

## **E-ACT Pupil Premium Strategy**

**2022-2023**

### **Financial year statement**

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

- £1,385 for pupils in Reception to Year 6
- £985 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					
<b>School</b>	Nechells E-ACT Academy				
<b>Academic Year</b>	2022-23	<b>Total PP budget</b>	£137,338	<b>Date of most recent PP Review</b>	April 2023
<b>Total number of pupils</b>	205	<b>Number of pupils eligible for PP</b>	113	<b>Date for next internal review of this strategy</b>	July 2023

2. Desired outcomes		
<b>Barrier</b>	<b>Desired outcomes</b>	<b>Success criteria</b>
1) English	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	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	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	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/ 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.
6) Attendance	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	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		2022-23				
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 January 2023 April 2023 July 2023
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	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. Learning walks continue to indicate QFT is strong across the academy. Expected outcomes in English are: (Spring) Y1 – 71% R 62% W, Y2 – 47% R 50% W, Y3 – 75% R 67% W, Y4 – 63% R 56% W, Y5 - 47% R 43% W, Y6 – 50% R 40% W Expected outcomes in English are ;(Summer) Y1 – 71% R 71% W, Y2 63% R 57% W, Y3 68% R, 68% W, Y4 67% R 57%, Y5 37% R 40% W, Y6 72% R 52% W.
	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	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 is successful intervention to ensure key children are given personalised opportunities. See data 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.
	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	Learning walks show that support staff are being effectively used during lessons ensuring that disadvantaged pupils have support as/when required. 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. 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

	TA to lead on EAL alongside AC (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	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. 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. 87% of PP are on track to meet the PSC. 100% of PP 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. Targeted teaching comprehension intervention continued. Reading expected data: Y1 71%, Y2 47%, Y3 75%, Y4 63%, Y5 47%, Y6 50%. Reading expected data for summer term Y1 71%, Y2 63%, Y3 68%, Y4 67%, Y5 37%, Y6 72%.
	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. 86% of PP year 1 children are on track to pass the phonics screening check. 100% of PP 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	AC	Termly	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. All children have visited Birmingham Central library this term. Children took library cards and borrowed books. Children were taught how the Dewy Library system works and were given a tour of the whole library.

						Children from Nursery to Year 6 have weekly timetabled shots to the school library. 67% of children change their library books.
<b>Total budgeted cost</b>					£40,000	

<b>2) Mathematics</b>						
<b>Desired Outcome</b>	<b>Chosen action/ approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	<b>Review with Impact</b> January 2023 April 2023 July 2023
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	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. Learning walks continue to show that QFT is ensuring pupils' keep up with current learning. Expected data for Spring: Y1 71- %, Y2- 50%, Y3- 67%, Y4- 63%, Y5- 43%, Y6- 40% Learning walks continue to show that QFT is ensuring pupils' keep up with current learning. Expected data for Summer: Y1 63%, Y2 60%, Y3 52%, Y4 67%, Y5 43%, Y6 59%
	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	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 is successful intervention to ensure key children are given personalised opportunities. See data 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)
	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. (Maths)	DC, KM, RP	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 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. 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
	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	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. (see above) See above data
<b>Total budgeted cost</b>					£40,000	

### 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 January 2023 April 2023 July 2023
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.	Homework club offered to all children 3 lunchtimes a week. Homework club it still well attended at lunchtimes with an increase in attendance of 10%. Homework club opened up to all year groups who require support with homework tasks. TA's ran group with 97% of PP children attending each week.
	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	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. 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 – 50% R 40% W Y6- 40% M 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.
	To support learning at home, PP children have access to: Google Classroom ECollins Times Table Rock Stars PurpleMash Pickatale	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	All PP pupils have access to online learning platforms. PP pupils are regularly set books on Bug Club with 65% 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. 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 60% 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. 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 70% of pupils having read at least one or more texts this term. TTRS competitions continue within KS2; SATS companion is being used by year 6 pupils for extended writing pieces.
<b>Total budgeted cost</b>					£28,000	

<b>4) Emotional Well Being</b>						
<b>Desired Outcome</b>	<b>Chosen action/ approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	<b>Review with Impact</b> January 2023 April 2023 July 2023
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, AC	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. 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.

						ELSA intervention exit data shows progress made towards emotional awareness and regulation of angry feelings and behaviour for learning.
	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, AC	Half termly	<p>Two members of staff are now fully trained and ELSA interventions are in place.</p> <p>The impact of the ELSA interventions 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 &amp; developing friendships &amp; relationships Lego Therapy intervention has increased pupils abilities to communicate more effectively with each other in social situations.</p>
	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, AC	Half termly	<p>Members of staff are now fully trained and lego therapy interventions are in place.</p> <p>The impact of the Lego therapy 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 (in comparison to entry assessments), towards self-esteem, growth mind-set &amp; behaviour for learning, emotional awareness, anger, social skills and friendships &amp; relationships.</p>
<b>Total budgeted cost</b>					£5000	

### 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 January 2023 April 2023 July 2023
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	Termly	<p>All trips planned for Autumn term were planned and visited and all PP children attended.</p> <p>All pupils in all year groups have attended a school trip in the Spring term; this included pupils visiting Birmingham Central library. Our enrichment programme has also re-started so all pupils can enjoy and learn through these opportunities.</p> <p>All trips planned for children took place, all PP children attended class trips despite of financial hardship. An extra opportunity to attend Birmingham City Council was also attended by the school council (78% are PP)</p>



	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, RP	Termly	AIR has worked with all Year 5, Year 3 and reception 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 Nursery, Reception, Year 4 and 6 during the summer term. Pupil voice remains strong. 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. AIR continued to work with 4 and year 6 in the Summer Term and attend an after-school club in Art. Pupil voice continues to be strong.
	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.	DC, RP	Termly	Weekly music service sessions have taken place and all pupils performed in an end of term music performance in December to parents. 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 pupils took place in a Spring Music concert to perform for parents and stakeholders. Progress has continued within all music lessons lead by professional musicians. A summer concert took place in July to showcase the children's talent and progress made over the term. Attendance from parents was high.
	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	Year 3 have completed weekly swimming lessons in Autumn term and will continue to Spring 1. Year 4 have completed Spring 2 swimming lessons weekly. Year 3 have completed a term and a half of swimming lessons. 75% of year 3 children can swim 5m with aids. Year 4 continued with their swimming lessons during Summer 1 and 2. 95% of children can swim 5m with aids, 55% of children can swim 5m without aids.
<b>Total budgeted cost</b>					£10,500	

## 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 January 2023 April 2023 July 2023
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 PP 94.7% , NPP 94.8% (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 Spring term is currently PP 94.5%, NPP 95.8% (National 94.2%) PP attendance for Summer term is 93.8% NPP 93.1% (National 93.4)
	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	Weekly Termly	87 pupils with 100% attending the cinema trip as a reward; 62% of these pupils are PP. 102 pupils with 100% attending the cinema trip as a reward; 67% of these pupils are PP. 104 pupils attended the 100% attendance cinema trip, 71% of these children were PP.
<b>Total budgeted cost</b>					£4100	

7) 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 January 2023 April 2023 July 2023
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	Termly	All trips planned for Autumn term were visited and all PP children attended despite financial hardship. All children during Spring 1 and 2 attended a school trip. All children have attended the Central Library in Birmingham. Trips booked for Summer 1 and 2 for all children. Chicks residential trip booked for SEMH children in Summer 2. All trips planned for children took place, all PP children attended class trips despite of financial hardship.
<b>Total budgeted cost</b>					£9738	