

E-ACT Pupil Premium Strategy

2023-2024

Financial year statement

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

- £1,455 for pupils in Reception to Year 6
- £1035 for pupils in Year 7 to Year 11

Schools will also receive £2,410 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	2023-24	Total PP budget	£137,338	Date of most recent PP Review	July 2023
Total number of pupils	205	Number of pupils eligible for PP	113	Date for next internal review of this strategy	Dec 2023

2. Desired outcomes		
Barrier	Desired outcomes	Success criteria
1) 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
2) Maths- Molly	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
3) 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.)
4) Emotional Well Being- David	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.
5) Aspirations – Kathy Enrichment - Rich P	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.
6) 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.
7) Financial Hardship - Jasmin	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, residentials and paid events.

3. Planned expenditure						
Academic year		2023-24				
Barrier						
1) 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
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	Half termly	
	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	Half termly	
	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	Half termly	
	TA to lead on EAL alongside AR (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, AR	Half termly	
	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	

	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	
	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	
	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	SN	Termly	

Total budgeted cost



2) 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
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, MC	Half termly	
	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, MC	Half termly	
	Effective use of support staff within lessons.	Ensuring that support staff have a positive impact on	Regular learning walks, book monitoring and analysis of	DC, KM, MC	Half termly	

		academic achievement – supplementing teaching.	the 'remember it' assessments. (Maths)			
	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, MC	Half termly	
Total budgeted cost						
3) 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
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.	
	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, AR	Termly	
	To support learning at home, PP children have access to: Google Classroom ECollins 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	
Total budgeted cost						

4) 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
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, DC	Half termly	
	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, AR	Half termly	
	TA trained in Lego therapy to deliver small group 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, AR,	Half termly	
Total budgeted cost						
5) 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
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.	KM RP	Termly	

	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.	KM, RP	Termly	
	Music provision Ukulele teacher - Year 4 Drumming teacher – Year 5 electives Years 6 electives Vocal 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.	KM, RP	Termly	
	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	Termly	

Total budgeted cost



6) 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
For all PP children to achieve at least 98% attendance.	Attendance lead to complete daily attendance monitoring:	We want to ensure that we are doing everything possible to enable the attendance of PP children to	Weekly pastoral review meetings.	DC, JS	Termly	

	<p>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.</p> <p>Daily/ weekly/ monthly attendance analysis.</p> <p>Attendance parent workshops.</p>	<p>be in line with Non PP children.</p> <p>PA % and attendance % to be in line with or better than national averages.</p> <p>Family support to remove barriers to learning – all children achieve and make progress</p>	<p>Weekly attendance data analysis.</p> <p>Termly data analysis.</p>			
	Attendance awards.	The school will provide incentives to ensure that PA % and attendance % to be in line with or better than national averages.	<p>Weekly pastoral review meetings.</p> <p>Weekly attendance data analysis.</p> <p>Termly data analysis.</p>	DC, JS	Weekly Termly	
Total budgeted cost						
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
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	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.	JS	Termly	

because they cannot afford it.						
Total budgeted cost						