

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Nechells Primary E-ACT Academy
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	65%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024
Date this statement was published	September 2023
Date on which it will be reviewed	January 2024
Statement authorised by	David Camps
Pupil premium lead	Kathy Mellor
Governor / Trustee lead	Karen Horne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£137,338
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£137,338

Part A: Pupil premium strategy plan

Statement of intent

At Nechells Primary we strive for the best possible outcomes and opportunities for all pupils; ensuring no pupil is disadvantaged because of their background or demographic.

We are adamant that our disadvantaged pupils learn in an inclusive environment overcoming potential barriers. As such we work hard to ensure:

- We close the attainment gap between disadvantaged and non-disadvantaged pupils
- We provide support to enable pupils to attend school every day, on time, ready for learning
- All children receive the best quality education through quality first teaching and enriching
- We provide the best high-quality resources, enabling pupils to have all the tools needed to be successful
- Children's mental health and wellbeing is at the heart of everything we do

Our strategy for Pupil Premium funding, focuses on clear actions we will carry out in order to achieve the above objectives. We will periodically review progress we make towards each action and re-focus these actions to enable us to successfully meet these objectives and support our most vulnerable pupils.

Our strategy has the following key principles which are a golden thread throughout, these are:

- High expectations for all pupils, despite potential barriers
- The latest high-quality research used to drive forward actions
- Regular analysis of actions with a focus on next steps
- A commitment to supporting our disadvantaged pupils; providing the best possible opportunities

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attainment gap in English and Maths
2	Place and equipment for homework
3	Emotional wellbeing and Mental Health
4	Aspirations/Enrichment
5	Attendance
6	Financial Hardship

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Gap closed between PP and NPP end of key stage attainment in English and Maths.	KS2: National- 80% NPP reading ARE, 83% NPP Writing ARE, 81% NPP Maths KS1: National- 79% NPP reading ARE, 74% NPP Writing ARE, 74% NPP Maths Y1 Phonics- 85%.
All PP pupils have access to necessary space and resources to complete homework.	All PP pupils complete their homework; they have the equipment needed to be successful in their learning.
All PP pupils have good mental health and are able to function in school and learn as a result.	All PP children are resilient and have motivational skills. All PP children are aware of how to keep emotionally well.
All PP children are able to participate in a wide range of enrichment opportunities. PP pupils have career aspirations.	PP pupils have taken part in all enrichment activities which has enhanced their learning. PP children have career aspirations and know how to achieve these goals.
All PP children have 98% attendance.	All PP children are in school and receive a good quality of education as a result.
PP children are not disadvantaged due to financial hardship.	PP attend all additional opportunities that are paid.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £108,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching	'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them' (EEF)	1
Pre-teaching and Gap-getting	On average, pre-teaching/gap getting approaches have an impact of 4 months' additional progress (EEF)	1
Effective use of support staff	'The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year' (EEF)	1
Use of knowledge organisers and low-stakes quizzes	'There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies' (EEF)	1
Parental Engagement, for example workshops	'The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment' (EEF)	6

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £15,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Summer School/ Easter Revision	<p>'On average, evidence suggests that pupils who attend a summer school make approximately three additional months' progress compared to similar pupils who do not attend a summer school.</p> <p>Greater impact can be achieved when summer schools are intensive, well-resourced, and involve small group or one to one teaching by trained and experienced teachers' (EEF)</p>	1,3
Reading Catch-up programme	<p>'The average impact of reading strategies is an additional six months' progress over the course of a year. Successful reading approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge' (EEF)</p>	1,3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £13,838

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club	<p>'Our updated evaluation found that supporting schools to run a free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1 with moderate to low security' (EEF)</p>	3,5,6
Attendance awards	<p>'improving pupils' attendance, as these are often vital in boosting attainment' (EEF)</p>	5
Access to Enrichment	<p>'The average impact of successful enrichment interventions is an</p>	1,3,4,5,6

	additional four months' progress over the course of a year' (EEF)	
Homework Club	'In the most effective examples homework was an integral part of learning, rather than an add-on' (EEF)	2

Total budgeted cost: £137,338

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Our internal assessments during 2022/23 suggested that the performance of disadvantaged pupils was improved than in the previous years in the key areas of the curriculum. The continued use of pre-teaching and gap getting sessions contributed to the outcomes of these pupils; this is something we will continue in the forthcoming year. In addition to this, the lesson and curriculum design enabled more disadvantaged pupils to retain key knowledge within their long-term memory; aiding their overall performance.

Attendance continued to be strong and overall that attendance of disadvantaged pupils in the summer term was 93.8%; higher than national (93.4%). We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. In order to aid wellbeing, the majority of our staff are trained in mental health first aid and use this knowledge to support or direct pupils accordingly.

See reviewed PP strategy document on Nechells website containing full review or access the document by clicking here:

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Direct Phonics	Direct Phonics
Language Link	Language Link
SALT	WM speech and language
Emotional Literacy Support	
Lego Therapy	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

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