

E-ACT Pupil Premium Strategy

2021-2022

Financial year statement

For each child registered as eligible for free school meals at any point in the last 6 years:

- £1,320 for pupils in Reception to Year 6
- £935 for pupils in Year 7 to Year 11

Schools will also receive £2,300 for each pupil identified in the spring as having left local-authority care because of 1 of the following:

- adoption
- a special guardianship order
- a child arrangements order
- a residence order

If a pupil has been registered as eligible for free school meals and has also left local-authority care for any of the reasons above, they will attract the £1,900 rate.

Children who have been in local-authority care for 1 day or more also attract £2,300 of pupil premium funding.

Pupils in year groups Reception to Year 11 recorded as Ever 6 Service Child or in receipt of a child pension from the Ministry of Defense

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.

Pupil premium strategy statement

1. Summary information					
School	Nechells E-ACT Academy				
Academic Year	2021/22	Total PP budget	£133, 155	Date of most recent PP Review	July 2022
Total number of pupils	179	Number of pupils eligible for PP	113	Date for next internal review of this strategy	N/A

2. Desired outcomes		
Barrier	Desired outcomes	Success criteria
1) Memory/Recall link with cognitive load- Molly	Children to have increased recall of key knowledge identified in the National Curriculum - for all subject areas.	Use of pre teaching including use of knowledge organisers & carefully prepared materials ensuring lessons do not exceed processing capacity through small step tasks and use of visual modelling and toolkits.
2) English- Kathy	Gap closed between PP and National Non-PP end of key stage attainment in reading, writing, & phonics.	% Non-PP Reading ARE, % Non-PP Writing ARE – End of KS 2 % Non-PP Reading ARE, % Non-PP Writing ARE – End of KS 1 % Met Phonics Check Year 1
3) Maths- David	Gap closed between PP and National Non-PP end of key stage attainment in mathematics.	% Non-PP Maths ARE – End of KS 2 % Non-PP Maths ARE – End of KS 1
4) Place & Equipment for homework- Aisha	To ensure that all PP children have access to the necessary space and resources to complete their homework in good time.	All PP children will complete their homework on a weekly basis. All PP children will have access to the necessary resources. (Both E learning and book based.)
5) Emotional Well Being- Nikki	To ensure that all PP children have good mental health and are able to function in school and their everyday life.	All PP children to build resilience and motivation skills. All PP children to be aware of how to keep emotionally well.
6) Aspirations/ Enrichment	For all PP children to have the opportunity to participate in a wide range of enrichment opportunities and new experiences – these will include events which raise their aspirations for their own future.	Throughout the year children will have the opportunity to participate in a wealth of experiences and opportunities. They will include links with local secondary schools.
7) Attendance- Jasmin	For all PP children to achieve at least 98% attendance.	PP children achieve 98% attendance. The attendance of PP children is in line with Non-PP children's attendance.
8) Relationships/ Behaviour	For all PP children to work successfully within the school behaviour system and build positive relationships with their peers and adults.	All PP children to demonstrate 'green' (or above) behaviour on a daily basis. All PP children are able to interact appropriately in a range of situations with peers and adults in school.
9) Self Esteem/ Confidence	To ensure that all PP children have high self-esteem and are confident individuals.	All PP children will develop in confidence throughout the academic year and have a clear picture of why it is 'good to be me.'
10) Financial Hardship	To ensure that PP children are not disadvantaged at school due to financial hardship at home. E.g. Not being able to attend an educational visit because they cannot afford it.	All PP children are given the opportunity to attend educational visits, residential and paid events.
11) Parental Engagement	To ensure that the parents of PP children are engaged in their teaching and learning and work with the school to in order for their child(ren) to achieve the best possible outcomes.	The parents of all PP children to attend parent's evening, relevant parent workshops and other appropriate events.

3. Planned expenditure						
Academic year	2021 – 2022					
Barrier						
1) Memory/Recall link with cognitive load						
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Review with Impact December 2021 April 2022 July 2022
Children to have increased recall of key knowledge identified in the National Curriculum - for all subject areas.	Quality first teaching.	The effective inclusion of all pupils in everyday high-quality teaching will ensure that children have an increased memory and ability to recall from this.	Regular learning walks, book monitoring and curriculum effectiveness conversations.	DC, KM, SM	Half termly	Learning walks indicate that QFT is strong across the academy. Ongoing coaching is in place for ECTs to further develop their modelling and questioning within QFT. Book monitoring shows that work is scaffolded to enable all learners to access QFT. ECTs are completed induction modules around QFT strategies and being supported by mentors to implement these. As previous
	Pre-teaching	Using support staff to pre-teach key individuals/groups will ensure that over learning takes place and children develop increased recall.	Regular learning walks, book monitoring and curriculum effectiveness conversations.	DC, SM/ KM	Half termly	Pre-teaching is used effectively throughout school and as a result, lessons visits reflect that our most vulnerable pupils come equipped to lessons ready to learn. Pre-teaching interventions are taking place in all year groups evidenced in an intervention book. Book monitoring has shown that key individuals targeted for pre-teaching are making progress and being successful in lessons. Pre-teaching has continued to enable pupils to enter lessons with confidence; this means pupils are more able to learn the curriculum well and gaps are fewer.
	Effective use of support staff within lessons.	Ensuring that support staff have a positive impact on academic achievement – supplementing teaching.	Regular learning walks, book monitoring and curriculum effectiveness conversations.	DC, SM/ KM	Half termly	Learning walks show that support staff are being effectively used during lessons ensuring that disadvantaged pupils have support as/when required. Learning walks and book looks are showing that support staff are being utilised well during lessons. Intervention folders and books show that they are supporting learning through pre-teaching and gap getting sessions. TAs continue to ensure all pupils are ready for learning through the use of pre-teaching. As a result pupils confidence in accessing the full

						curriculum is growing and pupil voice demonstrates this.
	Effective use of support staff to deliver 'gap getting' sessions.	Ensuring that support staff have a positive impact on academic achievement – supplementing teaching. As a result of targeted support on specific gaps in learning, PP children are at least in line with their peers.	Regular learning walks, book monitoring and curriculum effectiveness conversations.	DC, SM/ KM	Half termly	Support staff are regularly delivering pre-teaching and gap getting sessions which is having a positive impact to the attainment of disadvantaged pupils. Evidence of pre-teaching and gap getting sessions taking place within intervention folders/books. Curriculum effectiveness conversations show that these sessions are effective and having a positive impact on the targeted learners. Gaps continue to be filled swiftly. New pupils and those falling behind are continually identified through curriculum effectiveness and gap getting is put into place.
	Use of knowledge organisers and linked retrieval practice/quizzes throughout a unit of work and at the end of each unit of work.	This approach clearly identifies what individuals know at the start of the topic. It enables them to learn key facts and then focus on key skills in lessons.	Book monitoring.	DC	Half termly	Knowledge organiser assessments indicate that 71% of pupils are retaining key knowledge and scoring 70% or more in knowledge assessments. Knowledge assessments show that pupils know and remember more. Curriculum effectiveness for spring (PP working at or above) Y1 – 61% Y2 – 73% Y3 –91% Y4 – 79% Y5 – 94% Y6 – 88% Knowledge assessments show that pupils know and remember more. Curriculum effectiveness for spring (PP working at or above) Y1 – 64% Y2 – 75% Y3 –93% Y4 – 83% Y5 – 95% Y6 – 91%
	Autumn & Summer Term Revision Groups for Y5 and Y6 (Saturday school) 3x teachers	To increase the number of PP children achieving ARE at End of Y6.	Data analysis	DC, RP	Autumn Term Summer Term	92% of disadvantaged pupils have attended additional booster sessions after school. 96% of disadvantaged pupils have attended additional booster sessions after school. 97% of disadvantaged pupils have attended additional booster sessions after school.
Total budgeted cost					£24, 300	

2) English

Desired Outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Review with Impact December 2021 April 2022 July 2022
Gap closed between PP and National Non-PP end of key stage attainment in reading, writing, & phonics.	Quality first teaching.	The effective inclusion of all pupils in everyday high-quality teaching will ensure that children have an increased memory and ability to recall from this.	Regular learning walks, book monitoring and curriculum effectiveness conversations. (English)	DC, KM, NB	Half termly	<p>Learning walks indicate that QFT is strong across the academy. Ongoing coaching is in place for ECTs to further develop their modelling and questioning within QFT.</p> <p>Learning walks continue to indicate QFT is strong across the academy.</p> <p>1-4 outcomes in English (Spring) Y1 – 69% R 94% W, Y2 – 78% R 86% W, Y3 – 75% R 88% W, Y4 – 82 % R 82% W, Y5 - 95% R 85% W, Y6 – 75% R 75% W</p> <p>Learning walks continue to indicate QFT is strong across the academy.</p> <p>1-4 outcomes in English (Summer) Y1 – 73% R 96% W, Y2 – 79% R 88% W, Y3 – 78% R 89% W, Y4 – 85 % R 83% W, Y5 - 96% R 88% W, Y6 – 78% R 79% W</p>
	Pre-teaching	Using support staff to pre-teach key individuals/groups will ensure that children are given personalised opportunities to access new learning.	Regular learning walks, book monitoring and curriculum effectiveness conversations. (English)	DC, KM, NB	Half termly	<p>Pre-teaching is used effectively throughout school and as a result, lessons visits reflect that our most vulnerable pupils come equipped to lessons ready to learn.</p> <p>Pre-teaching is successful intervention to ensure key children are given personalised opportunities. See data above.</p> <p>Pre-teaching has continued to enable pupils to enter lessons with confidence; this means pupils are more able to learn the curriculum well and gaps are fewer.</p>
	Effective use of support staff within lessons.	Ensuring that support staff have a positive impact on academic achievement – supplementing teaching.	Regular learning walks, book monitoring and curriculum effectiveness conversations. (English)	DC, KM, NB	Half termly	<p>Learning walks show that support staff are being effectively used during lessons ensuring that disadvantaged pupils have support as/when required.</p> <p>Learning walks demonstrate that support staff are continuing to be used effectively and deployment of staff is having a positive impact on the learning and attainment of PP.</p> <p>TAs continue to ensure all pupils are ready for learning through the use of pre-teaching. As a result pupils confidence in accessing the full curriculum is growing and pupil voice</p>

	TA to lead on EAL alongside NB (To support new arrivals to the academy)	To ensure that newly arrived pupils who are PP make the best possible start to their education via an intensive and very specific programme of support.	Regular learning walks, book monitoring and data analysis.	DC, NB	Half termly	Currently 13 newly arrived PP pupils are receiving additional support for the early acquisition of language. All pupils have made progress from their starting points. All pupils on the EAL continuum have continued to make progress. Newly arrived pupils receive a bespoke package ensuring they develop survival language before moving on to grasp new vocabulary. All pupils on the EAL continuum have continued to make progress.
	Reading Catch Up Programme 7 x Support Staff reading on a daily 1:1 basis	Focusing on reading opens the doors into other subjects and will impact the children's life chances.	Regular learning walks and data analysis.	DC, KM	Termly	Lowest 20% PP pupils making sufficient or accelerated progress. Pupils regularly receiving daily 1:1 catch-up support. Additional phonics is demonstrating that these pupils are making good progress through the programme. 81% of PP year 1 children are on track to pass the phonics screening check. Pupils regularly receiving daily 1:1 catch-up support. 76% of PP year 1 children passed the PSC.
	Targeted 'teaching reading comprehension' Intervention for KS1 and KS2 - 30 mins x 5 days a week - all support staff & unqualified teachers.	Focusing on reading opens the doors into other subjects and will impact the children's life chances.	Regular learning walks and data analysis.	DC, KM	Termly	Pupils are continuing to be supported through targeted teaching of reading comprehension lessons. Children on track from interventions Year 1 – 56%, Year 2 – 67%, Year 3 - 68%, Year 4 64, Year 5 – 65%, Year 6 - 72% Targeted teaching comprehension intervention continued. 1-4 outcomes in English (Spring) Y1 – 69% R 94% W, Y2 – 78% R 86% W, Y3 – 75% R 88% W, Y4 – 82 % R 82% W, Y5 - 95% R 85% W, Y6 – 75% R 75% W 1-4 outcomes in English (Summer) Y1 – 73% R 96% W, Y2 – 79% R 88% W, Y3 – 78% R 89% W, Y4 – 85 % R 83% W, Y5 - 96% R 88% W, Y6 – 78% R 79% W
	TAs delivering daily 'gap getting' sessions.	As a result of targeted support on specific gaps in learning, PP children will be at least in line with their peers in reading, writing, GPS and phonics.	Regular learning walks, book monitoring and data analysis.	DC, KM	Termly	Support staff are regularly delivering pre-teaching and gap getting sessions which is having a positive impact to the attainment of disadvantaged pupils. Less gap getting sessions have been required this term; however, some key pupils identified from the data, are continuing to receive gap getting as/if required. More pupils are keeping up' with current curriculum coverage. 81% of PP year 1 children are on track to pass the phonics screening check. 76% of PP year 1 children passed the PSC.

	Effective use of the on site librarian (TA) – 5 hours per week.	Children will have extended opportunities to access a wide variety of books outside of school, close gap between PP & Non-PP children through targeted access.	Data analysis	NB	Termly	<p>Librarian is continuing to play a pivotal role in ensuring the library is accessible to all pupils and that books are regularly being borrowed as part of our reading for pleasure strategy. Interesting new books are early identified and purchased to maintain the pupils interest.</p> <p>All children are timetabled to visit the library once a week. New books are being bought to maintain interest. All year groups except reception and year 3 have visited our local Library at the Nechells Pod. Reception and Year 3 to visit in Summer 1.</p> <p>Actions – Complete a stock check of all library books. Plan visits to Central Birmingham Library for 2022-23 academic year.</p> <p>76% of children from Reception to Year 6 visited the Nechells Pod, obtained a library card and borrowed books.</p>
Total budgeted cost					£42, 300	

3) Mathematics

Desired Outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Review with Impact December 2021 April 2022 July 2022
Gap closed between PP and National Non-PP end of key stage attainment in mathematics.	Quality first teaching.	The effective inclusion of all pupils in everyday high-quality teaching will ensure that children have an increased memory and ability to recall from this.	Regular learning walks, book monitoring and analysis of the 'remember it' assessments. (Maths)	DC, KM, RP	Half termly	<p>Learning walks indicate that QFT is strong across the academy. Ongoing coaching is in place for ECTs to further develop their modelling and questioning within QFT.</p> <p>Remember It PP data from Autumn Term shows that PP pupils are retaining key knowledge from the Maths Curriculum: Y1- 76%, Y2- 86%, Y3- 64%, Y4- 71%, Y5- 72%, Y6- 83%</p> <p>Learning walks continue to show that QFT is ensuring pupils' keep up with current learning. Remember It PP data for Spring: Y1- 78%, Y2- 86%, Y3- 70%, Y4- 75%, Y5- 75%, Y6- 85%</p> <p>Remember It PP data for Spring: Y1- 82%, Y2- 86%, Y3- 75%, Y4- 81%, Y5- 77%, Y6- 85%</p>
	Pre-teaching	Using support staff to pre-teach key individuals/groups will ensure that children are given personalised opportunities to access new learning.	Regular learning walks, book monitoring and analysis of the 'remember it' assessments. (Maths)	DC, KM, RP	Half termly	<p>Pre-teaching is used effectively throughout school and as a result, lessons visits reflect that our most vulnerable pupils come equipped to lessons ready to learn.</p> <p>Remember It PP data from Autumn Term shows that PP pupils are retaining key knowledge from the Maths Curriculum: Y1- 76%, Y2- 86%, Y3- 64%, Y4- 71%, Y5- 72%, Y6- 83%</p> <p>Pre-teaching is continued to be used. Remember it data indicates this is making a positive contribution to the achievement of PP pupils in Maths (see above). Pre-teaching has continued to enable pupils to enter lessons with confidence; this means pupils are more able to learn the curriculum well and gaps are fewer. (see above data)</p>
	Effective use of support staff within lessons.	Ensuring that support staff have a positive impact on academic achievement – supplementing teaching.	Regular learning walks, book monitoring and analysis of the 'remember it' assessments.	DC, KM, RP	Half termly	<p>Learning walks show that support staff are being effectively used during lessons ensuring that disadvantaged pupils have support as/when required.</p>

			(Maths)			<p>Remember It PP data from Autumn Term shows that PP pupils are retaining key knowledge from the Maths Curriculum: Y1- 76%, Y2- 86%, Y3- 64%, Y4- 71%, Y5- 72%, Y6- 83%</p> <p>Learning walks demonstrate that support staff are continuing to be used effectively and deployment of staff is having a positive impact on the learning and attainment of PP. (See above)</p> <p>TAs continue to ensure all pupils are ready for learning through the use of pre-teaching. As a result pupils confidence in accessing the full curriculum is growing and pupil voice</p>
	TAs delivering daily 'gap getting' sessions.	As a result of targeted support on specific gaps in learning, PP children will be at least in line with their peers.	Regular learning walks, book monitoring and analysis of the 'remember it' assessments.	DC, KM, RP	Half termly	<p>Support staff are regularly delivering pre-teaching and gap getting sessions which is having a positive impact to the attainment of disadvantaged pupils.</p> <p>Remember It PP data from Autumn Term shows that PP pupils are retaining key knowledge from the Maths Curriculum: Y1- 76%, Y2- 86%, Y3- 64%, Y4- 71%, Y5- 72%, Y6- 83%</p> <p>Less gap getting sessions have been required this term; however, some key pupils identified from the data, are continuing to receive gap getting as/if required. More pupils are keeping up' with current curriculum coverage. (see above)</p> <p>See above data</p>
Total budgeted cost					£25, 400	

4) Place and equipment for homework

Desired Outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Review with Impact December 2021 April 2022
All PP children will complete their homework on a weekly basis. All PP children will have access to the necessary resources. (Both E learning and book based.)	Target in class support and before/after school interventions for PP children. These include specific homework clubs.	We want to invest part of our PP spend to help all pupils with long term change – approach and attitude to learning.	Learning walks each half term will ensure the quality of the provision.	DC, KM	Each half-term.	<p>Homework club launched in the Autumn term with poor attendance. Next steps are to review a targeted approach with a group of Y4 PP pupils attending a weekly homework club session in Spring 1; this will be offered to other year groups if successful.</p> <p>Weekly Y4 homework club has been well attended 100% of children each week have attended and seen to be effective, homework club to be offered to all other year groups during Summer 1 with KS1 and KS2 teaching assistants.</p> <p>Homework club opened up to all year groups who require support with homework tasks. TA's ran group with 95% of PP children attending each week.</p>
	Year 6 Reading/Maths Breakfast club - 1 x Teaching Assistant working with targeted PP children	Key staff can make a positive impact on progress and attainment. This work will supplement teaching.	Monitoring of data three times per year will evaluate progress and attainment.	DC, RP	Termly	<p>Reading/Maths breakfast is attended well by Year 6 pupils and this is aiding them in being prepared for the day ahead whilst also providing additional time to practise and recall key learning.</p> <p>Reading/Maths breakfast club continues to be well attended by Year 6 pupils. This has had a positive impact on recall and retrieval skills, as well as an increase in reading fluency. Y6 – 75% R 75% W Y6- 85%</p> <p>Reading/Maths breakfast club continues to be well attended by Year 6 pupils in Summer 1 term. This has had a positive impact on recall and retrieval skills, as well as an increase in reading fluency.</p>
	To support learning at home, PP children have access to: Google Classroom Bug club Times Table Rock Stars PurpleMash	Access to a range of high-quality resources will support learning and enrich opportunities for PP children.	Monitoring of data three times per year will evaluate progress and attainment.	DC, KM	Half termly	<p>All PP pupils have access to online learning platforms. PP pupils are regularly set books on Bug Club with 55% of pupils having read at least one or more texts this term. Pupils given opportunities to compete in TTRS competitions and use learning from Hegarty Maths.</p> <p>All PP pupils continue to have access to online learning platforms, allowing for access during school time as well as platforms being utilised for homework. All children have weekly access to PurpleMash during computing lessons. All children are regularly set books on Bug Club, with</p>

						<p>55% of pupils having read at least one or more texts this term. TTRS competitions continue within KS2; Google classroom is being used by year 6 pupils for extended writing pieces.</p> <p>All PP pupils continue to have access to online learning platforms, allowing for access during school time as well as platforms being utilised for homework. All children have weekly access to Purple Mash during computing lessons. All children are regularly set books on Bug Club, with 65% of pupils having read at least one or more texts this term. TTRS competitions continue within KS2; Google classroom is being used by year 6 pupils for extended writing pieces. Pick a tale was launched with all year 5 pupils and 100% of PP children have logged on and read at least 1 or more books.</p>
Total budgeted cost					£27, 979	

5) Emotional Well Being

Desired Outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Review with Impact December 2021 April 2022 July 2022
To ensure that all PP children have good mental health and are able to function in school and their everyday life.	Pastoral lead to provide emotional support in class and on an individual/group basis.	By identifying children whose emotional well-being and/or mental health needs support early on, ensures that issues can be addressed and do not impact on learning.	Weekly pastoral team meetings.	JS, NB	Half termly	<p>Pastoral lead has provided small group interventions with pupils to support their emotional wellbeing and mental health. This is enabling early intervention of vulnerable pupils and providing strategies for pupils to build resilience.</p> <p>Alongside SLT, pastoral lead has identified whether pupils require 1:1 or small group interventions and planned and delivered targeted support for them which addresses their emotional needs.</p> <p>ELSA intervention exit data shows progress made towards emotional awareness and regulation of angry feelings and behaviour for learning.</p>
	Forest school sessions are effective in developing self - confidence, awareness, and social skills of selected PP groups.	By identifying children whose emotional well-being and/or mental health needs support early on, ensures that issues can be addressed and do not impact on learning.	Weekly pastoral team meetings.	DC,EH, JS	Half termly	<p>Forest school interventions being delivered by Forest School lead. This is supporting pupils with confidence and self-esteem. CPD arranged to support Forest school lead with maximising opportunities for forest school provision (booked for next academic year- next available).</p> <p>Due to the success of the Emotional Literacy interventions delivered by the trained ELSA staff, Forest School interventions have now come to a close and ELSA interventions will be used instead. The impact of ELSA interventions on pupil's self-confidence, awareness and social skills of the PP groups, can be seen in the exit assessments, which show progress in the identified areas of need.</p> <p>ELSA intervention exit data shows progress made towards social skills & developing friendships & relationships Lego Therapy intervention has increased pupils abilities to communicate more effectively with each other in social situations.</p>
	TA trained in ELSA to deliver small group and 1:1 specialist intervention.	By identifying children whose emotional well-being and/or mental health needs support early on, ensures that issues can be addressed and do not impact on learning.	Reviews in weekly pastoral team meetings.	DC, AS, JS	Half termly	<p>Teacher and two further TAs identified to deliver ELSA training. ELSA CPD arranged for TAs to deliver the ELSA programme successfully.</p> <p>Three TA's are now fully trained in the ELSA programme and have been delivering ELSA interventions that are specifically tailored to the individual wellbeing needs of the identified PP pupils. The impact of the ELSA interventions can</p>

						be seen in the exit assessments, which show progress in the identified areas of need. ELSA intervention exit data shows progress made (in comparison to entry assessments), towards self-esteem, growth mind-set & behaviour for learning, emotional awareness, anger, social skills and friendships & relationships.
Total budgeted cost					£4700	
6) Aspirations/Enrichment						
Desired Outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Review with Impact December 2021 April 2022 July 2022
For all PP children to have the opportunity to participate in a wide range of enrichment opportunities and new experiences – these will include events which raise their aspirations for their own future.	Educational visits - including transport and visitors into school.	Pupils enjoy and engage with all aspects of school life and the opportunities they would otherwise not have access to. Children are able to draw on enrichment activities as a means of improving their imagination, creativity, vocabulary etc. To attempt to create a 'level playing field' in terms of life experiences.	All children have the opportunity to take part in a termly educational visit or experience a visitor in school. All PP children will have this opportunity subsidised.	RP, RJ	Termly	Educational Visits paused due to rise in COVID cases during the Autumn term based on advice given by local public health lead. Programme to re-start in the Spring Term with trips booked from February onwards. All pupils in all year groups have attended a school trip in the Spring term; this included pupils visiting our local library. Our enrichment programme has also re-started so all pupils can enjoy and learn through these opportunities. All pupils in all year groups have attended a school trip in the Summer term; this included pupils visiting our local library. Additional trips to BOA, Commonwealth Games days and King Edwards.
	Artist in residence - 1 x day a week - 39 days in total, including materials and planning time. Includes an after-school club for targeted children from each year group	All children from years 1 to 6 have ½ term working 1 day a week with the artist on enrichment projects that add to enjoyment and widen experiences for different mediums in art.	There will be a clear timetable of dates and year groups. The quality of artwork in the gallery and around school will showcase what has been successful.	DC, RJ, RP	Termly	AIR has worked with all Year 5 and Year 3 pupils throughout the Autumn term in addition to providing extra-curricular club. Pupil voice is strong, and they have enjoyed their opportunity to work with AIR. Work produced is to an exceptional standard. AIR has now worked with Y1, Y2, Y3 and Y5. Plans in place for artist to work with Reception, Year 4 and 6 during the summer term. Pupil voice remains strong and artwork is now being displayed in exhibitions- including at the MAC. Pupil enthusiasm about the art curriculum is strong and pupils have an excellent understanding of the artists/art work they use for their project with the artist in residence. Year 4 and 6 and reception worked with the AIR during the summer term. Pupil voice remains strong and artwork is now being displayed throughout the school and at Star City. AIR

						completed a parent workshop with PP parents with an attended of above 90% weekly.
	Music provision Ukulele teacher - Year 4 Drumming teacher – Year 5 electives Years 6 electives Recorder teacher - Year 2	Pupils enjoy and engage with all aspects of school life and the opportunities they would otherwise not have access to. Raised self-esteem. To broaden horizons and increased exposure to different types of music. Through learning to play an instrument/sing as part of a group to develop resilience.	There will be a clear timetable of dates and year groups. Teaching and learning will be monitored by both school and Birmingham Music Service.	DC, RP	Termly	Weekly music service sessions have taken place and all pupils performed in an end of term music performance. Pupils are making good progress with learning how to play a musical instrument. Good progress being made with pupils musical ability. Pupils continue to receive weekly sessions with a specialist music professional. All children in music clubs continued to make good progress. All children had the chance to perform in an end of year music assembly which was well attended by parents and carers.
	Swimming provision Children in Y3 and Y4 have access to swimming lessons. Pupils do not have any charges for this provision.	All Y3 pupils attend swimming lessons on a weekly basis throughout the academic year. Those children in Y4 who cannot swim 25m at the end of Y3 continue with this provision. This ensures that PP children leave Nechells with this important life skill.	A clearly structured timetable of groups is in place and teaching is by both school staff and swimming instructors.	KM, AS	Termly	Due to rise in COVID cases swimming sessions were paused for the Autumn term. Year 3 are booked in to attend weekly swimming sessions in Spring. Year 3 had weekly swimming lessons in Spring 1 and 2. 12% of year 3 children can swim with aids. Year 4 booked for weekly lessons for Summer 1 and 2. 11 children in Year 4 can now swim more than 10m without aids.
	Catch up swimming provision for Y5 and Y6 due to COVID.	All Y5 and Y6 pupils to be competent with swimming 25 metres. Using different strokes and self, save, rescue.	A clearly structured timetable of groups is in place and teaching is by both school staff and swimming instructors.	KM, AS	End of Autumn Term	Year 5 attended weekly swimming block during autumn term. As a result, more PP Y5 pupils can swim for 25m using different strokes and perform safe rescue. Arrangements in place for Y5 to attend another swimming block in the Summer term with Y6. Additional intensive swimming course booked for Summer 1 for Year 5 children. 10 children in Year 5 can now swim more than 10m without aids.
	Forest School for PP children in KS2 have the opportunity to develop their social skills.	They are able to participate in enrichment opportunities to widen their experiences. (Many of our children do not have access to a garden.)	Regular monitoring of clubs by the PP champion.	SM, EH	Half termly	Forest School provision has taken place for a group of Y5 pupils. Pupil voice demonstrated that all pupils felt they have grown. Due to the success of the Emotional Literacy interventions delivered by the trained ELSA staff, Forest School interventions have now come to a close and ELSA interventions will be used instead. The impact of ELSA interventions on pupil's self-confidence, awareness and social skills of the PP groups, can be seen in the exit assessments, which show progress in the identified areas of need.

						ELSA intervention exit data shows progress made (in comparison to entry assessments), towards growth mind-set, behaviour for learning, social skills and friendships & relationships.
Total budgeted cost					£11, 000	
7) Attendance						
Desired Outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Review with Impact December 2021 April 2022 July 2022
For all PP children to achieve at least 98% attendance.	Attendance lead to complete daily attendance monitoring: First day phone calls/ follow up calls monitoring/ home visits. Support plans for families and pupil/s. Letters home to parents – targeting Persistent Absentees. Signposting or support such as social, health and care. Fast track programme. Daily/ weekly/ monthly attendance analysis. Attendance parent workshops.	We want to ensure that we are doing everything possible to enable the attendance of PP children to be in line with Non PP children. PA % and attendance % to be in line with or better than national averages. Family support to remove barriers to learning – all children achieve and make progress	Weekly pastoral review meetings. Weekly attendance data analysis. Termly data analysis.	DC, JS	Termly	PP attendance for Autumn term currently 97.5% (National 92.46%). Two PP pupils currently PA due to holidays during term time. Whole school intervention in place and legal intervention being taken through Fast Track process. Attendance for PP children remains higher than Non PP children (96.1% for Pupil premium, compared to 95.6% for Non-PP children.) This has dipped slightly since Autumn term due to increased rates of covid and illness during the spring term. Pupil Premium children have significantly less unauthorised absence, and lower rates of term time leave. PP attendance in the Summer term
	Attendance awards.	The school will provide incentives to ensure that PA % and attendance % to be in line with or better than national averages.	Weekly pastoral review meetings. Weekly attendance data analysis. Termly data analysis.	DC, JS	Termly	83 pupils with 100% attending the cinema trip as a reward; 57 of these pupils are PP. Attendance awards continue to be effective. Of the children that attended the cinema for 100% attendance in spring term, 68% were pupil premium.

						Attendance awards continue to be effective. Of the children that attended the cinema for 100% attendance in spring term, 75% were pupil premium.
Total budgeted cost					£4100	
8) Relationships/Behaviours						
Desired Outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Review with Impact December 2021 April 2022 July 2022
For all PP children to work successfully within the school behaviour system and build positive relationships with their peers and adults.	Pastoral lead provides behaviour support in class and on an individual/group basis.	By identifying children whose behaviour needs support early on, ensures that issues can be addressed and do not impact on learning.	Weekly pastoral team meetings.	KM, DC, JS	Half-termly	Pastoral lead has provided small group interventions with pupils to support their emotional wellbeing and mental health. This is enabling early intervention of vulnerable pupils and providing strategies for pupils to build resilience. Additional staff have been trained in ELSA (Emotional Literacy support assistant), as well as whole staff training on the importance of key adults delivered by the educational physiology team, and Lego therapy training for all staff. Vulnerable pupils to receive intervention are identified within VC meetings, and progress reviews for interventions regularly held. Of the children receiving SEMH intervention 88% are pupil premium. ELSA intervention exit data shows progress made (in comparison to entry assessments), towards self-esteem, growth mind-set & behaviour for learning, emotional awareness, anger, social skills and friendships & relationships. Lego Therapy exit assessments show pupils are more effective with their communication and language skills when interacting with others in social situations,
	Mentoring sessions led by external agencies; Malachi, Dare to Dream, Free@Last to provide support for individuals and small groups.	There are a small number of pastoral mentoring places funded by the school for PP/vulnerable children. These provide extended learning opportunities and support parents with childcare arrangements.	Weekly pastoral team meetings.	KM, DC, JS	Half-termly	Mentoring sessions from external agencies currently on-hold due to limited resources as a direct result of COVID. Other agencies/programmes being explored for the Spring/ Summer terms. In House training provided to key adult staff, allowing wellbeing and SEMH support to remain a priority. The number of pupil premium children accessing support has increased. Exit Data from 1:1 ELSA intervention sessions, shows progress made towards the area of

						friendships & relationships, within the classroom & at recreational times, compared with entry assessments.
Total budgeted cost					£3700	
9) Self Esteem/Confidence						
Desired Outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Review with Impact December 2021 April 2022 July 2022
To ensure that all PP children have high self-esteem and are confident individuals.	Quality first teaching.	The effective inclusion of all pupils in everyday high-quality teaching will ensure that children have raised self-esteem and grow in confidence as individuals and learners.	Regular learning walks.	DC, KM	Half termly	QFT and pre-teaching continuing to have a positive effect on pupils' confidence and enabling a growth mindset with a 'can do' attitude- pupil voice demonstrates this. Further work to be carried out in Spring/ Summer term to establish PP pupils attitudes to learning. PP children identified for a residential trip to promote self-esteem and resilience booked for Summer 2. PP children identified to have low self-esteem now receive 1:1 ELSA support and lego therapy group sessions. 15 PP children attended a residential with CHICKS to Derbyshire, Pupil voice was extremely positive.
	Pastoral lead to provide pastoral support in class and on an individual/group basis.	By identifying children whose self-esteem and/or confidence needs support early on, ensures that issues can be addressed and do not impact on learning.	Weekly pastoral team meetings.	DC, SM	Half termly	Pastoral lead continues to support pupils to be ready for learning. Weekly pastoral meetings identify pupils currently struggling with confidence/ self-esteem and interventions put in place before an impact to learning happens. PP children identified for a residential trip to promote self-esteem and resilience booked for Summer 2. PP children identified to have low self-esteem now receive 1:1 ELSA support and lego therapy group sessions. ELSA intervention exit data shows progress made towards self esteem and growth mindset in comparison to entry assessments.
Total budgeted cost					£0	

10) Financial Hardship						
Desired Outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Review with Impact December 2021 April 2022 July 2022
To ensure that PP children are not disadvantaged at school due to financial hardship at home. E.g. Not being able to attend an educational visit because they cannot afford it.	Educational visits - including transport and visitors into school will be subsidised for PP children.	Pupils enjoy and engage with all aspects of school life and the opportunities they would otherwise not have access to.	All children have the opportunity to take part in a termly educational visit or experience a visitor in school. All PP children will have this opportunity subsidised.	RP, RJ	Termly	Educational Visits paused due to rise in COVID cases during the Autumn term based on advice given by local public health lead. Programme to re-start in the Spring Term with trips booked from February onwards. All children during Spring 1 and 2 attended a school trip. All children have attended the Library at Nechells Pod. Reception and Year 3 to attend in Summer 1. Reception also attended a an extra Trip at the Sensory Room at the Think Tank and Tesco in Aston. The Nurture Group also attended an extra sensory workshop at the Think Tank. Trips booked for Summer 1 and 2 for all children. Chicks residential trip booked for SEMH children in Summer 2. All children in all year groups attended an educational trip in the Summer term whether parents could afford. Years 3,5 and 6 also attended an additional trip to BOA for a Drama/team building/self esteem workshop. Pupil voice for trip maintained positive.
	The Y5 and Y6 sailing Residential will be free of charge to PP children.	Pupils enjoy and engage with all aspects of school life and the opportunities they would otherwise not have access to.	This provision will be clearly outlined in letters and meetings to parents. It will be implemented via the parent pay/budget system.	RP, RJ	Termly	UKSA sailing residential planned for the summer term. Parent meeting carried out in Spring 2 to talk parents through the trip and deal with any questions or concerns. Well attended 80% of parents attended. All children in Year 6 offered a place to the Isle of Wight. 75% of year 6 children attended, 85% of children were PP.
Total budgeted cost					£2800	

11) Parental Engagement						
Desired Outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Review with Impact December 2021 April 2022 July 2022
To ensure that the parents of PP children are engaged in their teaching and learning and work with the school to in order for their child(ren) to achieve the best possible outcomes.	Regular parent workshops to support teaching and learning.	We want to share skills and expertise with parents on how they can support their children at home. This will include key areas such as reading, writing and maths, along with help in E-safety, attendance etc.	A clear programme of workshops is outlined at the start of the academic year. Parental attendance and engagement is monitored.	DC, KM, RP	Termly	Parent workshops are well attended. Overall, 67% of PP children's parents attended the reading/phonics workshop this term. 17 PP out of 22 parents attended a craft workshop held in December 2021. Due to increased rates of COVID, parent workshops were not held within the academy. Weekly newsletter signposting parents to digital workshops, forums and support services was provided. All year groups led a curriculum workshop in the summer term. Focus on non-core subjects. Workshops were well attended. 75% of PP children's parents attended. AIR also completed a parent workshop with PP parents with an attended of above 90% weekly.
Total budgeted cost					£1231	