

Pupil Premium Strategy: 2020 – 2021

E-ACT Academy: Blackley E-Act Academy

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Date Last Amended: May 2021

Next Review: June 2021



### Mission Statement:

It is our ambition to become a world-class academy. One that is forward-thinking in its approach, successful in its delivery and ambitious for its future.

We are committed to delivering the following objectives:

- Excellence for all through a personalised student experience
- Maximising potential in all students as a centre of leadership and innovation
- Creating leaders and global citizens of the future
- Committed to keeping our students safe, both in academy and the wider community

### E-Act Core Values:

- **THINK BIG**
- **SHOW TEAM SPIRIT**
- **DO THE RIGHT THING**

### Blackley E-Act Academy - Pupil Premium Strategy

- £1,345 per pupil for each Ever 6 FSM FTE pupil aged 4 and over in year groups reception to year 6, except where the pupil is allocated the LAC or post-LAC premium

- £955 per pupil for each Ever 6 FSM FTE in year groups 7 to 11, except where the pupil is allocated the LAC or post-LAC premium
- £2,345 per pupil for each post-LAC in year groups reception to year 11
- £310 for each pupil aged 4 and over in year groups reception to year 11 who is either Ever 6 service child FTE or in receipt of pensions under the Armed Forces Compensation Scheme (AFCS) and the War Pensions Scheme (WPS)

### **Funding is for:**

- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces

The grant may be spent in the following ways:

- for the educational benefit of pupils registered at that school
- for the benefit of pupils registered at other maintained schools or academies
- on community facilities

The LAC premium must be managed by the designated virtual school head (VSH) and used without delay for the benefit of the looked-after child's educational needs as described in their personal education plan.

The VSH should ensure there are arrangements in place to discuss how the child will benefit from pupil premium funding with the designated teacher or another member of staff in the child's education setting who best understands their needs.

### **Evaluation of funding for 2019 – 2020**

#### **The requirements for a pupil premium strategy and what should be published on the website**

The academy's strategy for the PP allocation for the current year

- the amount of pupil premium
- the main barriers to **educational** achievement faced by the eligible pupils
- how the allocation is to be spent to address those barriers and the reasons for that approach
- how the school is to measure the impact and effect of its expenditure of the pupil premium allocation, and
- the date of the school's next review of its strategy.

## Blackley Pupil Premium

### Pupil Premium Spending 2018-2019

Pupil Premium Funding 2018-2019:	£371,494
Staffing:	£315,051
Enhanced Curriculum Provision:	£56,443
Proportion of cohort 2018-2019:	66%
Number of disadvantaged pupils 2018-2019:	313

### Pupil Premium Spending 2019-2020

Pupil Premium Funding 2019-2020:	£352,740
Staffing:	£257,359
Enhanced Curriculum Provision:	£95,381
Proportion of cohort 2019-2020:	45%
Number of disadvantaged pupils 2019-2020:	205

### Pupil Premium Spending 2020-2021

Pupil Premium Funding 2020-2021:	£347,320
Staffing:	£265,282
Enhanced Curriculum Provision:	£82,038
Proportion of cohort 2020-2021:	57%
Number of disadvantaged pupils 2020-2021:	256

Strategy and Impact 2020--2021

Understanding Barriers

1. **Aspirations and Cultural Capital** (£46,990.60)
2. **Language and Literacy** (£25,945.50)
3. **EAL** (£12,555.50)
4. **Low entry levels in EYFS** (£1,000)
5. **Memory Recall and Retention** (£12,947)
6. **Learning Behaviours and Attitudes** (£86,884)
7. **Attendance and Punctuality** (£62,906)
8. **Social and Emotional skills** (£36,520)
9. **Self Esteem** (£20,584)

Barrier to learning	No. Students N (20)		No. students R (25)		No. students Y1 (33)		No. students Y2 (34)		No. students Y3 (35)		No. students Y4 (30)		No. students Y5 (35)		No. students Y6 (40)		Total across year groups (256)	
	1st/ 2nd barrier		1st/ 2nd barrier		1st/ 2nd barrier		1st/ 2nd barrier		1st/ 2nd barrier		1st/ 2nd barrier		1st/ 2nd barrier		1st/ 2nd barrier		1st/ 2nd barrier	
1	4	6	5	5	0	1	1	5	1	1	0	0	10	2	2	8	22	28
2	1	0	1	3	9	1	1	1	0	1	3	7	5	6	1	2	22	21
3	4	0	1	3	2	0	2	0	4	2	2	1	4	1	1	0	19	7
4	6	3	14	1	1	1	0	0	0	0	0	0	0	0	3	1	24	6
5	0	2	0	4	1	2	4	5	10	4	4	1	1	1	8	5	28	24
6	1	4	1	2	4	1	2	1	1	0	2	2	8	2	7	7	26	19
7	2	0	2	0	6	1	6	1	4	1	9	1	1	0	6	1	37	5
8	0	0	1	1	3	5	3	3	0	1	4	4	3	9	3	4	16	26
9	2	4	0	5	2	4	3	1	3	1	6	0	3	9	3	2	22	27

1. Summary information					
School	Blackley Academy				
Academic Year	2020-2021	Total PP budget	£347,320	Date of most recent PP Review	May 2021
Total number of pupils	443	Number of pupils eligible for PP	256	Date for next internal review of this strategy	June 2021

2. Current attainment		
Whole school data	PP Pupils	Non PP children
% who are meeting ARE in Reading	33%	42%
% who are meeting ARE in Maths	40%	48%
% who are meeting ARE in Writing	33%	41%
% achieving Phonics Screening Check	63%	64%
% achieving GLD	28%	19%

### 3. Desired outcomes

Barrier	Desired outcomes	Success criteria
● <b>1) Aspirations</b>	<p>To combat the narrow experience of life outside school.</p> <p>To widen the range of opportunities for many children to visit new places and have new experiences for the educational value linked to themes, social developments and to support Social, Moral, Spiritual and Cultural development and development of Aspirations.</p>	<ul style="list-style-type: none"> <li>• 100% of pupils access the wider curriculum offer</li> <li>• Pupil voice evidences raises ambitions</li> <li>• Increased pupil engagement in learning</li> <li>• E-Act Passport activities achieved by all pupils</li> <li>• All children to come in correct uniform</li> </ul>
● <b>2) Language and Literacy</b>	Increase pupils' vocabulary across the school	<ul style="list-style-type: none"> <li>• Reading and Writing outcomes increase for PP pupils: evidenced in published outcomes</li> <li>• Vocabulary assessments demonstrate increase in pupils' vocabulary skills</li> <li>• Increase in number of pupils achieving ELG in 'Speaking' at the end of EYFS</li> <li>• Increase number of pupils achieving GLD</li> </ul>
● <b>3) EAL</b>	To support PP pupils with EAL on ensure we 'close the gap' between NPP with EAL.	<ul style="list-style-type: none"> <li>• EAL pupils achieve in line with peers in all year groups</li> </ul>
● <b>4) Low entry levels in EYFS</b>	Pupils in EYFS catch up quickly ensuring 'year 1 readiness'	<ul style="list-style-type: none"> <li>• Increase in the number of children achieving ELGs and GLD</li> <li>• Increased attainment at the start of Year 1</li> <li>• 2021 impact on phonics attainment</li> <li>• Increased progress across Nursery and Reception</li> </ul>
○ <b>5) Memory Recall and Retention</b>	To support children to develop memory skills and recall key facts and basic skills to develop speed and fluency.	<ul style="list-style-type: none"> <li>• Fluency of key maths concepts improves leading to improved outcomes at KS1 and KS2</li> <li>• Times tables knowledge improves</li> <li>• Improved spelling across school</li> </ul>

		<ul style="list-style-type: none"> <li>• Improved learning of substantive and declarative knowledge across the curriculum as pupils can remember more</li> <li>• Improved development of schemas through the REACH curriculum to improve long-term memory skills</li> </ul>
<p>● <b>6) Learning Behaviours and Attitudes</b></p>	<p>To support children to develop good learning behaviours and attitudes to enable rapid progress in their learning</p> <p>Children’s wellbeing is well monitored and provision put in place to support more vulnerable students</p>	<ul style="list-style-type: none"> <li>• Children will make accelerated progress and be in line with national expectations for age related.</li> <li>• PP children will be engaged in learning and make progress inline with NPP children</li> <li>• There will be a positive learning culture throughout the academy</li> </ul>
<p>● <b>7) Attendance and Punctuality</b></p>	<p>Improve attendance and punctuality</p>	<ul style="list-style-type: none"> <li>• Rise of PP attendance in line with school target of 97%</li> <li>• Attendance and PA in line with national</li> <li>• Improved outcomes</li> <li>• Reduce numbers of persistent late children.</li> <li>• PP attendance in line with NPP attendance</li> </ul>
<p>● <b>8) Social and Emotional skills</b></p>	<p>To support children and families in order to provide nurturing support to safeguard children and remove barriers to learning</p> <p>Improving pupil’s emotional intelligence including:  Social skills  Self-confidence  Self-awareness  Self-esteem  Emotional needs</p>	<ul style="list-style-type: none"> <li>• 100% pupils feel safe at school and at home</li> <li>• Pupils access the support / therapies needed to remove barriers to learning</li> <li>• Pupil confidence and self-worth improve</li> <li>• Improved behaviour and attendance</li> <li>• Peer support and encouragement improves</li> </ul>
<p>● <b>9) Self Esteem</b></p>	<p>To support children to develop self-esteem and self-worth so they are confident learners and achieve well.</p>	<ul style="list-style-type: none"> <li>• SDQ will show that there has been an improvement in the child’s self esteem.</li> <li>• Pupils show they have developed confidence throughout the school year</li> </ul>

4. Planned expenditure					
Academic year	2020 – 2021				
Barrier					
1. ● Aspirations					
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?	Cost
Pupils to complete their E-ACT Passport.	Pupils will have the opportunities to carry out work in the community/take part in new activities and learn new skills that they may not have the opportunities to do otherwise.	<ul style="list-style-type: none"> <li>Passport tracker updated with current progress.</li> <li>Visitors to school</li> </ul>	RS	Termly	<ul style="list-style-type: none"> <li>Resources £2,000</li> </ul> <p>(Actual = £0) Difference = +£2,000</p>
Extra-curricular clubs/extra sessions in PE, Music and humanities etc.	To provide opportunities for aspirational development and improved ambition.	<ul style="list-style-type: none"> <li>Registers for extra curricular/sessions</li> <li>Evident through pupil voice and attitudes to learning in class.</li> </ul>	KB AH	Termly	<ul style="list-style-type: none"> <li>£17,061 music teacher salary (KB) Actual = £11,235 Difference = +£5,826</li> <li>£23,772 PE teacher salary (AH)  (Actual = £15,656 Difference = +£8,116</li> </ul>



Pupils to experience visitors to school/Theatre companies/Bikeability	To provide opportunities for aspirational development and experiences.	<ul style="list-style-type: none"> <li>Registers of pupils attending different visits.</li> <li>Evident through pupil voice and attitudes to learning in class.</li> </ul>	RH SW	Ongoing	Aut1 theatre group (y3and 4) RA £1,078.80 2.3.21 theatre group £1,078.80 = £2,156  (Actual =£1,078 ) Difference = +£1,078
Attend a range of high schools for open days /taster days/visitors to school to help students focus on future progression.	To provide opportunities for aspirational developments for the pupil's future.	<ul style="list-style-type: none"> <li>Evident through pupil voice</li> <li>Registers of pupils attending.</li> </ul>	MM SG SW SC Year 6 team	Termly	Services  (Actual =£2,000 Difference = +£2,000
Each year group to go on a school trip.	To provide learning opportunities outside on the school environment – enrichment.	<ul style="list-style-type: none"> <li>Evident through pupil voice</li> </ul>	RS/JH	Summer 2	Trips 60% £3,000 Top up for each class (£72 x 7 = £504 =£3,504  (Actual =£0 Difference = +£0
<b>Total spent May 2021</b>					£27,969
<b>Total budgeted cost</b>					£50,494.60
<b>2. ● Language and Literacy</b>					
<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	<b>Cost</b>

Speech and Language therapy	This is a high area of need in school. 19 children have been referred to S & L	Speech and Language impact meetings.	GM	Half termly	<ul style="list-style-type: none"> <li>Speech therapist at 60% <b>£9,500</b> <b>(Actual = £9,450)</b> <b>Difference = +£50</b></li> </ul>
WELCOMM sessions to run weekly for EYFS PP children.	PP children to start EYFS in line with age-related expectations for speech and language and to remain at least in line with other children by the end of EYFS	Review of children  FM to monitor impact data	CW	Half termly	<ul style="list-style-type: none"> <li>CPD to deliver training program <b>£1,400</b></li> <li>Resources <b>(Actual = £0)</b> <b>Difference = +£1,400</b></li> </ul>
Introduce the new English and reading curriculum 'The Write Stuff' Jane Considine. Develop tier 2B words.	Pupil's range of language/words is an area we need to focus on to develop the vocabulary.	Reading and writing data	SW	Termly	<ul style="list-style-type: none"> <li>Resources <b>£500</b> <b>(Actual = £0)</b> <b>Difference = +£500</b></li> </ul>
Hazel Hub intervention to provide a learning programme so pupils can be key stage ready and back into their year group.	GS working with PP children in Hazel Hub so they can be KS ready and back into their year group.	Reading, writing and maths data	GS	Termly	<ul style="list-style-type: none"> <li>TA1 50% SF <b>£10,556</b> <b>(Actual = £6,947.11)</b> <b>Difference = +£4,340.50</b></li> </ul>
Support PP children 1:1/ small group interventions to raise attainment.	Low attainment/high need children- variety of staff employed to work with PP children 1:1, small group interventions to raise attainment.	Reading, writing and maths data	RS	Termly	<ul style="list-style-type: none"> <li>1:1 Intervention TA NW <b>£20,973</b> <b>Actual = £12,561.55</b> <b>Difference = +£8,411.45</b></li> </ul>

IWBs for an intervention working areas to support Y6 PP pupils and the music area to support PP pupils	Lower PP data in year 6 to become in-line with NPP	Data for PP v NPP children	RS	Half termly	<ul style="list-style-type: none"> <li>IWB software £3,990</li> </ul> <p>(Actual = £1,549.00) Difference = +£2,441</p>
Books to resource new library.	Improve levels in reading/writing. Training for teachers - teacher resource books area	Data for PP v NPP children	JH/RS/SW	Summer Term	<ul style="list-style-type: none"> <li>Resources (Books) £4,000</li> </ul> <p>(Actual = £754.96) Difference = +£3,245.04</p>
				<b>Total spent May 2021</b>	<b>£31,262.62</b>
				<b>Total budgeted cost</b>	<b>£29,945.50</b>

### 3. ● EAL

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?	Cost
A program of study for EAL PP children to run weekly to assess their ability to access age-appropriate curriculum and fill any gaps accordingly.	Low attainment in this group- PP EAL children achieve at least in line with their peers at the end of each year group and in line with national other pupils at the end of R, Y1, Y2 and Y6.	Reading, writing and maths data	RS	Termly	<ul style="list-style-type: none"> <li>TA1 50% SF £10,556</li> </ul> <p>(Actual = £6,947) Difference = +£3,609</p>

Training for TAs and teachers in key elements of supporting EAL pupils including making learning visual, using key words, using some home language, developing conceptual development practically.	Low attainment in this group- PP EAL children achieve at least in line with their peers at the end of each year group and in line with national other pupils at the end of R, Y1, Y2 and Y6.	Reading, writing and maths data	RS	Termly	<ul style="list-style-type: none"> <li>Resources and CPD training for staff <b>£1,000</b></li> </ul> <p>(Actual = £0) Difference = +£1,000</p>
Introduce the new REACH curriculum as it is a knowledge/vocabulary rich curriculum. Lessons to focus much more on vocabulary and its meaning, appropriateness of words and vocabulary.	Low attainment in this group- PP EAL children achieve at least in line with their peers at the end of each year group and in line with national other pupils in all areas of the curriculum.	Data in all areas of the curriculum	MM	Half termly/Termly	<ul style="list-style-type: none"> <li>Resources and CPD training for staff <b>£1,000</b></li> </ul> <p>(Actual = £0) Difference = +£1,000</p>

**Total spent May 2021** **£6,947**  
**Total budgeted cost** **£12,555.50**

#### 4. ● Low entry points in EYFS

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?	Cost
Through June and July 2021, hold sessions for children who are starting Nursery in September teaching them key elements of PSED expectations such as taking turns, sharing, making eye contact, dressing, how to locate their names to self-	Low entry level points for the pupils in Nursery.	Entry level to nursery data – PP pupils to start EYFS in line with NPP pupils and remain at least in line throughout EYFS.	CW	September 2021 – entry level to nursery data	<ul style="list-style-type: none"> <li>Resources <b>£500</b></li> </ul> <p>(Actual = £0) Difference = +£500</p>

register, how to ask for help etc.					
Parent workshops regularly to help support their child in school	Low entry level points for the pupils in Nursery. To support parents with helping their children to learn.	EYFS data – PP pupils in line with NPP pupils throughout EYFS.	CW	Half termly	<ul style="list-style-type: none"> <li>Resources £500</li> </ul> (Actual = £0) Difference = +£500
Early identification of PP vulnerable children	PP data in EYFS not in line with NPP children.	EYFS data – PP pupils in line with NPP pupils throughout EYFS.	CW RS	Autumn term	
<b>Money spent May 2021</b>					£0
<b>Total budgeted cost</b>					£1,000

## 5. ○ Poor memory retention and recall

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?	Cost
To support children to develop memory skills and recall key facts and basic skills to develop speed and fluency. Memory games incorporated into curriculum  Timetables: TT Rockstars E-Act Multiplication strategy	To address the issue of poor memory retention and recall of timetables and improve attainment in maths.	Maths data half termly  TTR challenges  Rolling out E-Act Multiplication strategy year 4 to trial then rolling out to y5  Y4 to take half termly times table tests to ensure children are on track	SC	Half termly	Resources £600  (Actual = £0) Difference = +£600
Subsidised music lessons for PP children	To address the issue of poor memory retention and recall learning to play an instrument.	Progress of being able to play an instrument	KB	Half termly End of year	<ul style="list-style-type: none"> <li>12 pupils/wk @ £12 = £5,472</li> </ul> (Actual = £0)

Instrument hire		Improved memory recall across curriculum			<u>Difference = +£5,472</u> <ul style="list-style-type: none"> <li>£50 per pupil per half term = <b>£3,600</b> (Actual = £0)</li> </ul> <u>Difference = +£3,600</u>
Hegarty Maths	Poor retention of past maths topics has been identified through school when trying to build on knowledge from the previous years (Gap filling)	Maths data half termly	SC	Half termly	<ul style="list-style-type: none"> <li><b>£2,675</b></li> </ul> (Actual = £0) <u>Difference = +£2,675</u>
New REACH curriculum to build schemas	Poor retention of past topics has been identified through school when trying to build on knowledge from the previous years.	CPD for all staff on using REACH curriculum.  Data in foundation subjects	MM	Half termly	<ul style="list-style-type: none"> <li>Resources <b>£600</b></li> </ul> (Actual = £0) <u>Difference = +£600</u>
New school library	To address the lack of library facilities in the Academy to provide a space for children to develop poor retention skills and access targeted interventions.	Used to support learning across the curriculum. Used as a intervention space and resource.	JH	Summer Term	<ul style="list-style-type: none"> <li>Resources <b>£29,000</b></li> </ul> (Actual = £26,678) <u>Difference = +£2,322</u>
<b>Total spent May 2021</b>					£26,678
<b>Total budgeted cost</b>					£12,947

## 6. ● Learning behaviours and attitudes

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?	Cost
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Use of reward points to promote the culture of achievement – class Dojo shop	Provide a reward system that create an culture of achievement to celebrate where we have moved to with behaviour in our Academy	PDM for all staff to ensure we are using a consistent approach  Behaviour throughout the Academy	JH	Half termly	<ul style="list-style-type: none"> <li>Rewards £1,000</li> </ul> <p>(Actual = £0) Difference = +£1,000</p>
Staffing to support learning behaviours	High level of support needed to address learning behaviours across academy	Pupil voice Less incidents on CPOMS Improved focus/residence to learning	JH	Half termly	<ul style="list-style-type: none"> <li>Pastoral team LA TA4 support 50% £49,306</li> </ul> <p>(Actual = £34,767) Difference = +£14,539</p>
Staffing to support learning behaviours	High level of support needed to address learning behaviours across academy	Pupil voice Less incidents on CPOMS Improved focus/residence to learning	JH	Half termly	<ul style="list-style-type: none"> <li>Pastoral team support RA 50% £30,078</li> </ul> <p>(Actual = £19,819) Difference = +£10,259</p>
New PE kit with logo for all pupils in the academy – promote a positive team culture/positive learning behaviours to learn/take part	A high proportion of children forgetting PE kits	PE lesson registers to identify how many pupils are taking part with PE kit	BM	Ongoing	<ul style="list-style-type: none"> <li>Kit for all pupils 65% £6,500</li> </ul> <p>(Actual = £5,080) Difference = +£1,420</p>

**Total spend May 2021**  
**Total budgeted cost**

£59,666  
£86,884

**7. ● Attendance and Punctuality**

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?	Cost
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Staffing to support attendance	High level of support needed to address attendance across the academy	Attendance data	MN	Ongoing	<ul style="list-style-type: none"> <li>Pastoral team LA TA4 support 50% <b>£49,306</b></li> <li>(Actual = £32,916) Difference = +£16,390</li> </ul>
Breakfast club	Free childcare for all parents during the hours of 8am – 8:45.	Check attendance registers Drop ins	SS	Yearly	<ul style="list-style-type: none"> <li>Staffing 7.5 hours per week 3 x <b>£12,600</b></li> <li>(Actual = £8,400) Difference = +£4,200</li> </ul>
Raise attendance through: <ul style="list-style-type: none"> <li>Class rewards</li> <li>Weekly celebrations</li> <li>Half-termly</li> <li>End of year</li> </ul> Pastoral intervention	To improve attendance across the academy and bring PP 94.4% attendance in line with NPP 95.4 %	<ul style="list-style-type: none"> <li>Weekly attendance data checks</li> <li>Pupil Voice and Pastoral drop in sessions</li> <li>Home visits</li> <li>Work with parent to address barriers</li> <li>Attendance panel</li> <li>Daily phone calls</li> <li>Meeting with parents</li> </ul>	MN	Ongoing	<ul style="list-style-type: none"> <li>Rewards <b>£800</b></li> <li>(Actual = £605) Difference = +£195</li> </ul>
<b>Total spent May 2021</b>					£41,921
<b>Total budgeted cost</b>					£62,906
8. ● Social and emotional skills					
<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	<b>Cost</b>



Pastoral Staff – Learning mentors	High level of emotional need in the academy	Pupil voice Less incidents on CPOMS regarding emotional literacy	RA	Ongoing	<ul style="list-style-type: none"> <li>Pastoral team support at 50% <b>£30,078</b></li> </ul> <p><b>(Actual = £19,819)</b> <b>Difference = + £10,259</b></p> <ul style="list-style-type: none"> <li>Pastoral support - emotional at 1.5 days per week <b>£6,442</b></li> </ul> <p><b>(Actual = £6,358)</b> <b>Difference = +£84</b></p>
Supporting families to provide nurturing support to safeguard children and remove barriers to learning	High level of emotional need in the academy.	Work with external agencies Family workshops and support Coffee and Cake mornings Early help Pupil voice	RA	Ongoing	<p>Resources – hospitality <b>£100</b></p> <p><b>(Actual = £0)</b> <b>Difference = +£100</b></p>
<b>Total spend May 2021</b>					<b>£16,617</b>
<b>Total budgeted cost</b>					<b>£36,520</b>
<b>9. ● Self-esteem/confidence</b>					
<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	<b>Cost</b>

<p>Pastoral team - Learning mentor to address the low levels of self-esteem/confidence</p>	<p>High level of low self-esteem/confidence in the academy</p>	<p>Targeted small group intervention          Pastoral Support team          Work with families          1:1 intervention          Passport opportunities          Whole school Ethos          Supportive curriculum          Forest Schools/gardening club          Collaborative learning structures introduced          SDQ – show the impact in children’s self-esteem          Pupil voice</p>	<p>CJB</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>Pastoral learning mentor <b>£17,584</b></li> </ul> <p>(Actual = <b>£11,507</b>)          Difference = <b>+£6,077</b></p>
<p>Isle of White sailing trip (residential) for both year 5 and 6 (due to the current year 6 missing out last year with COVID)</p>	<p>For Y5 and Y6 this allows them to spend a night away from home working on a variety of outdoor learning experiences. It allows them to bond with Parkwood peers and staff and grow in confidence in their new school setting.</p>	<ul style="list-style-type: none"> <li>Student voice</li> <li>Parental voice</li> <li>Staff voice</li> </ul> <p>Surveys will be compared against baseline to show difference.</p> <p>(PP outcomes, PP v non-PP outcomes)</p>	<p>SW</p>	<p>Summer term</p>	<ul style="list-style-type: none"> <li>Coaches x2 <b>£3,000</b></li> </ul> <p>(Actual = <b>£1,500</b>)          Difference = <b>+ £1,500</b></p>
<p style="text-align: right;"><b>Total spend May 2021</b>  <b>Total budgeted cost</b></p>					<p><b>£13,007</b>  <b>£20,584</b></p>
<p style="text-align: right;"><b>Total spend May 2021</b>  <b>Overall Total budgeted cost</b></p>					<p><b>£224,067.62</b>  <b>£313,836.60</b></p>

## Evaluation of use and impact of the funding for 2020-2021

Review of expenditure and impact			
● 1) Aspirations and Culture Capital			
Desired outcome	Chosen action/ approach	Review with Impact	Cost
To combat the narrow experience of life outside school To widen the range of opportunities for many children to visit new places and have new experiences for the educational value linked to themes, social developments and to support Social, Moral, Spiritual and Cultural development and development of Aspirations. Link to Passport opportunities. Raised aspirations and improved ambition evident through pupil voice and attitudes to learning in class.  Pupil voice demonstrates that they learnt new things from the wider range of experiences.	Pupils to complete their E-ACT Passport.	The new E-ACT Passport has been launched in the Summer term to trial in (N/R1/Y3/Y5). From carrying out pupil voice the children have been very positive on the new activities that have been trialed so far. This will be launched out to the whole school in September 2021.	Resources £2,000  (Actual = £0) Difference = <u>+£2,000</u> <u>+0</u>
	To provide learning opportunities outside on the school environment enrichment.	Due to restrictions All the children are having the opportunity to take part in an educational visit in the Summer 2 to enable them to visit new places and have the opportunity to experience new skills. Nursery – Garden Party Reception - Carnival Year 1 – Magician Year 2 – Beach Year 3 – Cinema Year 4 – Trampoline Park Year 5 – Treetop Trek Adventure Year 6 – Residential Sailing Isle of White and Treetop Trek Adventure	Trips 60% £3,000 Top up for each class (£72 x 7 = £504 =£3,504  (Actual =£0) Difference = <u>+£0</u>
	Extra-curricular clubs/extra sessions in PE, Music and humanities etc.	In the summer term, the catch-up swimming programme has started for Y5 (later than planned due to COVID restrictions). 27% of the catch-up year 5 children have already achieved the requirement in the first six weeks of the summer term. Predictions show that the majority of the children should meet the expected swimming standard by the end of the academic year.  PP children are accessing extra music lessons with our resident music teacher on a weekly basis. These are helping to support and raise aspirations after carrying out	17,061 music teacher salary (KB)  £23,772 PE teacher salary (AH)

		<p>pupil voice the feedback has been extremely positive. Pupils' vocabulary, knowledge and musical skills have really improved.</p> <p>In the Summer term, after the easing of COVID restrictions the children have been attending afterschool clubs run by Premier Education. These have been really successful and the uptake on them have really increased. The feedback from the children has been very positive.</p>	<p>(Actual = £16,807)</p> <p>Difference = +£24,026</p>
	Attend a range of high schools for open days /taster days/visitors to school to help students focus on future progression.	<p>In Lockdown, we ran a virtual careers week where we had local professionals talking about their careers and talking to the children about their aspirations for the future. These professionals included a doctor, a midwife, a lawyer and an illustrator. The week was a great success and after carrying out pupil voice the feedback was extremely positive. This will now be something we do on a yearly basis due to its success.</p> <p>Pupils' vocabulary and knowledge of a wider range of jobs has increased as well as their knowledge of future aspiration through the virtual experience.</p> <p>The Y6 children have completed virtual tours in school and looked at websites. We have delivered a transition unit to all our year six pupils. Each year six pupil has a mentor who they meet at least once per week to discuss any worries or questions they may have about their secondary school transition. Open days are arranged for the Coop Academy on the 5/6/7 July. Other local schools are arranging theirs too but will depend on COVID restrictions. Pupils' vocabulary and knowledge of their future aspirations has increased as well as their confidence in making choices about their future due to these experiences.</p>	<p>£2,000</p> <p>(trips/visitors)</p> <p>(Actual = £0)</p> <p>Difference = +£2,000</p>
	Premier Education	<p>Due to COVID restrictions this has not been able to take place until the summer term.</p> <p>Premier Education are in everyday running extra-curricular activities for all year groups on different days. Pupil voice has been very positive.</p>	<p>£5,950</p> <p>(services)</p> <p>(Actual = £0)</p> <p>Difference = +£5,950</p>

● 2) Language and Literacy

Desired outcome	Chosen action/ approach	Review with Impact	Cost
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<p>PP children to start EYFS in line with age-related expectations for speech and language and to remain at least in line with other children by the end of EYFS</p> <p>Additional adult support for small group and in class pupil premium interventions in KS1, LKS2, UKS2. 3 L1 TAs</p> <p>Termly parent sessions focusing on language development and vocabulary building.</p> <p>Develop word for the day and word for the week.</p> <p>Listening activities build up pupils' knowledge and understanding about different vocabulary e.g. wait, stop, halt, hang on,</p> <p>EY identification of need, then put in place intensive early support 1 to 1 or in groups as required.</p> <p>PP pupils have accelerated progress in speech and language. They move more than a year in development matters in 10 months.</p>	<p>WELLCOMM sessions to run weekly for all EYFS PP children</p>	<p><b>Headlines</b></p> <p><b>Nursery</b> In nursery, 100% children accessing Wellcomm have made progress. 50% of the PP children accessing wellcomm have made significant progress, moving up 3 bands since March 2021.</p> <p><b>Reception</b> 100% of children accessing Wellcomm have made at least one step progress in spring term. 57% of children accessing Wellcomm have made two steps progress in spring term, 75% of which are PP.</p>	<p>£2,000 (Actual = £1,400) Difference = +£600</p>
<p>EY identification of need, then put in place intensive early support 1 to 1 or in groups as required.</p> <p>PP pupils have accelerated progress in speech and language. They move more than a year in development matters in 10 months.</p>	<p>Extend screening for speech and language issues to all pp children in the nursery – screening undertaken by “bought in “speech therapist</p>	<p>We have had SALT support 1 day a week. This is increasing to 2 days next academic year.</p> <p>The SALT does 1:1 interventions and also group interventions for children that need them based on listening, attention, speech sounds, vocabulary, pronunciation and memory.</p> <p>The SALT has set targets for children to work on in class that are reviewed every 6 weeks.</p> <p>Assessments and reports are very helpful in the EHCP process.</p> <p>100% of PP children that access the support are making progress towards their individual targets. In some cases, it's small steps of progress but it is still all progress.</p>	<p>£9,500 (Actual = £9,450) Difference = -£50</p>

<p>Target those disadvantaged pupils entering Y1 without GLD. Intervention aimed at development of speaking and listening skills, communication skills, confidence and wellbeing</p>	<p>Resources</p>	<p>A range of books were bought to resource our new library. These books include boy friendly books (high interest), dual language books and books that are dyslexia friendly. These will ensure that all PP children will be able to access books appropriate to their needs.</p>	<p>£500 (Actual = £500) Difference = +£0</p>																
	<p>Hazel Hub intervention to provide a learning programme so pupils can be key stage ready and back into their year group. Low attainment/high need children- variety of staff employed to work with PP children 1:1, small group interventions to raise attainment.</p>	<p>The HUBS have created a vital learning space for our most vulnerable children and children who are not key stage ready. This provision has extra staff to support the children's individual needs. All children have made progress towards their personalised targets. Over 50% of PP children have graduated back in to their classes.</p>	<p>TA1 50% SF £10,556 (Actual = £6,947.11) Difference = +£4,340.50</p>																
	<p>IWB for an intervention working area to support Y5 PP pupils</p>	<p>Catch up interventions due to lost learning due to COVID have been put in place for our year 5 children who will be taking their SATs tests next year. Year 5 children have been split into smaller teaching/intervention groups to target children and close the gap so that the children are ready for year 6. We are having weekly Laser Meetings to continually assess the children's progress. Below is the latest assessment data which shows the % of children working at age related expectations:</p> <table border="1" data-bbox="958 949 1406 1161"> <thead> <tr> <th></th> <th>NPP</th> <th>PP</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Maths –</td> <td>43%</td> <td>50%</td> <td>+7%</td> </tr> <tr> <td>Reading –</td> <td>43%</td> <td>43%</td> <td>0%</td> </tr> <tr> <td>Writing -</td> <td>43%</td> <td>48%</td> <td>+5%</td> </tr> </tbody> </table>		NPP	PP	Difference	Maths –	43%	50%	+7%	Reading –	43%	43%	0%	Writing -	43%	48%	+5%	<p>IWB software £3,990 Actual = £1,549 Difference = +£2,441</p>
	NPP	PP	Difference																
Maths –	43%	50%	+7%																
Reading –	43%	43%	0%																
Writing -	43%	48%	+5%																
	<p>1:1 Interventions TA</p>	<p>A number of our vulnerable children have 1:1 support, which is vital to support their learning, progress and well-being.  Due to loss learning because of COVID, we have also had a lot of children accessing 1:1 intervention to help children who have fallen behind. The summer data will show the impact these interventions have had on children's progress.</p>	<p>£20,973 (staffing – NW) (Actual = £12,561.55) Difference = +£8,411.45</p>																

● 3) English as an additional Language			
Desired outcome	Chosen action/ approach	Review with Impact	Cost
<p>PP EAL children achieve at least in line with their peers at the end of each year group and in line with national other pupils at the end of R, Y1, Y2 and Y6.</p> <p>Additional EAL TA support for small group work</p> <p>Training for TAs and teachers in key elements of supporting EAL pupils including making learning visual, using key words, using some home language, developing conceptual PP</p> <p>Curriculum developed to ensure focus on vocabulary.</p> <p>Differentiation aids available to support SEN</p> <p>Every class to have a word for the day and words for the week. Buy an IT class aid to enable pupils to ask questions to 'Alexa' when unsure about a word or a term.</p>	<p>A program of study for EAL PP children to run weekly to assess their ability to access age appropriate curriculum and fill any gaps accordingly.</p>	<p>EAL PP have been accessing weekly interventions with TAs to support their learning to ensure they are access an age appropriate curriculum and to fill in any missing gaps to close the gap with their year group peers.</p> <p>Summer data will show impact of interventions for these individual children.</p>	<p><b>£10,556</b> (staffing SF 50%) <b>(Actual = £6,947)</b> <b>Difference = +£3,609</b></p>

<p>Lessons to focus much more on vocabulary and its meaning, appropriateness of words and vocabulary. Curriculum developed to ensure</p>			
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<p>focus on vocabulary. Differentiation aids available to support SEN</p>	<p>Resources Training for TAs and teachers in key elements of supporting EAL pupils including making learning visual, using key words, using some home language, developing conceptual development practically.</p> <p>Introduce the new Blackley REACH curriculum as it is a knowledge/vocabulary rich curriculum.</p> <p>Lessons to focus much more on vocabulary and its meaning, appropriateness of words and vocabulary.</p>	<p>Senior leaders have provided a variety of training for all teachers and TAs to enable EAL pupils to be supported across the curriculum. These have included: Curriculum training: Vocabulary rich curriculum (knowledge organisers, displaying vocabulary on working walls) English/Reading training: Dual coding and using the Freya Model to develop vocabulary</p> <p>EAL pupils' vocabulary and knowledge of the curriculum has improved which can be seen in children's books and evidence from pupil voice.</p> <p>All classes are using knowledge organisers and vocabulary is displayed around the learning environment to support children's learning. Pupils' vocabulary and knowledge of their topics has increased through this initiative.</p> <p>Pupils are using dual coding in reading to identify vocabulary from the text using words/visual pictures and definitions to support understanding to aid reading and comprehension skills.</p> <p>Summer data will show the impact of this training on children's progress.</p>	<p>£2,000 (resources) (Actual = £0) Difference = +£2,000</p>
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● 4) Low entry levels in EYFS

Desired outcome	Chosen action/ approach	Review with Impact	Cost
<p>PP children to start EYFS in line with other children and remain at least in line throughout EYFS.</p> <p>Weekly sessions for parents of new starters detailing the ways in which they can better support their children's development.</p>	<p>Early identification of PP vulnerable children</p> <p>Parent workshops regularly to help support their child in school</p>	<p>PP children identified in nursery. Gaps in learning and development identified and interventions in place to address the gaps.</p> <p>Summer data will show impact of these specific interventions</p>	

<p>Link to alternative providers to ensure smooth transitions</p> <p>Parent workshops regularly to help support their child in school</p> <p>Early identification of PP vulnerable children</p> <p>RWI to be used from nursery onwards</p>	<p>Through June and July, hold sessions for children who are starting Nursery in September teaching them key elements of PSED expectations such as taking turns, sharing, making eye contact, dressing, how to locate their names to self-register, how to ask for help etc.</p>	<p>Whole school PP children have been identified and children are accessing interventions as required. Impact of these interventions will be seen in end of year data.</p> <p>Due to COVID restrictions the parent workshops have not taken place. As soon as the restrictions allow, these will start taking place.</p> <p>Due to COVID restrictions these have not taken place. As soon as the restrictions allow, these will start taking place.</p> <p>However, packs have been sent out to parents of the children starting in September 2021 about how to help their children with starting school and we have organised an extra stay and play sessions for the start of the school year (September 2021)</p>	<p><i>£1,000</i> (resources) (Actual = £0) <u>Difference =</u> <u>+£1,000</u></p>
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<input type="radio"/> <b>5) Memory Recall and Retention</b>			
Desired outcome	Chosen action/ approach	Review with Impact	Cost

	<p>To support children to develop memory skills and recall key facts and basic skills to develop speed and fluency. Memory games incorporated into curriculum</p> <p>Timetables: TT Rockstars E-Act Multiplication strategy</p>	<p>Retrieval practise is an integral part of our teaching. All children have the opportunity to develop their long-term memory which enables them to know more and remember more.</p> <p>Summer data will show the impact of this.</p>	<p><b>£6,000</b> (resources) (Actual = £0) Difference = <u>+£6,000</u></p>
<p>Increased attainment in basic skills and fluency for PP pupils across school.</p> <p>To support children to develop memory skills and recall key facts and basic skills to develop speed and fluency.</p> <p>Memory games incorporated into curriculum</p> <p>Extra-curricular/ enrichment programme aimed at targeted cohort, for example chess club, Sudoku club</p>	<p>Subsidised music lessons for PP children</p> <p>Instrument hire</p>	<p>Due to COVID restrictions music lessons did not take place.</p> <p>Due to COVID restrictions this has not taken place and this will continue next year when restrictions are lifted.</p> <p>All classes are having a music lesson weekly from our resident music teacher and PP children are accessing extra music lessons with the resident music teacher on a weekly basis. These are helping to support and raise aspirations. Pupil voice shows that pupils' vocabulary, knowledge and musical skills have really improved.</p>	<p>12 pupils/wk @ £12 = <b>£5,472</b> (Actual = £0) Difference = <u>+£5,472</u> £50 per pupil per half term = <b>£3,600</b> (Actual = £0) Difference = <u>+£3,600</u></p>
	<p>Focus on basic skills across school: Timetable Rockstars</p>	<p>Year one to Year 6 children are accessing Timetable Rockstars. Timetable Rockstars has been a valuable tool as children can use this at home for homework which is helping to develop times tables memory recall. Our year four children have taken part in the optional Multiplication Times Table Check. Our predictions suggest that at least 70% of PP children will achieve the national standard.</p>	
	<p>Create a new library/work space for PP to have interventions/use resources to support learning and memory recall.</p>	<p>Plans are in place to create new library during Summer 2 2021. Books have been ordered to support children's learning and memory recall. PP children have been involved in selecting the books for the new library. Curriculum specific books – these will support children's learning across the curriculum</p>	<p><b>£29,000</b> (resources) (Actual = <b>£26,678</b>) Difference = <u>+£2,322</u></p>

		<p>Low reading level/High interest books – these books will support reading and memory recall for children who struggle with reading but need a higher interest level.</p> <p>Key stage specific books (reading age level) - books suitable for all reading levels from FS to UKS2.</p> <p>Once complete, this will be a valuable resource for children to support learning and memory recall.</p>	
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● 6) Learning Behaviours and Attitudes			
Desired outcome	Chosen action/ approach	Review with Impact	Cost
<p>To support children to develop good learning behaviours and attitudes to enable rapid progress in their learning</p> <p>Children will make accelerated progress and be in line with national expectations for age related. PP children will be engaged in learning in an active way. Evidence will be gathered through PPM, termly assessment and TA, learning walks and pupil voice.</p> <p>BLP building Learning Power whole school</p> <p>Blackley's REACH curriculum</p> <p>PSHE curriculum</p> <p>Playground buddies</p> <p>Lunchtime clubs</p> <p>Mental health – Well-being Wednesdays</p>	<p>Use of reward points to promote the culture of achievement – class Dojo shop.</p> <p>Shop of prizes where children can exchange points to get a prize</p>	<p>We have implemented a new behaviour and reward system across the Academy linked to the Dojos system where the children get to exchange their points for prizes.</p> <p>A huge positive shift in behaviour throughout the academy can be seen and improved learning behaviours can be seen in 100% of classrooms.</p> <p>The Hubs have also had a positive impact on children's learning behaviours and attitudes. All children in the hubs are accessing a tailored curriculum for their needs which has resulted in the children making rapid progress with their personalised targets.</p>	<p><b>£1,000</b> (resources) <b>Actual = £0</b></p> <p><b>Difference = +£1,000</b></p>
	<p>New PE kit with logo for all pupils in the academy – promote a positive team culture/positive learning behaviours to learn/take part</p>	<p>All children have been provided with their own PE kit with the school logo. They can come to school wearing them on their PE day.</p> <p>We have seen a huge improvement in the participation of children in PE lessons and improved progress in the PE curriculum. It has also improved readiness for learning, the children look smart and have a sense of belonging to a community.</p>	<p><b>£6,500</b> (resources) <b>Actual = £5,080</b></p> <p><b>Difference = +£1,420</b></p>

<p>Educational visits  Student ambassadors  Student council  Opportunities to attend inter-school competitions.  Extra-curricular/ enrichment programme aimed at targeted cohort, for example chess club  Animal care opportunities  Junior heads  Use of reward points to promote the culture of achievement – class Dojo  Student led assemblies  Extra-curricular music club  Increased opportunities to represent school through sport.</p>	<p>Staffing to support learning behaviours</p> <p>High level of support needed to address learning behaviours across academy of the most vulnerable children</p>	<p>High level of support needed to address learning behaviours across academy of the most vulnerable children.</p> <p>The HUBS have created a vital learning space for our most vulnerable children. These need extra staff to support the children. Many of our children have made great progress this year and have been year group ready to go back in class.</p> <p>Fixed Term Exclusions have decreased from</p>	<p><b>£30,078</b>  (staffing – RA 50%)  <b>Actual =</b>  <b>£19,819</b>  <b>Difference =</b>  <b>+£10,259</b></p> <p><b>£7,523</b>  (staffing – AP 35%)  <b>Actual =</b>  <b>£7,005</b>  <b>Difference =</b>  <b>+£518</b></p> <p><b>£13,625</b>  (staffing – SS 50%)  <b>Actual =</b>  <b>£9,332</b>  <b>Difference =</b>  <b>+£4,293</b></p> <p><b>£13,031</b>  (staffing – AW 50%)  <b>Actual =</b>  <b>£8,531</b></p>
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			Difference = <u>+£4,500</u>  <i>£15,127</i> (staffing – MD 50%) Actual = <u>£9,899</u>  Difference = <u>+£5,228</u>
<span style="color: red;">●</span> 7) Attendance and Punctuality			
Desired outcome	Chosen action/ approach	Review with Impact	Cost

<p>Rise of PP attendance in line with school target of 97%</p> <p>Weekly review of attendance to be analysed and action plans devised where necessary. Through using MNU and RAI to support. Currently the PP attendance (94.4%) is below the non-PP attendance (95.4%). By having an attendance team led by MN we can utilise a number of strategies to improve attendance in line with the whole school target of 97%</p> <p>To improve team capacity to respond to attendance issues, therefore impacting positively on attendance. To ensure personalised support through phased interventions, early intervention and home visits can take place to support the attendance of PP children</p> <p>To ensure personalised support through phased interventions, early intervention and home visits can take place to support the attendance of PP children.</p> <p>- Part of Phase Leader meetings</p>	<p>Responsibility within Pastoral team</p> <p>Attendance mentors</p> <p>First day phone calls</p> <p>Parent meetings to work closely with parents to identify and address barriers to attendance</p>	<table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Attendance</th> <th colspan="2">No. of children</th> </tr> <tr> <th>PP</th> <th>NPP</th> <th>PP</th> <th>NPP</th> </tr> </thead> <tbody> <tr> <td>T1</td> <td>94.21%</td> <td>97.07%</td> <td>245</td> <td>203</td> </tr> <tr> <td>T2</td> <td>93.55%</td> <td>97.44%</td> <td>243</td> <td>208</td> </tr> <tr> <td>T3</td> <td>76.87%</td> <td>94.32%</td> <td>239</td> <td>216</td> </tr> <tr> <td>T4</td> <td>93.75%</td> <td>97.3%</td> <td>238</td> <td>217</td> </tr> </tbody> </table> <p>Persistent absence (PA):</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">PA children</th> </tr> <tr> <th>PP</th> <th>NPP</th> <th>% of PP</th> </tr> </thead> <tbody> <tr> <td>T1</td> <td>8.5%</td> <td>1.32%</td> <td>14.88%</td> </tr> <tr> <td>T2</td> <td>8.4%</td> <td>1.1%</td> <td>14.5%</td> </tr> <tr> <td>T3</td> <td>11.4%</td> <td>0.2%</td> <td>19.85%</td> </tr> <tr> <td>T4</td> <td>9.89%</td> <td>0.7%</td> <td>17.17%</td> </tr> </tbody> </table> <p>Although the money is being well spent we are seeing some impact but not seeing the desired impacts (as of yet) in our PP attendance. With COVID this has obviously affected the attendance. As a result, we will look to add to this for 2021-2022. We are aiming to add funds to this barrier.</p>		Attendance		No. of children		PP	NPP	PP	NPP	T1	94.21%	97.07%	245	203	T2	93.55%	97.44%	243	208	T3	76.87%	94.32%	239	216	T4	93.75%	97.3%	238	217		PA children			PP	NPP	% of PP	T1	8.5%	1.32%	14.88%	T2	8.4%	1.1%	14.5%	T3	11.4%	0.2%	19.85%	T4	9.89%	0.7%	17.17%	<p><b>£7,523</b> (AP staffing 35%) <b>(Actual = £5,154)</b> <b>Difference = +£2,369</b></p> <p><b>£13,625</b> (SS staffing 50%) <b>(Actual = £9,332)</b> <b>Difference = +£4,369</b></p> <p><b>£13,031</b> (AW staffing 50%) <b>(Actual = £8,531)</b> <b>Difference = +£4,500</b></p> <p><b>£15,127</b> (MD staffing 50%) <b>(Actual = £9,899)</b> <b>Difference = +£5,228</b></p>
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T3	11.4%	0.2%	19.85%																																																				
T4	9.89%	0.7%	17.17%																																																				



<ul style="list-style-type: none"> <li>- Adjusting morning gate times</li> <li>- Barriers are identified and an individualised support plans put in place to support learning</li> <li>- Links with TOAN</li> <li>- Attendance panels</li> <li>- PP attendance disc Inclusion team meetings, weekly year team meetings which include SENCO, Safeguarding Lead discuss external and internal barriers to learning</li> <li>- All PP students are monitored and given first priority for HV, support and intervention</li> <li>- Half term report to parents about punctuality, attendance, homework and reading.</li> <li>- Attendance Manager prioritises students at risk</li> </ul>	Breakfast club	The breakfast club runs every morning with a lot of PP children attending. This has impacted on the punctuality of children and the readiness to learn.	<p><b>£12,600</b> (staffing ON AK RhA) <b>(Actual = £8,580)</b> <b>Difference = +£4,020</b></p>
	Half termly rewards Best attendance celebration events	Whole school focus on attendance this year - Amazon voucher (£10) for each KS to help boost attendance We are seeing some impact but not seeing the desired impacts (as of yet) in our PP attendance. With COVID this has obviously affected the attendance. As a result, we will look to add to this for 2021-2022.	<p><b>£2,518</b> (resources) <b>(Actual = £????)</b> <b>Difference = +£????</b></p>

8) Social and Emotional skills			
Desired outcome	Chosen action/ approach	Review with Impact	Cost
<p>To support children and families in order to provide nurturing support to safeguard children and remove barriers to learning</p> <p>100% of pp children say that they feel safe in school and at home</p> <p>Following assessment, 100% of identified pp children accessing appropriate therapies/ learning</p>	Pastoral Team	<p>The Learning Mentors (Pastoral team) have supported a group of children within school with appropriate therapies to achieve targeted actions for age related expectations.</p> <p>Learning mentors are valuable for our pupils' social and emotional well-being.</p> <p>Pastoral mentors support pupils with self-esteem, wellbeing, and confidence. Pupils comment that they have opportunities to share things which upset them. Strong support by (RA) has meant that families who need support can be referred to external agencies for support.</p>	<p><b>£30,078</b> (RA staff 50%) <b>(Actual = £19,819)</b> <b>Difference = +£10,259</b></p> <p><b>£6,442</b></p>

<p>mentor/ TA sessions to ensure that they are equipped to access the curriculum effectively. Outcome targets for age related expectations met and gap closing for these targeted pupils. More families receiving early intervention Open Afternoons/Fab Fridays Work with external agencies Family workshops and support Coffee and Cake mornings</p>			<p>(AP staff 30%) <b>(Actual = £6,358)</b> <u>Difference = +£84</u></p>
<p>● 9) Self-esteem</p>			
<p>SDQ will show that there has been an improvement in the child's self esteem.  To support children to develop self-esteem and self-worth so they are confident learners and achieve well.</p>	<p>Pastoral Support team</p>	<p>3 main Hubs were developed so a more focused work base could be used to implement the supportive interventions with the view of meeting the needs of these children throughout the whole school curriculum.  Each of our vulnerable children have a learning mentors to support them. Pupil voice is very positive from these children.</p>	
<p>Targeted small group intervention Work with families 1:1 intervention Passport opportunities Whole school Ethos Supportive curriculum Forest Schools Collaborative learning structures introduced</p>	<p>SDQ</p>	<p>Interventions with our learning mentor focusing on self-esteem, confidence and well-being have now started back up in the summer term after COVID restrictions. Our learning mentor works with a group of children across the Academy with low self-esteem and emotional needs. These children access a variety of sessions that focus on improving confidence and self-esteem. These sessions are extremely valuable to these vulnerable children.  Pupil voice sessions and SDQ data show that 54% of children have shown a positive shift.</p>	<p><b>£17,584</b> (staffing) <b>(Actual = £11,507)</b> <u>Difference = +£6,077</u></p>

<p>For Y5 and Y6 this allows them to spend a night away from home working on a variety of outdoor learning experiences. It allows them to bond with Parkwood peers and staff and grow in confidence in their new school setting.</p>	<p>Isle of White sailing trip (residential) for both year 5 and 6 (due to the current year 6 missing out last year with COVID)</p>	<p>Due to COVID restrictions the sailing trip will be going ahead in summer 2 for Year 6 children only.</p>	<p><i>£1,500</i>  <i>(transport)</i>  <u>(Actual =</u>  <u>£1,500)</u>  <u>Difference =</u>  <u>-£0</u></p>
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