



Pupil Premium Strategy: Parkside Academy Key Stage 4

Pupil premium is additional funding the Parkside Academy Key Stage 4 receives to support students that are economically disadvantaged. Parkside Academy Key Stage 4 uses the money to allow these students 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 Key Stage 4, we track student progress alongside their behaviour and attendance as they impact upon one another.

The data that we collect is analysed at three points across the year and the funding is reviewed. Due to the nature of the students at Parkside Academy Key Stage 4 cohort the spending is adapted continually due to the changes in individual needs. The plan is an outline of initiatives and strategies which are were used throughout the year.

We currently have 44 eligible students for pupil premium funding of which 5 have EHCPs. This equates to a fund of £35,832.50

1. Summary					
School	Parkside Academy Key Stage 4	Number of pupils eligible for PP in total	44	Review planning for expenditure	November 2020
Academic Year	September 2019 – March 2021	CIC eligible for PP	5		March 2021
Total roll	76	Total PP funding	£35,832.50 (September 2019 – March 2021)		July 2021



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Throughout the academic year at Parkside Academy KS4 PPG funding was used to improve engagement, attainment and opportunities for all PPG students. The strategies that we used at the school used impacted upon individuals.

As a school we put a number of strategies in place to improve the progress of our students in Year 10 from November to March. Many of the strategies in place were focussed around engagement.

2. Current Progress Sept 2019 – March 2020 (Students making expected progress or better)							
Year 10	PPG	Whole cohort	Gap	Year 11	PPG	Whole cohort	Gap
English	50%	50%	0%	English	62%	71%	-9%
Maths	60%	60%	0%	Maths	48%	49%	-1%

2. Attendance Sept 2019 – March 2020							
Year 10	PPG	Whole cohort	Gap	Year 11	PPG	Whole cohort	Gap
Current attendance	59.9%	59%	0%	Current attendance	40%	35.6%	4.4%



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3. Barriers to learning (for pupils eligible for PP)	
In-school barriers	
A	Below 85 SS literacy skills
B	Below 85 SS numeracy skills
C	Poor learning skills including organisation and resilience
D	Pupils not being 'ready to learn'
E	Gaps in prior learning
External barriers	
F	Low aspirations
G	Limited access to positive role models
H	Lack of social care support
I	Lack of emotional well-being support

4. Desired outcomes		
	Desired outcomes and will they be measured	Success criteria
(i)	Attendance and punctuality of PPG students increases as they value the offer. Increased participation.	The target is to ensure that PPG student's attendance matches and/or exceeds non-PPG students. Increase in positive feedback from staff as recorded on school pod. Student voice
(ii)	Gaps are identified and interventions are in place to teach gaps	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. - Quick identification of pupils who are demonstrating poor progress, leading to increased support and review of offer.
(iii)	Pupils are ready to learn	Personalised food and drink available before, after and during break. As per need equipment and uniform made available.
(iv)	Pupils reading levels improve and they have language rich access to books and reading materials.	Additional and personalised interventions implemented which build on and consolidate and develop learning from standard lessons/interventions such



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		as Lexia - Personalised reading materials sourced
(v)	Pupils are exposed to a wide range of social/cultural and sporting experiences.	In addition to standard opportunities pupils attend events/participate and visit places they would not usually be exposed to. Positive feedback evidenced in pupil questionnaires which demonstrated improved motivation

5. Planned expenditure 2019 - 2021						
Closing the gap educationally						
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 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 assessments and monitoring (Learning Logs and ILP)	MR	Termly	£3,800
Staff are fully aware of students that are not making progress and interventions are in place to support	Pupil planning and Teaching and Learning 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 and within Pupil planning and Teaching and Learning meetings	NS	Termly	
Numeracy support to be given 1-2-1 for students to develop basic	Teacher to pupil ratio increased to allow focussed intervention on gaps within core	High quality 1-2-1 teaching and support is shown to narrow the gap of disadvantaged	All students to make above average progress. Opportunities for students to	NP	Termly	£1,900 TA £5,567 teacher (total



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numerical/functional skills	subjects. Teacher and TA identified to be Numeracy Champion to be assigned to support PPG pupils 0.5 day/wk.	pupils.	complete entry level if required with targeted support.			£6,467
Improvement in reading scores	Pupils select books and school to purchase for them to take home and read Home visit to upskill parent on Literacy (2 hours) Literacy Champion identified within setting to drive improvements in Literacy To order regular new /magazines for students to read during breaks and lunchtime.	Research shows that disadvantaged pupils read less outside of school. Low reading scores impact upon progress in all subjects.	- data scores from reading tests will show rapid progression. - Log of students borrowing books. Link with parents/carers regarding books to encourage reading at home - lesson observations.	TK	Termly	£200 for new books £90 Magazines £100
Total annual spend – Closing the gap - approximately £16,224						
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 reading scores	1-2-1 teaching and more opportunities for students to read across lessons. Lexia, Nessie and Catch up Literacy SEND champion for Literacy, dyslexia, speech	High quality 1-2-1 teaching and support is shown to narrow the gap of disadvantaged pupils.	Data scores from reading tests will show rapid progression.	NS,TK,CS	Half termly	£700 for Lexia and Nessie Summer term –Training started for staff to create SEND champions



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	and language and processing training to cascade to staff					and diversify interventions
PP students with Below average numeracy scores have a basic understanding of numeracy	Regarding numeracy - below average PP students have separate 1:2:1 lesson to support with entry level exams.	Significant gaps in learning with several students mean they are unable to access both Functional and GCSE exams.	Bespoke timetabling to allow 1-2-1 teaching. Entry level to be completed. Additional sessions provided before each assessment	NS, TK	Half termly	£1,417.50
Total spend annual – targeted support - £2,171.50						
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.	Brainy dogs	Students develop relationships with animal. Simple positive interactions. Students enjoy sessions they have an interest thus improving attendance and post 16 opportunities.	Student feedback Attendance Feedback from provider	NS	Weekly planning meetings	£600 term 1 £500 term 2 £500 term 3 £1,600
For pupils to experience vocational opportunities.	Deben Care Farm	Students develop social communication skills whilst learning about and within the environment. Learning to care for animals and developing	Student feedback Feedback from provider Attendance	NS	Weekly planning meetings	£1,920



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		independence skills				
	ERT- construction funding for taster sessions	Students enjoy sessions they have an interest thus improving attendance and post 16 opportunities.	-Student feedback -Attendance -Feedback from provider -BTEC Level 1 qualifications achieved	NS	Weekly planning meetings	£750 (cost for first 4 taster sessions) x 5
Students to develop engagement and ability in curriculum areas.	Wolsey theatre	Stretching the most able and giving pupils opportunities to experience different activities. On site and off site.	Student feedback Attendance Evaluation from staff	NS	Half termly	£100
Students to develop fitness and sports skills	1:2:1 gym for specified students – part of PEP’s	Qualified coaches develop students' interest in fitness and develop resilience. Increases self-confidence and body awareness.	Student feedback Attendance Feedback from provider	KC	Weekly	£45
Students engage in activities to promote well-being and participation	Fishing	Students take part in activities they would not normally be able to participate in. Develop new skills, relationships, awareness of the environment and self-esteem.	Student feedback Attendance AQA qualifications achieved where possible.	FD	weekly	£1,230 + £492 = £1,722



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Total Enrichment and experience =£9,847						
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?	Cost annually
For pupils to have basic needs met to ensure they are ready physically to learn.	Food/drink available in hall room at breakfast breaks and lunch. 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.	NS	Half termly	£1010
Students are supported with emotional and mental needs to allow them to access school and learning	Student counselling in term 1 to 2	Mentoring for vulnerable students to provide to provide social and emotional support through practical strategies.	Monitor by student feedback and Student councillor.	FD	Weekly	£2250
Students and families receive support if they live outside of catchment or who are unable to use public transport. Fair accessibility to school.	Taxi and one student train	By providing monthly taxi, one train for one student for PP students this should promote attendance and punctuality.	Monitor punctuality and attendance. -Feedback to parents.	NS	Weekly	£8071.50
Estimated total						£35,810