

Park Hall Academy Pupil Premium Strategy, 2019-2022: Year 1

OBJECTIVE: TO CLOSE THE GAP BETWEEN DISADVANTAGED AND NON-DISADVANTAGED PREMIUM STUDENTS NATIONALLY

Summary information

Academic Year	2019-2020	Total PP budget	£376, 805	Date of most recent PP Review	August 2019
Total number of pupils	1065 (Main school)	Number of pupils eligible for PP	403 (37.8%)	Date for next internal review of this strategy	December 2019

Current Year 11 achievement and whole school attendance tracker

	Baseline: 2018-2019			Year 1: 2019-2020			Year 2: 2020-2021			Year 3: 2021-2022			Pupils not eligible for PP (2019 national average, using SISRA Data Collaborative)
	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	
Progress 8 score average	-0.79 [54]	-0.49 [51]	+0.02 [62]										0.15
Attainment 8 score average	33.07 [54]	42.82 [51]	42.29 [62]										48.91
% of pupils achieving English grade 4+	51.9 [28]	58.8 [30]	69.4 [43]										82%
% of pupils achieving English grades 5+	25.9 [14]	29.4 [15]	48.4 [30]										67%
% of pupils achieving Maths grade 4+	31.5 [17]	33.3 [17]	45.2 [28]										77%
% of pupils achieving Maths grade 5+	18.5 [10]	21.6 [11]	25.8 [16]										52%
% Achieving the E-BACC	0 [0]	2.1 [1]	1.6 [1]										19%
Whole School PP attendance													
Whole School PP attendance	93.4	93.6	93.1										School Other – 96.3%
Persistent absence for PP	23.3	17.4	18.5										School Other – 9.4%

Barriers to future attainment (for pupils eligible for PP)

In-school barriers

Pupils having a low level of literacy and vocabulary

Pupils having a low level of numeracy

There is an absence of a family culture of learning – a lack of role models for reading, studying etc

A small group of disadvantaged pupils are demonstrating disengagement or behavioural issues, which is having a detrimental effect on their progress

Disadvantaged pupils are not making rapid progress in Maths, compared to English

Disadvantaged pupils do not make enough progress in Humanities, Modern Foreign Languages and Science.

External barriers

Absence is higher than national for disadvantaged pupils in the school.

Persistent absence is higher than national for disadvantaged pupils in the school.

Desired outcomes (desired outcomes and how they will be measured)	Success criteria
More rapid progress in literacy for Year 7 pupils eligible for Pupil Premium funding.	Pupils eligible for Pupil Premium funding will make progress at a faster rate than non-Pupil Premium students. This will be evidenced using the Year 7 accelerated reader programme and through English assessments at data capture points through the year.
More parental engagement at school events such as parents evening and information evenings, for those who are disadvantaged.	Increased attendance % of Pupil Premium parents to key events. Impact measures to be taken after each event.
Less disadvantaged pupils represented in isolation and exclusion statistics.	A reduction in % to shift towards national average for non-disadvantaged exclusions (% of pupils receiving 1 or more FTE national non-disadvantaged is 3.9%).
Improved performance of disadvantaged pupils in Maths.	Increase in the % achieving the threshold in Maths.
Improved attainment and progress score for disadvantaged pupils in Humanities to be broadly in line with the national average.	Subjects to be broadly in line with the national comparator.
Improved attainment and progress score for disadvantaged pupils in Modern Foreign Languages to be broadly in line with the national average.	Subjects to be broadly in line with the national comparator.
Improved attainment and progress score for disadvantaged pupils in Science to be broadly in line with the national average.	Subjects to be broadly in line with the national comparator.
Improved attainment and progress score for disadvantaged pupils in Art and Technology to be broadly in line with the national average.	Subjects to be broadly in line with the national comparator.
Improve the attendance figure of the schools for disadvantaged cohort	By July 2020 the % of sessions missed to be broadly in line with the national average which is 5%.

Outcome Tracking – Parental Engagement

		Year 7 Settling in evening	Year 7 Parent's Evening	Year 8 Parent's Evening	Year 9 Parent's Evening	Year 9 Options Evening	Year 10 Parent's Evening	Year 10 Intervent. Evening	Year 11 Parent's Evening 1	Year 11 Parent's Evening 2	Year 11 Intervent. Evening	Year 11 Revision Evening
Intake 2021	Dis											
	Oth											
Intake 2020	Dis											
	Oth											
Intake 2019	Dis											
	Oth											
Intake 2018	Dis											
	Oth											
Intake 2017	Dis											
	Oth											
Intake 2016	Dis											
	Oth											
Intake 2015	Dis											
	Oth											

Outcome Tracking – Internal Isolation [statistics are cumulative over an academic year]											
	July 2019	December 2019	April 2020	July 2020	December 2020	April 2021	July 2021	December 2021	April 2022	July 2022	Overall change
Disadvantaged											
Other											

Outcome Tracking – Fixed Term Exclusions – Number of exclusions [statistics are cumulative over an academic year]											
	July 2019	December 2019	April 2020	July 2020	December 2020	April 2021	July 2021	December 2021	April 2022	July 2022	Overall change
Disadvantaged	36										
Other	24										

Outcome Tracking – Fixed Term Exclusions – Number of days [statistics are cumulative over an academic year]											
	July 2019	December 2019	April 2020	July 2020	December 2020	April 2021	July 2021	December 2021	April 2022	July 2022	Overall change
Disadvantaged	77										
Other	46										

Outcome Tracking – Fixed Term Exclusions – Number of children with repeat exclusions [statistics are cumulative over an academic year]											
	July 2019	December 2019	April 2020	July 2020	December 2020	April 2021	July 2021	December 2021	April 2022	July 2022	Overall change
Disadvantaged	8										
Other	5										

Outcome Tracking – Permanent Exclusions - Number of exclusions [statistics are cumulative over an academic year]											
	July 2019	December 2019	April 2020	July 2020	December 2020	April 2021	July 2021	December 2021	April 2022	July 2022	Overall change
Disadvantaged	0										
Other	0										

Planned expenditure						
Action	Rationale	Success Criteria	Termly milestones - impact measures			
			December 2019	April 2020	July/August 2020	
<p>To further develop and refine a programme for primarily Year 11 boys, to motivate pupils to engage with their learning called "The Progress League".</p>	<p>Most of our parents want to support their children. Researchers have reviewed 37 studies on the effects of parental behaviours and attitudes on children's grades. Their findings found that parents having high academic expectations of their child had the biggest impact on their grades. Also, regular communication with children and their school life allowed parents to nip any potential problems before they manifested themselves into bigger issues. Finally, having clear rules to deal with how children divide their homework and leisure time can help children to make better decisions regarding their independent study time later in school. A large body of research has confirmed the findings of this study; specifically, the power of high expectations and valuing education. This impact has been found when those expectations come from parents, teachers or the students themselves. We have found that by championing the learning and aspirations of these underperforming boys, we can help motivate them to make more progress with their studies, by taking on some of the role of a parent, but also by improving the link between home and school, so parents know how best to support their child during such an important time.</p>	<p>Progress rates of disadvantaged pupils at least match non-disadvantaged pupils' national averages.</p>				
		<p>Attainment rates of disadvantaged pupils at least match non-disadvantaged pupils' national averages.</p>				
		<p>Attendance rates of disadvantaged pupils at least match non-disadvantaged pupils' national averages.</p>				
		<p>Exclusion rates of disadvantaged pupils at least match non-disadvantaged pupils' national averages.</p>				
		<p>Points awarded by subject teachers, demonstrate an improvement in engagement.</p>				
<p>To develop additional curriculum provision in Maths through the addition of GCSE Statistics, to support disadvantaged pupils make a smooth transition to Post-16 Maths in Years 10 and 11.</p>	<p>To be completed</p>	<p>There is an increase in the uptake of GCSE Statistics for disadvantaged pupils.</p>				
		<p>Progress rates of disadvantaged pupils at least match non-disadvantaged pupils' national averages in GCSE Statistics.</p>				
		<p>There is an increase in the uptake of A Level Maths for disadvantaged pupils.</p>				

Planned expenditure

Action	Rationale	Success Criteria	Termly milestones - impact measures		
			December 2019	April 2020	July/August 2020
To develop additional curriculum provision in Maths through the "Progress 18", which is aimed at high achieving Year 11 pupils.		Progress rates of disadvantaged pupils at least match non-disadvantaged pupils' national averages in Maths.			
		Attainment rates of disadvantaged pupils at least match non-disadvantaged pupils' national averages in Maths.			
To run a Year 9 Aim Higher Mentoring Programme. This programme, for high achieving students, is run in partnership with Aston University. High ability pupil premium students have exclusively taken part in the programme.	Research from Bristol University tracked 770 students from over 640 schools to see if their aspirations and expectations impacted on their GCSE results and if they went on to apply to University. Their research concluded that most students have both high aspirations and expectations; students with low aspirations and low expectations did the worst at GCSE, compared to those with high aspirations and expectations; those with high aspirations and low expectations often led to low achievement; and finally, students whose parents expected them to go to University when they were in Year 9, were over 5 times more likely to do so than the students whose parents did not. Considering the low level of university uptake at the end of Year 13 for disadvantaged pupils, we are running the programme with Year 9, to help realise their potential and improve their aspirations and expectation of themselves.	In Year 9, pupils who are taking part in the programme have increased aspirations and expectations of themselves. They will be more open to the idea of university.			
		At the end of Year 11, there will be more disadvantaged pupils entering further education.			
Run a weekly SMTPF meetings to review progress with the Senior Management Team, Progress Team, Head of Years, Middle Leaders, The premise of the meeting will be to plan collaboratively to improve teaching and	EEF - evidence states that the impact on teaching and learning is consistently positive. <i>+8 Months impact – Feedback</i> <i>+3 Months impact – Behaviour interventions</i> <i>+3 Months impact – Individualised Instruction</i>	At the end of Year 13, there will be more disadvantaged pupils applying and attending university.			
		A stepped improvement in holistic P8 score for the cohort that is moving towards the national comparator by July 2020.			
		A stepped improvement of P8 scores in Maths and English, July 2020.			
		An improvement of VA score in the Science, July 2020.			

Planned expenditure					
Action	Rationale	Success Criteria	Termly milestones - impact measures		
			December 2019	April 2020	July/August 2020
learning and bolster progress through timely interventions.		An improvement of VA score in the Humanities, July 2020.			
		An improvement of VA score in the Languages, July 2020.			
		An improvement of SPL score in the Art and Technology, July 2020.			
To improve the quality of Teaching and Learning for the disadvantaged cohort.					
To raise the awareness of disadvantaged pupils to ensure for effective planning; teacher adaptation and in class support.	EEF - feedback has very strong evidence for improving learning and progress. If teachers know who the disadvantaged pupils are they can ensure that they are targeting them with verbal and written feedback, AFL and Questioning, grouped for collaborative learning; and provided individualised instructions more frequently.	100% of class teachers are aware of their disadvantaged pupil. They use this knowledge to adapt their teaching in order to address their underachievement/ barriers to learning.			
All disadvantaged pupils marked in SIMS worksheets. This allows for teacher to distinguish pupils. £250	<i>+8 Months impact – Feedback</i> <i>+3 Months impact – Individualised Instruction</i> <i>+5 Months impact – Collaborative Learning</i> <i>+4 Months impact – Digital Technology</i>	Evidence of use collected through disadvantaged pupils learning walks.			
To improve the quality of feedback for disadvantaged pupils.	Researchers have conducted a comprehensive and thorough review of a wide range of studies examining the impact of feedback on children. They found that feedback significantly improves student performance. They found that if feedback is about the person's ability, it was more likely to hinder their future efforts, whereas, if feedback as focused on how to do the task better it was much more likely to enhance performance. Finally, that feedback that focuses on improving motivation is also likely to improve subsequent efforts. However, caution is noted, that if students become reliant on this motivational feedback, then when it is withdrawn it can lead to a decline in performance. Also, the EEF has found that feedback has very strong evidence for improving learning and progress. We find	Evidence of all disadvantaged pupils across KS3 and KS4 participating in purposeful green pen challenge and feedback.			
Provision of green pens for pupils for responding to teacher feedback.		Book scrutiny of disadvantaged pupils.			
DIRT lessons to be delivered to allow for common misconceptions to be remedied. £250		Book scrutiny to ensure that there is no disparity between disadvantaged pupils and non-disadvantaged pupils in terms of green pen challenge and feedback.			

Planned expenditure

Action	Rationale	Success Criteria	Termly milestones - impact measures		
			December 2019	April 2020	July/August 2020
	that the majority of our pupils are motivated to succeed; however, they do struggle to understand the task they have been asked to complete, so require effective feedback to help them to understand how they can complete more successfully.				
To deliver whole school CPD throughout the year, looking at teaching vocabulary to children, in order to "close the gap". This CPD will lead to an increased presence of vocabulary teaching within the classroom on a day to day basis in all subjects. £2,500	The Communication Trust has completed some research that found that poor language predicts poor literacy skills. At the age of six there is a gap of a few months between the reading age of children who had good oral language skills at 5, and those with poor oral language skills at 5. By the time they are 14, this gap has widened to five years' difference in reading age (Hirsch, 1996). They found that poor language also predicts behaviour problems. Two thirds of 7-14 year olds with serious behaviour problems have language impairment (Cohen et al 1998). Poor language and communication skills in school leavers reduces the probability of getting into employment. Local Authority research found that in North Solihull, there were significant numbers of children, who did not have an SEN need, but had significant gaps in their vocabulary, due to the higher level of economic deprivation and a lower number of parents having accessed university themselves. We found that teachers often commented that pupils were unable to access the exam paper, as they cannot read. We have found that they can read, but they lack the vocabulary to understand what is being asked of them, in order to fully demonstrate their knowledge, understanding and skills to others.	Progress rates of disadvantaged pupils at least match non-disadvantaged pupils' national averages.			
		Attainment rates of disadvantaged pupils at least match non-disadvantaged pupils' national averages.			
		Book scrutiny of disadvantaged pupils.			
To deliver whole school CPD throughout the year, looking at memory and retrieval and distributed practice, in order to "close the gap".	Our pupils are making more progress each year, but they still find revising difficult at the end. Many have commented that it feels like "you have to learn it all again". In 2013, researches from Kent State University, Duke University, University of Wisconsin and	Progress rates of disadvantaged pupils at least match non-disadvantaged pupils' national averages.			

Planned expenditure

Action	Rationale	Success Criteria	Termly milestones - impact measures		
			December 2019	April 2020	July/August 2020
<p>This CPD will lead to adaptations to the curriculum, especially in Year 7, to promote positive long-term outcomes.</p>	<p>University of Virginia published a review of hundreds of studies to explore which strategies are most likely to lead to long-term learning. The two most rated techniques for improving long term memory was retrieval practice and distributed practice (sometimes referred to as a "spacing"). There has been numerous researches from around the world that have run studies that support these findings. For the retrieval practice to be most effective, it must be done at "low-stakes", which means it does not increase stress levels of students and is not used as a form of judgement of their ability. By adapting our curriculum and our schemes of work, we hope that pupils feel more empowered with the knowledge from their learning, which leads to improved outcomes.</p>	<p>Attainment rates of disadvantaged pupils at least match non-disadvantaged pupils' national averages.</p>			
		<p>Book scrutiny of disadvantaged pupils shows evidence of spaced practice, as well as retrieval practice.</p>			
		<p>Learning Walks of disadvantaged pupils shows evidence of spaced practice, as well as retrieval practice.</p>			
<p>To purchase the services of external tutors in order to target KS4 pupils who would benefit from specific English and Mathematics support, linked to their classwork. £6,000</p>	<p>EEF - one to one tuition has very strong evidence for improving learning and progress. Optimal results come from short, regular sessions.</p> <p><i>+8 Months impact - Meta-cognition and Self-Regulation</i> <i>+8 Months impact - Feedback</i> <i>+3 Months impact - Individualised Instruction</i> <i>+5 Months impact - Collaborative Learning</i> <i>+3 Months impact - Reducing class size</i> <i>+4 Months impact - Small group tuition</i></p>	<p>Improved % of disadvantaged pupils who achieve the threshold in English and Maths in Summer 2019 results.</p>			
		<p>Incremental % rises in internal assessment results for disadvantaged pupils who engage with external tutors.</p>			
		<p>Better completion % of PiXL app by disadvantaged pupils.</p>			
<p>Employment of a literacy and a numeracy coordinators.</p> <p>Employment of an additional Maths teacher who is SEN specialist £40,000</p>	<p>The EEF - suggests that small group tuition leads to moderate impact in comparison to those students who do not receive small group tuition.</p> <p><i>+8 Months impact - Meta-cognition and Self-Regulation</i> <i>+5 Months impact - Collaborative Learning</i> <i>+5 Months impact - Oral language Intervention</i> <i>+4 Months impact - Small group tuition</i> <i>+8 Months impact - Feedback</i> <i>+3 Months impact - Individualised Instruction</i></p>	<p>Disadvantaged pupils who engage with additional Maths teacher to achieve a positive P8 score in the Maths pillar by July 2019.</p>			
		<p>Incremental improvements in teacher assessment.</p>			
		<p>A stepped improvement in holistic P8 score for the cohort that is</p>			
<p>Continuation of the employment of an</p>	<p>A study in 2010 from the University College of London and Purdue University, looked at</p>	<p>A stepped improvement in holistic P8 score for the cohort that is</p>			

Planned expenditure

Action	Rationale	Success Criteria	Termly milestones - impact measures		
			December 2019	April 2020	July/August 2020
external mentor, Dare2Dream, to work with pupils on confidence, attitude, emotional wellbeing and organisational wellbeing. £6,000	how children well children cope with rejection. Their findings surprised many, as they suggested that teenagers are hypersensitive to rejection and that social anxiety is likely to peak at age 15. Further research has demonstrated how teenagers are more likely to take risks, need more sleep, struggle to read emotions and have less self-control than adults. Although the 2010 research showed that all humans are susceptible to peer pressure, evidence suggests that teenagers are more likely to be influenced by the group and more likely to make bad decisions when in the company of their friends than compared to adults. Considering this, we acknowledge that a person will never be surrounded by so many people of their own age than when they are at school. If teenagers are more sensitive to social rejection than adults, then navigating their teenage years at schools is tricky for them. Excessive levels of stress can hinder learning, concentration and memory, meaning that what happens outside of the classroom and on social media after school, can impact what happens in the classroom. Therefore, it is important that we teach our disadvantaged pupils in particular, the techniques to help them to manage their anxieties and frustrations.	moving towards the national comparator by July 2019. An Average ATL/ BFL of cohort that is no less than 2 by July 2019.			
Continuation of a system of requests through which departments can	EEF - suggests that mentoring and 1:1 tuition have a positive impact. +3 Months impact – Individualised Instruction +8 Months impact - Meta-cognition and Self-Regulation +5 Months impact - One to one tuition +8 Months impact – Feedback +3 Months impact – Behaviour interventions	Improvement in holistic P8 score for the cohort that is moving towards the national comparator			

Planned expenditure

Action	Rationale	Success Criteria	Termly milestones - impact measures		
			December 2019	April 2020	July/August 2020
<p>submit proposals for additional funding in order to benefit the teaching and learning of disadvantaged pupils. £41,000</p>	<p>+8 Months impact - Meta-cognition and Self-Regulation +8 Months impact – Feedback +3 Months impact – Individualised Instruction</p>	<p>by July 2019</p>			
<p>GCSE holiday revision and intervention classes, Saturday morning Maths, period 6s, daily AM revision sessions, for disadvantaged pupils to improve teaching and learning and outcomes, as well as Intervention evening. £11,000</p>	<p>The “Spacing Effect” is one of the longest and most findings in cognitive psychology. It was first detailed in 1885 by Ebbinghaus, who found that humans tend to forget large amount of information if they only learning something once. Since then, research has consistently shown the power of spacing out your learning. This is an effective technique, as it allows time for the material to be forgotten and re-learned. This process can help a student cement this knowledge into their long-term memory. In some studies, using spacing instead of cramming has results in a 10-30% difference in final test results. The findings have been found in a range of tasks, including remembering key words, random facts or solving complex maths problems. To ensure that our disadvantaged pupils can regularly revisit topics throughout the year, we will provide them with a range of activities for them to access. As their motivation increases, we would like to see their attendance to these sessions increasing, as well as their progress. Parents will likely to engage more as they see their child is invested in their learning.</p>	<p>Attendance of the disadvantaged pupils cohort to the revision to be better than 95%.</p>			
		<p>Improvement in holistic P8 score for the cohort that is moving towards the national comparator by July 2019</p>			
		<p>Good levels of attendance to parent’s and Intervention evenings.</p>			
<p>To purchase a range of ICT Home Learning packages to support revision in the home environment, as well as programmes to help test pupil’s knowledge and</p>		<p>A high level of engagement in SENECA.</p>			
		<p>A high level of engagement in GCSE Pod.</p>			

Planned expenditure						
Action	Rationale	Success Criteria	Termly milestones - impact measures			
			December 2019	April 2020	July/August 2020	
understanding of the topics covered. This will include PiXL, SENECA and GCSE Pod.		A high level of engagement in PiXLA.				
To continue to subscribe to PiXL membership, to access resources to share amongst our teaching staff, to use within their teaching to promote positive outcomes for pupils.		Evidence of the impact of membership through book scrutiny of disadvantaged pupils. Evidence of use collected through disadvantaged pupils learning walks.				
To improve the behaviour of the disadvantaged cohort in relation to the over representation in fixed term exclusion data, and their attendance.						
A range of behaviour for learning interventions for Disadvantaged Pupils whose behaviour is a barrier to their learning and progress, including support from Malachi services. £20,000	EEF - evidence states that behavioural interventions can produce large improvements in academic performance along with a decrease in problematic behaviours. Effect sizes are larger for targeted interventions matched to specific pupils with particular needs or behavioural issues, than for universal interventions. <i>+4 Months impact – Social and Emotional Learning, +4 Months impact – Small group tuition, +3 Months impact – Behaviour interventions +3 Months impact – Parental Involvement +8 Months impact – Meta-Cognition and Self-Regulation</i>	A stepped reduction of fixed term exclusions of the disadvantaged cohort towards being broadly in line with national by July 2019. A reduction of internal isolation data in comparison to last academic year.				
Pastoral support targeted at our most vulnerable students. Our inclusion team work on raising self-esteem and supporting positive behaviour. £77,000	EEF - evidence states that behavioural interventions can produce large improvements in academic performance along with a decrease in problematic behaviours. <i>+4 Months impact – Social and Emotional Learning, +4 Months impact – Small group tuition, +3 Months impact – Behaviour interventions +3 Months impact – Parental Involvement +8 Months impact – Meta-Cognition and Self-Regulation</i>	A stepped reduction of fixed term exclusions of the disadvantaged cohort towards being broadly in line with national by July 2019. A reduction of internal isolation data in comparison to last academic year. Attendance - By July 2018 the % of sessions missed to be broadly in line with the national average which is 5%.				
Providing significant	EEF – Parental involvement shows moderate	To improve the attendance of the				

Planned expenditure

Action	Rationale	Success Criteria	Termly milestones - impact measures		
			December 2019	April 2020	July/August 2020
EWO and Assistant Headteacher time to increase attendance of disadvantaged pupils, with attendance letters, regular contact with parents, home visits and collections, attendance assemblies, enforcement teams, incentives. £50,000	impact for moderate cost. +3 Months impact – Parental involvement	Year 7 disadvantaged pupils cohort to be in line with national comparator for absence (5% sessions missed)			
		To improve the attendance of the Year 7 disadvantaged pupils cohort to be in line with national comparator for PA (which is 12.4%).			
		To improve the attendance of the Year 8 disadvantaged pupils cohort to be in line with national comparator for absence (5% sessions missed)			
		To improve the attendance of the Year 8 disadvantaged pupils cohort to be in line with national comparator for PA (which is 12.4%).			
		To improve the attendance of the Year 9 disadvantaged pupils cohort to be in line with national comparator for absence (5% sessions missed)			
		To improve the attendance of the Year 9 disadvantaged pupils cohort to be in line with national comparator for PA (which is 12.4%).			
		To improve the attendance of the Year 10 disadvantaged pupils cohort to be in line with national comparator for absence (5% sessions missed)			
		To improve the attendance of the Year 10 disadvantaged pupils cohort to be in line with national comparator for PA (which is 12.4%).			

Planned expenditure

Action	Rationale	Success Criteria	Termly milestones - impact measures		
			December 2019	April 2020	July/August 2020
		To improve the attendance of the Year 11 disadvantaged pupils cohort to be in line with national comparator for absence (5% sessions missed)			
		To improve the attendance of the Year 11 disadvantaged pupils cohort to be in line with national comparator for PA (which is 12.4%).			
To narrow the literacy and numeracy gap between disadvantaged pupils and non- disadvantaged pupils in school on entry					
To run the Renaissance Learning package 'Accelerated Reader' for all pupils at KS3, to ensure it promotes inclusion for disadvantaged pupils. £2,500	EEF – Suggests that reading comprehension strategies can have a significant impact. <i>+5 Months impact – Reading comprehension strategies.</i>	To improve the reading age of disadvantaged pupils to in line with national each year.			
To run additional Literacy interventions during tutor time to ensure any gaps are addressed for disadvantaged and SEN pupils.		Improvements in skills of literacy through internal assessment during the academic year. Improved intervention assessment outcomes, showing greater progress in terms of months, compared to the length of the programme. (Minimum 6 months).			
To run the Numeracy Nijas programme for all pupils at KS3, to ensure it promotes inclusion for disadvantaged pupils. £1,000	EEF - suggests that promoting collaborative learning, has significant impact for moderate cost. <i>+5 Months impact – Collaborative learning +8 Months impact – Feedback</i>	Improvements in Mathematics through internal assessment during the academic year.			
To run additional numeracy interventions for 2 hours a fortnight to ensure any gaps are addressed for		Improvements in Mathematics through internal assessment during the academic year. Improved intervention			

Planned expenditure					
Action	Rationale	Success Criteria	Termly milestones - impact measures		
			December 2019	April 2020	July/August 2020
disadvantaged and SEN pupils.		assessment outcomes, showing greater progress in terms of months, compared to the length of the programme. (Minimum 6 months).			

Reviewing the previous year's expenditure

Leavers Year 11 achievement and whole school attendance tracker		
	Disadvantaged Pupils (Leavers 2019)	Pupils not eligible for PP (2019 national average, using SISRA Data Collaborative)
Progress 8 score average	+0.02	0.15
Attainment 8 score average	42.29	48.91
% of pupils achieving the threshold in English grade 4+	69.4	82%
% of pupils achieving the threshold is English grades 5+	48.4	67%
% of pupils achieving the threshold in Maths grade 4+	45.2	77%
% of pupils achieving the threshold in Maths grade 5+	25.8	52%
% Achieving the E-BACC	1.6	19%
Whole School (Years 7 to 11)		
Whole School PP attendance	93.1	94.8%
Persistent absence for PP	18.5	12.8%

The Progress 8 for disadvantaged pupils increased in 2019 +0.01 from a -0.08 the previous academic year, despite new GCSEs continuing to be embedded and some last-minute changes to the grade boundaries in BTEC Tech Awards. Low ability disadvantaged pupils continued to perform very well, with a strong positive progress 8. Once again, more disadvantaged pupils achieved a standard pass in the basics (English and Maths). This has risen from 24% in 2014 to 44% in 2019. There have been significant gains in the % of disadvantaged pupils achieving the standard pass in English, rising from 40% in 2014 to 69% in 2019. In Maths, there has been modest improvements, rising from 36% in 2014 to 46% in 2019. This remains a focus.

According to SISRA data collaborations, several our disadvantaged pupils, achieved better than their peers nationally, given their individual starting points, for example in Sociology (+0.69), Child Development (+1.26) and History (+0.23), as well as all BTEC vocational subjects. For our higher ability disadvantaged pupils, they too achieved better than their peers nationally in History (+0.80), French (+1.06), BTEC Health and Social Care (+2.28), and BTEC Performing Arts (+1.03).

Attendance to school continues to improve for our disadvantaged pupils, increasing from 91.9% in 2015 to 93.1% in 2019. The % of those who were persistently absent from school has also generally fallen from 22.2% in 2015 to 17.6% in 2018, however, increased to 18.5% last academic year, due to a small number of children with chronic attendance. Multi agency work to assess and plan for these child's needs continues. Overall, this remains an area of improvement and focus. Pupil Premium exclusions remain in line with previous years. These pupils were again, excluded more than their peers who are not disadvantaged. This remains a focus too. However, our exclusion rates are the lowest in North Solihull and compare very favourably with the entire Local Authority.

Disadvantaged pupils are happy and safe at school. 98% of pupils at Park Hall are happy (1% up on last year), 98% of pupils have made friends/ have friends they can talk to (1% up on last year), 97% of pupils feel happy and safe at lunchtime (same as last year), and 94% of pupils are happy with their timetable.

We employed a number of additional interventions to support our disadvantaged pupils. With our accelerated reader programme, our disadvantaged pupils are broadly in line with national (100 being average: Year 7 – 99, Year 8 – 100, Year 9 – 100). In our Year 8 literacy form, our disadvantaged pupils made 8 months progress across 4 months. In our Year 9 literacy form, our disadvantaged pupils made 6 months of progress with their reading age across 4 months. Our progress team made home visits to 5

disadvantaged pupils, where two members of staff went to go through homework and revision expectations. The average progress 8 for these pupils was -0.12. Disadvantaged pupils, who had substantial progress conversation in Year 11, achieved a progress 8 increase of 0.89. 340 colours were achieved by disadvantaged pupils, and 43 achieved the Leadership Ladder. 30% of the pupils who went on the Year 10 rewards trip were Pupil Premium and 38% went on the Year 11 rewards trip.

With a significant investment from the AIM Higher programme, 93% of pupils who took part in the programme now plan to go to University, an increase in 30% from the start of the programme. 93% of pupils said they now know enough about university to make an informed decision as to whether or not to go to university, an increase of 53%. 79% of pupils understand the university application process, an increase of 52%. 100% of pupils know what qualifications/grades they need to go to university, an increase of 58%. 93% of pupils understand what university life is like, an increase of 40%. All of the students who answered 'strongly agree' or 'agree' attended an open day event at the University of Aston due to being involved in the Aim Higher programme. 79% of pupils believe that university is for 'people like me', an increase of 12%. 85% of pupils believe they could cope with the level of study at University, an increase of 59%.

Expenditure 2018-2019	
INCOME	392,000
SPEND	
Park Hall Internal Staffing	
Attendance and Vulnerable Learners Team	93,000
Progress Team, including social, emotional, and academic intervention	102,100
Intervention and LSAs, including internal 1:1 Tutoring	40,000
Curriculum and Careers Support	8,600
Other	
External 1:1 Tutoring	4,000
Supportive technology	800
Transport	300
Alternative curriculum	65,000
Revision guides	1,600
Extra-Curricular and School Trips	1,400
Accelerated Reader and Literacy	4,700
Curriculum resources, awards and the more able	70,500