

THE PARKER ACADEMY PUPIL PREMIUM STRATEGY



| 1. Summary information | | | | | |
|------------------------|--------------------------|----------------------------------|---------------|--|----------|
| School | The Parker E-ACT Academy | | | | |
| Academic Year | 2017/18 | Total PP budget | £180, 455 TBC | Date of most recent PP Review | Jan 2017 |
| Total number of pupils | 843 | Number of pupils eligible for PP | 193 | Date for next internal review of this strategy | Oct 2017 |

2017-2018

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|-----------------------------|---------------|---------------|---------------|----------------|----------------|----------------|---------------|-------------------|
| No of eligible pupils: | Y7: 21 | Y8: 40 | Y9: 31 | Y10: 42 | Y11: 44 | Y12: 13 | Y13: 2 | Total: 193 |
| Total pupil premium budget: | | | | | | | | |

| Financial Year | Amount of Pupil Premium Funding |
|----------------|---------------------------------|
| 2012-2013 | £152,082 |
| 2013-2014 | £180,000 |
| 2014-2015 | £188,403 |
| 2015-2016 | £158,000 |
| 2016-2017 | £150,000 |
| 2017-2018 | £ 180, 455 TBC |

| | 2013-2014 | | | 2014-2015 | | | 2015-2016 | | | 2016-2017 | | | 2017-18 | | |
|---|-----------|-------|---------|-----------|-------|---------|-----------|-------|---------|-----------|-------|---------|---------|-------|---------|
| | No | Unit | Total | No | Unit | Total |
| Number of FSM pupils eligible for the Pupil Premium | 89 | £935 | £83,215 | 99 | £935 | £92,565 | 77 | £935 | £71,995 | 84 | £935 | £78,540 | 100 | £935 | £93,500 |
| Number of looked after students eligible for PP | | £1900 | | 6 | £1900 | £11,400 | 5 | £1900 | £9,500 | 6 | £1900 | £11,400 | 7 | £1900 | £13,300 |
| Number of service children eligible for PP | 0 | £300 | 0 | 0 | £300 | 0 | 0 | £300 | 0 | 0 | £300 | 0 | 3 | £300 | £900 |

Prior attainment

2017-2018

| | NS (All) | NS (PP) | AS (All) | AS (PP) | High Attainers (>=110) |
|----------------|----------|---------|-----------|---------|------------------------|
| Year 7* | | | | | 20 |
| Reading | 72 (37%) | TBC | 125 (63%) | TBC | |
| Grammar | 56 (28%) | | 141 (72%) | | |
| Maths | 73 (37%) | | 124 (63%) | | |
| Year 8 | | | | | 6 |
| Reading | 39% | 13 | 59% | 3 | |
| Grammar | 37% | | 61% | | |
| Maths | 47% | | 51% | | |

* Based on KS2 data for 197 students and therefore is not quite the whole cohort.

2017-2018

| | Low ALL/PP | Mid ALL/PP | High ALL/PP | No data ALL/PP |
|----------------|--------------------|--------------------|------------------|----------------|
| Year 9 | 19 (15%)/ 7 (6%) | 67 (54%)/ 18 (15%) | 33 (27%)/ 4 (3%) | 5/1 |
| Year 10 | 29 (27%)/ 12 (11%) | 49 (45%)/ 24 (22%) | 28 (26%)/ 8(7%) | 2/0 |
| Year 11 | 26 (22%)/ 17 (15%) | 59 (50%)/ 22 (19%) | 29 (25%)/ 3 (3%) | 3/0 |
| Year 12 | | | | |
| Year 13 | | | | |

| 2. Barriers to future attainment (for pupils eligible for PP including high ability) | | |
|---|---|--|
| In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>) | | |
| A. | Low literacy and numeracy on entry | |
| B. | Poor attitudes to learning, particularly (but not exclusively) from PP boys | |
| C. | Historic poor attendance | |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | | |
| A. | Attendance rates for pupils eligible for PP are below the target for all children of 95%. This reduces their school hours and causes them to fall behind on average. | |
| B. | Low aspirations and a lack of plans for the future. | |
| 3. Outcomes | | |
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Improve attainment across the curriculum ensuring that disadvantaged students demonstrate improving progress that is at least in line with national average for non-disadvantage students | Progress 8 measures for disadvantaged students is at least 0 in summer 2018 The attainment 8 measure for disadvantaged students in English and maths is at least in line with national average for other students nationally. |
| B. | Improve the proportion of disadvantaged students who attain good passes (Grade 5) in both English and Maths at GCSE | The promotion of disadvantaged students attaining 5+ in English and Mathematics is in line with National Average for "other" pupils The promotion of disadvantaged students attaining 4+ in English and Mathematics is in line with National Average for "other" pupils |
| C. | Improve Literacy and Numeracy on entry | To reach national standard for Literacy and Numeracy and diminish the difference between PP students and their peers. |
| D. | Improve the levels of progress for high attaining disadvantaged students across all year groups. | Disadvantaged students achieve in line with 'other' students in summer 2018. |
| E. | Review attitudes of learning for PP students. | Reduction in negative incidents recorded for these pupils on the school system Improved progress for PP students. |
| F. | Increased attendance rates for pupils eligible for PP. | Reduce the number of persistent absentees (PA) among pupils eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves from 93.16% to 95% in line with 'other' pupils. |

4. Planned expenditure

Academic year

2017-18

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? |
|--|---|---|---|------------|--------------------------------------|
| A. Improve attainment across the curriculum. | <p>Revise the curriculum in light of current requirements and reporting arrangements, ensuring that all stakeholders are informed.</p> <p>SLT to share examples of good practice in English and maths which have already been through the reform process and ensure that all subjects are planning and building their LTP to reflect the changing face of the GCSE and A-Level courses.</p> <p>New resources are sourced to provide additional support for PP students.</p> <p>Ensure that parents are updated and aware of the new curriculum by providing information events and guidance. Also, ensure that reports to parents and external partners reflect the Progress 8 and Attainment 8 requirements.</p> | <p>English and maths have planned for the curriculum changes and delivered results in line with or above the national average. These subjects can therefore support non-core in planning effectively for curriculum reforms and provide guidance.</p> <p>We want to provide additional support to diminish the difference and ensure PP students have access to targeted resources.</p> | <p>The Heads of Faculty for English and maths will provide guidance and support alongside the SLT links. Fortnightly briefings will take place to support the HOFs and HOPs. HOFs will oversee the planning and resourcing of the new courses in their subject areas.</p> <p>Inset days will be utilised across the E-ACT chain to support the planning and implementation of the new subjects.</p> <p>Class teachers will create Wave 1 Intervention plans to support PP students. HOPs will monitor PP progress at each PC point.</p> | HOFs/SLT | October, March and June. |

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| A. Improve attainment across the curriculum. | Introduce the Groundworks Curriculum for Year 7 students and develop a new reporting strategy for Year 7. | Our Groundworks working party has begun to develop a curriculum in Year 7 is designed to set the foundations for learning so that students can make the best, most rapid progression. Students in Year 7 follow a curriculum that develops their knowledge and understanding from primary school, reducing the amount of class teachers that Year 7 have in order to provide a supportive transition to the Academy. | The groundworks committee will meet regularly to review the implementation of the programme. HOP will a SWOT analysis of the initial introduction of the Groundworks skills. Staff and student voice will be used to assess the effectiveness of the programme. PP students will be interviewed as part of the QA cycle. | HOP/AH | September, January and May |
| A. Improve attainment across the curriculum. | <p>Implement and embed the attendance catch-up report across all year groups. Staff to provide relevant activities for students who are not in school to enable them to make progress.</p> <p>Provide additional rewards and incentives for PP students in Year 11 who achieve 95+% attendance or improve their attendance.</p> | <p>Attendance catch-up report was trialed in 2016-17 and had a significant impact on the students who participated: 90% of the trial group improved their attendance and all students made progress from PC3-5 (the period of the trial).</p> <p>Incentives have been used with a small group of students and student voice suggests this approach could have an impact.</p> | <p>Attendance will be monitored on several fronts; tutors will be responsible for issuing the reports and HOHs will follow-up on this to ensure that the report is being implemented consistently across groups. HOPs/AH to oversee this project.</p> <p>Welfare Officer to review and implement rewards on an individual basis for PP/disadvantaged students.</p> | <p>Tutors HOH, HOPs/AH</p> <p>WO/AH</p> | Review every term. |
| A. Improve attainment across the curriculum. | Reduce the number of open subjects that students select (Year 8-9) to ensure students are on the right pathway. | Reduction in number of options subjects should eliminate historic issues of students selecting the wrong choice and ensure that their focus is reduced to three rather than four additional subjects. | Review impact and choices made by all students (with special attention to PP/disadvantaged students) in November prior to Year 9 Progress Evening where HOP can implement relevant changes. | HOP | November and June |

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| <p>A. Improve attainment across the curriculum.</p> | <p>Run 'Supporting Success' additional progress meetings with "at risk" students across all year groups.</p> <p>Run additional PP sessions for parents to support success.</p> | <p>These events expand the contact with parents and ensure that all stakeholders are aware of concerns/issues.</p> | <p>Ensure that events are calendared each term and supported by SLT and other key members of staff.</p> <p>Personal phone calls made to parents of PP students to ensure buy-in.</p> | <p>AH/HOP</p> | <p>October, January, March, July</p> |
| <p>A. Improve attainment across the curriculum.</p> | <p>Provide whole school guidance on data and progress, AfL, CPD sessions on differentiation and ensure that seating plans and student passports are available to all staff.</p> | <p>Where effective AfL, differentiation and an in-depth knowledge of students is in place the best progress is made.</p> | <p>Internal review information will show that the majority of teachers make explicit arrangements for the varied needs of learners.</p> | <p>HOP/SENCO/SLT</p> | <p>Review as per the QA and L&T Calendar.</p> |
| <p>B. Improve the proportion of disadvantaged students who attain good passes (Grade 5) in both English and Maths at GCSE</p> | <p>Employ an additional Maths teacher to reduce class sizes and increase number of lessons delivered across all subjects.</p> | <p>To have a significant impact, class sizes need to be sufficiently small to allow an interactive and personalised teaching style. Such a teaching style is something that some types of pupils, such as those with low prior attainment or from deprived backgrounds, may benefit more dramatically than other pupils.</p> | <p>HOF to complete Learning Walks and QA with a particular focus on disadvantaged students to evaluate effectiveness.</p> | <p>HOF</p> | <p>Every term in line with QA cycle.</p> |

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| <p>B. Improve the proportion of disadvantaged students who attain good passes (Grade 5) in both English and Maths at GCSE</p> | <p>HOFs will undertake a rigorous analysis of 2017 results to develop a clear view of the main priorities, exam areas that were of concern and topics to ensure staff address. CPD completed in Faculty meetings to address the above and to improve the quality/accuracy of assessment (using the 2017 grade boundaries for guidance) and feedback.</p> | <p>Addressing exam underperformance and improving the quality of assessment and feedback is an area that has been documented as improving the progress and outcomes for all students.</p> | <p>Faculty minutes and SLT link meetings will ascertain the implementation of these areas.</p> | <p>HOFs/SLT</p> | <p>October and throughout Learning Walks/QA completed as per the Academy calendar.</p> |
| <p>B. Improve the proportion of disadvantaged students who attain good passes (Grade 5) in both English and Maths at GCSE</p> | <p>Provide additional resources for disadvantaged students to ensure that the differences between them and their peers is diminished. Encourage the use of Independent Learning tools/resources to support progress and revision in disadvantaged students.</p> | <p>This will ensure that students who may not be able to afford revision guides etc. will be provided with relevant materials and the motivation to complete work independently of lessons.</p> | <p>Monitoring of homework, online use of GCSE POD usage and rewarding of key students.</p> | <p>HOF/AH</p> | <p>October and regular reviews to incentivise students.</p> |
| Total budgeted cost | | | | | £40,000 |

| 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? |
| A. Improve attainment across the curriculum ensuring that disadvantaged students demonstrate improving progress that is at least in line with national average for non-disadvantage students | Analyse progress data for each subject to ascertain which pupils (LA/MA/HA) make least progress and insist on class-based intervention plans to address issues arising. Ensure students are aware of their areas of strength and development. Complete pupil pursuits and 1:1 QA interviews, focusing on PP students. Continue with Supporting Success Events across all year groups and PP Parental Information/targeted events. | There is evidence to suggest that where students are involved with their areas of strength and development more progress is made (Sutton Trust). | The QA process will ensure that class-based interventions are in place. Targeted events will be calendared and evaluated. | SLT/HOPs | Termly review. |
| A. Improve attainment across the curriculum. B. Improve the proportion of disadvantaged students who attain good passes (Grade 5) in both English and Maths at GCSE D. Improve the levels of progress for high attaining disadvantaged students across all year groups. | Targeted mentoring of PP students both through the Peer Mentoring Programme and utilising key members of staff to support with this strategy. | The mentoring of students by peers and SLT showed positive impact in the majority of cases in 2017. | Training for Year 12 Mentors will be delivered by an external agency. Link and SLT meetings will be used to ascertain the effectiveness of the mentoring on an individual basis. | AH/SLT | December, March and May |
| C. Improve Literacy and Numeracy on entry | Provide Literacy lessons for students who enter the Academy below the expected national in Year 7 and support the students making slow progress in Year 8. | The rationale behind this intervention comes from John Hattie who found that students achieve better results when they are taught: <ul style="list-style-type: none"> • Core and subject-specific vocabulary • Phonics and phonemic awareness • Comprehension skills | Literacy lessons will be built into students' timetables and will be subject to the QA cycle. Progress data and AR will show the impact of this intervention. | AH/SLT | October and throughout Learning Walks/QA completed as per the Academy calendar |

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| <p>E. Review attitudes of learning for PP students.</p> <p>F. Increased attendance rates for pupils eligible for PP.</p> | <p>Review function and impact of curriculum support base, considering current staffing and resourcing. Utilise this space to provide support for students whose pathways have been adjusted to support their progress.</p> | <p>To provide an alternative working environment for students at risk of underperforming or exclusion.</p> | <p>Complete Learning Walks and dips in the CSB. Regular fortnightly meetings with Student Focus group.</p> | <p>AH/SLT</p> | <p>Fortnightly meetings and termly review of the students in this space.</p> |
| <p>F. Increased attendance rates for pupils eligible for PP.</p> | <p>Take effective action to improve pupils' attendance, including those pupils who are more frequently absent from school and especially disadvantaged students</p> <ul style="list-style-type: none"> ▪ Incentives schemes ▪ Home visits ▪ Enforcement measure | <p>Students who attend school make more progress.</p> | <p>Dedicated attendance and welfare team to monitor and implement this strategy. Weekly attendance report generated. Fortnightly Student Focus meetings to discuss key students.</p> | <p>AH/SLT</p> | <p>Weekly report and fortnightly meeting.</p> |
| <p>A. Improve attainment across the curriculum ensuring that disadvantaged students demonstrate improving progress that is at least in line with national average for non-disadvantage students</p> | <p>In response to PEPS provide 1:1 tuition (social and emotional support etc.)</p> | <p>To provide targeted support for students to enable them to make progress in line with their peers.</p> | <p>Dedicated attendance and welfare team to monitor and implement this strategy. Weekly attendance report generated. Fortnightly Student Focus meetings to discuss key students.</p> | <p>WO/DH/HOP</p> | <p>Regular PEP meetings to review progress. HOPS to focus on progress of key students at every PC point.</p> |
| Total budgeted cost | | | | | <p>£110, 000</p> |

| 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? |
| B. Low aspirations and a lack of plans for the future. | Build upon existing provision for pupils' next steps by improving their access to impartial and independent careers advice-ensuring PP students are provided with additional support and guidance to allow them to partake in IAG activities. Broaden horizons / career aspirations of lower school students by e.g. attendance at Apprenticeship Show, Milton Keynes | The Information Advice and Guidance strategy aims to make careers education more accessible for young people and ensure each one of them, whatever their background, can make the right education and training choices so they have the best possible chance of succeeding. | Planned events calendared throughout the year. SLT/HOPs to ensure PP participation is tracked. | AH/HOP | January and June. |
| A. Improve attainment across the curriculum ensuring that disadvantaged students demonstrate improving progress that is at least in line with national average for non-disadvantage students | To continually engage parents through a series of events and workshops so that they are equipped to support their children with their learning. Target PP parents through text and 1:1 phone calls. | Parental engagement with children's learning – parents taking an interest in their children's learning, talking to them about what they are learning, showing that they as parents value schools and schooling – is what will help raise achievement. | Attendance to Parental events; feedback from parents. | SLT/HOPs | Following every parental event. |
| B. Low aspirations and a lack of plans for the future. | Ensure there are a range of extra-curricular experiences on offer all year round. | Research shows those pupils whom are likely to participate in after school activities (according to Barker et al: 2003) would benefit more because they would have the opportunity to be amongst other children who are ahead and there they can share skills. | Attendance to after school events and extracurricular trips/activities is tracked to ensure PP participation. | HOFs/HOPs/AH | January and June. |
| A. Improve attainment across the curriculum ensuring that disadvantaged students demonstrate improving progress that is at least in line with national average for non-disadvantage students B. Low aspirations and a lack of plans for the future. | Raise the profile of rewards through the House system Establish routes whereby student achievements can be celebrated both inside and outside of school | The use of rewards and celebrating success can be utilised as a tool to motivate students-especially those from a disadvantaged background. | Student voice will be used to evaluate the impact of this strategy. | AH/HOH/HOP | December, April and July. |

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|--|---|---|---|---------|--------------------------|
| A. Improve attainment across the curriculum ensuring that disadvantaged students demonstrate improving progress that is at least in line with national average for non-disadvantage students | Build on the peer-assessment programme of 2016-17 and roll this out throughout the Academy. | Research shows that mentoring makes a real difference to people who find themselves struggling, often at a time of change, and find that they need the dedicated support of another person to help them navigate their way through. | Student voice and progress data will be used to evaluate the impact of this strategy. | AH/HOPs | December, March and June |
| Total budgeted cost | | | | | £30, 000 |
| Total estimated spend for 2017-18 | | | | | £180,000 |

7. Additional details

Please refer to the following further documents:

- Academy SEF
- Academy strategic plan
- 2017 results analysis
- Academy academic monitoring
- Progress check analysis
- Pupil Premium case studies
- HOP PC6 Reports