J</i>	Parental engagement
<i>K</i>	Contextual social circumstances

4. Desired outcomes		
	Desired outcomes and will they be measured	Success criteria
<i>(i)</i>	Attendance and punctuality of PPG students increases as they value the offer. Increased participation.	<ul style="list-style-type: none"> -The target is to ensure that PPG students' attendance matches and/or exceeds non-PPG students. -Increase in positive feedback from staff as recorded on School Pod. -Student voice.
<i>(ii)</i>	Gaps are identified and interventions are in place to teach gaps	<ul style="list-style-type: none"> - Additional 1-2-1 intervention strategies are in place to support the needs of PPG learners that have specific needs. - Quality First Teaching evidenced through lesson observation and work scrutiny - Progress data will be regularly reviewed and demonstrate progress.

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		- Quick identification of pupils who are demonstrating poor progress, leading to increased support and review of offer.
(iii)	Pupils are ready to learn	Personalised breakfast club offer ensures that particular foods and drinks are available before school, and during break times. Equipment (uniform, tools, etc) personalised as per need to support learning.
(iv)	Pupils' reading levels improve and they have language rich opportunities to access books and reading materials.	- Additional & personalised interventions are implemented which consolidate and develop learning from our standard interventions (eg/ Catch up Literacy & Lexia) - Personalised reading materials are sourced
(vi)	Pupils are exposed to a wide range of social/cultural and sporting experiences.	In additional to standard curriculum opportunities, pupils attend events/participate and visit places they would not usually be exposed to. Positive feedback evidenced in pupil questionnaires which demonstrate improved motivation.

5. Planned expenditure for 2019-2020						
Quality of teaching						
Desired outcome	Chosen action/Approach	What is the rationale for this activity?	How will you ensure it is implemented well	Staff lead	When will it be reviewed?	Estimated costing
PP students to narrow gaps in learning	Teacher to pupil ratio increased to allow focussed intervention on gaps within core subjects. TA to be utilised to deliver sessions equivalent to 1 day a week which will lower the Teacher: pupil ratio in classes.	High quality 1-2-1 teaching is shown to narrow the gap of disadvantaged pupils.	Through each assessment point and within progress monitoring process – progress meetings, learning walks, learning logs, book scrutinies	TR/EO	Termly	£3000
Staff are fully aware of students that are not making progress and interventions are in place to support	Pupil Progress meetings to discuss plans/interventions for underperforming students	Staff will be able to identify gaps and plan to meet needs of the individual	Through each assessment point and within progress monitoring process – progress meetings, learning walks, learning	TR/EO	Termly	

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			logs, book scrutinies			
Numeracy support to be given 1-2-1 for students to target gaps in basic skills	-Teacher to pupil ratio increased to allow focussed intervention on gaps within core subjects. -Numeracy Teacher & TA identified to be Numeracy Champion to be assigned to support PPG students 0.5 days/week.	High quality 1-2-1 teaching is shown to narrow the gap of disadvantaged pupils.	-All students to make above average progress. -Opportunities for students to complete Entry Level if required with targeted support.	TR/CB/BW	Termly	£1500
Improvement in reading skills	- Reading materials available in social areas / English Room and promoted by all staff, including regular ordering of new material - Reading promoted in all lessons and opportunities to read in class maximised, including Shared Reading incorporated into Community Group Time (own copy of book to take home) -Reading material selected by students for school to purchase for them to take home and read -Literacy Champions identified to drive improvements in this area	Research shows that disadvantaged pupils read less outside of school. Low reading skills impact upon progress in all subjects areas.	-All students to make above average progress. - Data scores from reading assessments will show rapid progression. - Log of students borrowing books/magazines. - Learning Walks -Link with parents/carers to encourage reading at home	TR/EO/SM	Termly	£200 for new books Magazine Subscriptions £200

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Targeted support						
Desired outcome	Chosen action/Approach	What is the rationale for this activity?	How will you ensure it is implemented well	Staff lead	When will it be reviewed?	Estimated costing
Improvements in literacy skills for PP students with literacy difficulties	<ul style="list-style-type: none"> -Targeted & personalised literacy interventions in place, including purchase of appropriate resources -Training for staff to create SEND champions & further develop interventions & effective support strategies / resources -Purchase of Clicker 7/Docs Plus -Purchase of vocabulary building games 	High quality 1-2-1 teaching and support is shown to narrow the gap of disadvantaged pupils.	<ul style="list-style-type: none"> -All students to make above average progress. - Link with parents/carers to encourage support for interventions at home -Monitoring of interventions / learning walks to ensure learning being applied across curriculum -Communication to all staff working with students to support progress of intervention -Opportunities for training to be cascaded to all staff 	TR/EO	Half termly	£3000
PP students with numeracy difficulties will have a basic understanding of numeracy	<ul style="list-style-type: none"> -PP students with numeracy difficulties to have additional small group lessons to support with entry level exam preparation. -Purchase of Numicon resources to support with understanding of key concepts. 	Significant gaps in learning with a small number of students mean they are unable to access both Functional and GCSE exams.	<ul style="list-style-type: none"> -Timetabling to allow small group teaching. -Entry level to be completed. -Additional sessions provided before each assessment 	TR/CB/BW	Half termly	£1800

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Pastoral Manager supports attendance of PP students	Designated time set to liaise with parents/carers to support punctuality and attendance. Supporting solutions to aid attendance.	Positive working relationships with pupils, parents/carers and partners allow appropriate solutions that improve school attendance.	-Improvements in attendance of students. -Regular feedback and monitoring into Pupil Provision Meetings.	TR/AM	Weekly	£2000 Afternoon dedicated to focus on PPG students & transport to collect students as required
Students to further develop social-communication skills	-Small group Lego Therapy sessions -Purchase of Lego resources	Students have opportunity to develop social-communication skills during supported, structured sessions.	-Student feedback -Attendance -Progress against entry baseline -Observation of sessions	EO/KS	Termly	£200
Students to access OT support not available as part of SEND Local Offer	-Funding for OT sensory assessments -Purchase of relevant resources to implement recommendations in school	Students develop effective strategies for managing sensory difficulties, increasing participation in school life and in community, therefore impacting positively on progress.	- Close liaison with parents/carers -Monitoring of implementation of recommendations -Feedback from staff	EO/AM	Half-termly	£1000

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Enrichment and experiences						
Desired outcome	Chosen action/Approach	What is the rationale for this activity?	How will you ensure it is implemented well	Staff lead	When will it be reviewed?	Estimated costing
For pupils to experience vocational opportunities.	ERT- construction funding for taster sessions	Students enjoy sessions in which they have an interest thus improving attendance and post 16 opportunities.	-Student feedback -Attendance -Feedback from provider -BTEC Level 1 qualifications achieved	TR/MW	Half termly	£900
	Brickmakers wood	Pupils enjoy social setting in a different environment and learn skills they would not usually be exposed to. Awareness of working with the environment. The importance of sustainability and charity within the local community. Volunteering and enterprise opportunities.	-Student feedback -Attendance -Feedback from provider -AQA qualifications achieved - Products produced for profit.	TR/MW	Half termly	£900
	Downham Care Farm	Students develop social communication skills whilst learning about and within the environment. Learning to care for animals and developing independence skills.	- Student Feedback - Feedback from provider - Attendance	TR/MW	Half termly	£900
	Noise Solutions	Students develop self-esteem through one-to-one Music mentoring	-Student Feedback -Comments on Blog -Attendance	AM	Half-termly	£900

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		programmes, leading to better engagement and well-being				
Students to develop ability in curriculum areas.	<ul style="list-style-type: none"> - Gallery & Theatre visits to support KS4 curriculums -Visits to support PBL curriculum - Purchase of additional cooking equipment -Purchase of additional costumes for Drama -Purchase of additional Art materials to enable completion of projects at home -Purchase of specialist Science materials to engage in this curriculum area, eg Living Eggs 	<p>Giving pupils opportunities to experience different activities.</p> <p>Research shows increased life experiences impact positively on development of inference skills.</p>	<ul style="list-style-type: none"> -Student feedback -Attendance - Evaluation from staff 	TR/Curriculum Leads	Half termly	£500
Students to engage in activities to promote healthy well-being and develop sports skills	-Visits to support Healthy Lifestyles module of PSHE curriculum	Students take part in activities in which they would not normally participate, in the local community. Sessions develop interest in sport / fitness.	<ul style="list-style-type: none"> -Student feedback -Attendance -Evaluation from staff 	ARu	Half termly	£300
Students to develop key life skills	Implementation of <i>Go Henry</i> project	Students develop key budgeting skills to support them with the transition to adulthood.	<ul style="list-style-type: none"> -Student feedback -Close liaison with parents/carers -Evaluation from staff 	ARu	Half-termly	£300
Students are ready to participate in work	Clothing and footwear	Students will often not take part in activities if	-On request by students or work provider	ARu	When needed	£500

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experience and work related learning		they feel they have incorrect clothing.				
Other approaches						
Desired outcome	Chosen action/Approach	What is the rationale for this activity?	How will you ensure it is implemented well	Staff lead	When will it be reviewed?	
For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally ready to learn.	Food available in kitchen area before school, and at social times. Food provided before exams.	The EEF found that food on arrival and throughout the day can boost reading, writing and maths.	-Student feedback to ensure that food meets the needs of students and a variety of food is on offer.	RT	Half termly	£600
Students and families receive support with transport if they live outside of catchment. Fair accessibility to school.	Bus passes / support with taxi fares	Providing support with transport costs should promote attendance and punctuality, with the long-term aim of progressing to Travel Training.	-Monitor punctuality and attendance. - Feedback to parents/carers.	JC	Weekly	£700
Estimated total	(Please note the costings are estimated and also depend on placements being available and students taking up the offer)					£19,400