

The logo for E-ACT, featuring the text "E-ACT" in a bold, purple, sans-serif font.The logo for "Delivering Education Excellence", with the text in a grey, sans-serif font.

What is the “Pupil Premium” and who is eligible?

Pupil Premium Funding is a government initiative intended to help raise achievement for vulnerable and other disadvantaged children. The funding for each school is based on the number of children who are:

- Eligible for Free School Meals (*or have been eligible in the past 6 years*)
- Looked After Children (*in the care of the local authority*)
- Children of service families

If you think that your child may be eligible for Free School Meals (*even if you prefer them to bring sandwiches!*) please claim your entitlement by ringing the school food service on 0114 2734767, applying directly on the Sheffield City Council website or asking for further information at the school office.

This entitlement will be confidential and your child will not be identified or discriminated against in any way.

At E-ACT Pathways Academy we are totally committed to ensuring that provision is made which maximises learning opportunities for all our children and their individual needs.

National data indicates that disadvantaged pupils do less well in schools than their peers. This funding is additional other school funding so that we can provide extra support and resources to narrow the gap in achievement for these pupils.

Pupil Premium is not ring fenced at school level. Schools are trusted to use this funding for the purpose it was intended but in creative ways that deliver the intended outcomes and displays best practice.

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'Pupil Premium is not a personal budget; it's a proxy measure for getting more money into schools taking into account the school's context'

- Department for Education

What are the needs of our Pupil Premium children?

All children are individual and have individual needs, and our approach acknowledges this as a starting point. Many of our children entitled to pupil premium thrive and do well and present no barriers to learning and progress. However, many of our children do have barriers to their learning and progress. These include:

- Attendance and lateness
- Learning behaviours and attitudes
- Social and emotional skills
- Language skills
- Knowledge and understanding of the world
- English as an additional language
- Special Educational Needs or disabilities
- Medical needs

How much money does the academy receive?

No of pupils indicating amount of Grant received	
<i>Total number of pupils on roll</i>	483
Total number of pupils eligible for PP	230
<i>Amount PP received per pupil</i>	£1320
Total amount of PP received	£303,600

What provision do we offer for children entitled to Pupil Premium?

- Focused in-class support to improve progress via our Rising Stars approach
- Focussed small group and 1:1 interventions
- Nurture Groups at lunch time and break time
- Afternoon group work
- Coaching and mentoring
- Enrichment activities
- Learning mentor support
- A focused approach to improving attendance

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SCHOOL POPULATION

The school is located in an area of high social deprivation as the following comparative data of our school population demonstrates:

Current Role: 528

Male 52% Female 48%

The percentage of Traveller, Romany and children of 'other White backgrounds' remain significantly higher than national (Academy 11% National 0.1%)

The percentage of children on the SEN register is above the National average 27% vs 7.7%

The percentage of pupils eligible for additional pupil premium funding is above the national average – Academy 47% National 26.6%

Pupils whose first language is not English is above national levels – Academy 25% National 18.8%

There are 23 different languages spoken by pupils across the academy

Average attainment on entry to the school is **much lower than the national average**

Many of our children have varied and sometimes complex barriers to learning which may impact on their performance.

At E-ACT Pathways Academy, we have high aspirations and ambitions for our children and we believe that no child should be left behind. Our very high proportions of FSM children have meant that our pupil premium money has represented a significant proportion of our budget and we have planned our spending carefully to ensure that it has been spent to maximum effect.

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Indicator	School 2015/16	National Average	School 2016/17
FSM (Ever6)	47%	26.6%	47.4%
Minority Ethnic Groups	37.3%	29.7%	37.3%
EAL	25%	18.8%	25%
SEND	28%	16.6%	28%
Deprivation Factor	0.44	0.24	0.44

How do we spend our Pupil Premium money?

Summary of PPG spending 2016 – 2017		
Key Development Areas	Aims	Cost
Attendance Staff	To improve team capacity to respond to attendance issues, therefore impacting positively on attendance. To ensure personalised support through phased interventions, early intervention and home visits can take place to support the attendance of PP children.	Pastoral Team Costs
Breakfast club & Extra-Curricular Clubs	To improve pupil engagement in school and to improve progress and raise standards	£1,212 Staffing
Eastern European Inclusion Worker and EAL support workers	To ensure improved engagement of Roma/Slovak community To support the integration of New Arrivals and improve progress and raise standards of EAL pupils	Pastoral/Educational Support Costs
Behaviour Support Manager	To improve standards of behaviour and reduce the number of exclusions.	Pastoral Team Costs
Expansion of leadership capacity	To provide extra leadership capacity for focused intervention work across the academy.	Leadership Capacity Costs
Senior learning mentors and computerised system	To support children and families in order to provide nurturing support to safeguard children and remove barriers to learning.	Pastoral Team Costs £900
Non-class based Inclusion Manager	To ensure early identification of needs and to provide additional support and guidance for children and teachers to ensure the highest quality support and strategies are in place	Pastoral/Educational Team Costs
Lunchtime Playleader in Key Stage 2	To improve leadership capacity at lunchtimes	£1,752
ICT investment web based resources that can be accessed both in school and at home – Britannica online, Spellodrome & Mathletics	To improve engagement in spelling and maths learning and development of basic skills	£4,916
Read, Write, Inc	Improve outcomes in reading	£1,420
Additional trips, visits and visitors into the academy to widen experiences	To widen the range of opportunities for many children to visit new places and have new experiences for the educational value linked to themes, social developments and to support Social, Moral, Spiritual and Cultural development.	£8,000 £1,000 £2,580

Wider Opportunities in Music	To support all children to have the opportunity to play a musical instrument	£1,536
Easter School for Year 6 pupils/1:1 Tuition/Boosters	To increase children's confidence as they prepare for SATs and to prevent a long break in learning.	£4,672
Parent Workshops	To improve parental engagement in learning	£5000
Internal PPA cover	To reduce negative impact on behaviour, and therefore attainment, by reducing the number of supply teachers used in the academy	£8,989 £4,912
Internal Cover Supervisors	To reduce negative impact on behaviour, and therefore attainment, by reducing the number of supply teachers used in the academy	£22865
FS2 Learning Support	To provide better targeted support and secure GLD results in FS2 through employment of an additional teaching assistant	£16,085
KS1/KS2 Learning Support	Intensive teaching assistant support targets disadvantaged pupils in order to accelerate progress to catch up to pupils nationally. An average of 50% teaching assistant time is focussed on disadvantaged pupils through half termly configurations of pupil provision.	Educational Team Costs
LA FSM Administration	Optimises the take up of entitlement to FSM.	£730
	Pastoral Team Costs	£86,110
	Educational Team Costs	£85,701
	Leadership Team Costs	£59,504
	Total	£317,884

This year we plan only to spend £317,884, which is £14,284 more than our anticipated PP income. We use the Sutton Trust Toolkit, and our own experience of successful interventions, when making decisions about how best to spend the funds.

How well do Pupil Premium children do?

Historically the assessment data has reflected Pupil Premium children as not performing as well as the rest of the school as a whole. Recent data suggests that the work being done around the Academy (*as detailed in the plan above*) is having a positive impact on the learning of Pupil Premium children, and Pupil Premium children are really beginning to narrow the gap.

What is our action plan linked to Pupil Premium children?

Pupil Premium Action Plan 2016/17/Impacts		
Aims	Success Criteria	Impacts
<p>To improve team capacity to respond to attendance issues, therefore impacting positively on attendance.</p> <p>To ensure personalised support through phased interventions, early intervention and home visits can take place to support the attendance of PP children.</p>	<ul style="list-style-type: none"> • To ensure that the attendance of all PP children is in line with their peers. • To ensure that the attainment gap between PP children and their peers decreases. • To reduce the % of pupils who are persistently absent so that it is not higher than national expectations for PA. • Monitoring: Data collected 6 x a year. Pupil progress reviews term 2. Whole school PP against Non PP attendance analysed weekly. 	<p>Attendance of PP children was 92.8% 2016-2017. Participation in breakfast club is high and a walking bus has been launched to target PA and PP children. Monitoring of PP attendance occurs weekly and half termly.</p>
<p>To improve pupil engagement in school and to improve progress and raise standards</p>	<ul style="list-style-type: none"> • To raise children's self-esteem so that they can become more engaged in academy life and in their learning. • To increase access to a wider curriculum, including sports activities and to support the raising of expectations and aspirations, by supporting children to access additional activity positively. 	<p>Learning mentors provide a supportive curriculum to enable them to access their learning. Theraplay for targeted individuals. Arches sport foundation.</p>
<p>To ensure improved engagement of Roma/Slovak community</p> <p>To support the integration of New Arrivals and improve progress and raise standards of EAL pupils</p>	<ul style="list-style-type: none"> • To ensure that the attendance of all EE children is in line with their peers. • To ensure that the progress and attainment gap between EE children and their peers decreases. • Engagement and enjoyment of school is reflected by positive parent and pupil surveys and positive learning behaviours across the academy. 	<p>An introduction package is offered to new arrivals. EE progress and attainment is tracked EE. Attendance was 85.9%.</p>
<p>To improve standards of behaviour and reduce the number of exclusions.</p>	<ul style="list-style-type: none"> • Introduce new behaviour policy and strategies to support the behaviour and personal and social development of all identified children, if this is a barrier to achievement. • A reduction in the number of exclusions from compared to previous years to 0 • An increase in the number of pupils achieving Pride badges at the higher stages. 	<p>New behaviour policy introduced which has seen a decrease in removals from class. Behaviour systems are established to track behaviour on SIMs.</p>
<p>To provide extra leadership capacity for focused intervention work across the academy.</p>	<ul style="list-style-type: none"> • Improve progress and standards across all phases. • Gaps are narrowed between PP and all children - aiming for good progress (4 or more steps in the year) 	<p>Phase leaders now in post. Disadvantaged attainment and progress in line with peers at end of KS2. PP progress is roughly in line with peers across all year groups.</p>
<p>To support children and</p>	<ul style="list-style-type: none"> • Outcome targets for age related expectations met and gap closing for these targeted pupils. 	<p>Behaviour manager targets specific individuals and</p>

families in order to provide nurturing support to safeguard children and remove barriers to learning.	<ul style="list-style-type: none"> • More families receiving early intervention. 	offers support and intervention to targeted families. More engagement by targeted families seen. Disadvantaged attainment and progress in line with peers at end of KS2. PP progress is roughly in line with peers across all year groups.
To ensure early identification of needs and to provide additional support and guidance for children and teachers to ensure the highest quality support and strategies are in place	<ul style="list-style-type: none"> • Specialist assessments of children • Specialist support for small group and one to one • Training and development for staff 	Inclusion leader monitors regularly the progress of SEN children. Training given to staff .Learning forum established. EL supporting nurture group in Y6. SEN reviews occur regularly and learning forum occurs weekly. Subsidized trips and residential. Music services bought in.
To improve leadership capacity at lunchtimes	<ul style="list-style-type: none"> • A reduction in the number of exclusions to 0 • To support the behaviour and personal and social development of all identified children, if this is a barrier to achievement. 	Lunchtimes are developed to support children. Target children supported by learning mentors/ behaviour support worker. Play leaders run a range of activities outside.
Improve outcomes in EYFS with consistent cover for PPA and Management Time and provide additional support to SEND pupils	<ul style="list-style-type: none"> • Improve outcomes, particularly in reading, writing and maths and ensure children are secure within core skills for Year 1 and support with SEND across the academy. 	Senior learning mentors work with target children to reduce barriers to their learning. Consistent cover supervisors to cover PPA to ensure consistency.
To improve outcomes for pupils with My Plans and IEPs through additional support	<ul style="list-style-type: none"> • Improve attainment and progress 	Willow provision is set up. Inclusion manager works to reduce barriers to learning.
To improve engagement in spelling and maths learning and development of basic skills	<ul style="list-style-type: none"> • All children have individual passwords and use these programmes at school. • Children who have access to the internet access these programmes at home. • Those with no internet access are able to attend lunchtime and after school clubs. • Children make good or better progress in Maths/Reading and the gap is narrowed. 	Mathletics, purple mash, oxford owl, RWI- spelling review undertaken. Homework clubs introduced. Support from English consultant.
To widen the range of opportunities for many children to visit new places and have new experiences for the educational value linked to themes, social developments and to support Social, Moral, Spiritual and Cultural development.	<ul style="list-style-type: none"> • Visitors into school such as Artist in residence, drumming workshops, Space dome, dance workshops, Circus Skills act, animal workshops etc • Supporting cost of trips and visits to engage pupils in learning and impact on attainment • Costs for stunning starts and fabulous finish events to engage more parents in their child's learning • End of year awards night for Year 6 to support raising of aspiration 	<p>Trip every term</p> <p>Artist in residence</p> <p>MFL</p> <p>Sheffield music hub</p> <p>Arches sport foundation</p> <p>QPD pupil and parent survey planned</p> <p>Visitors in school</p> <p>Subsidised trips</p>
To improve speech and language skills of EYFS pupils	<ul style="list-style-type: none"> • Develop language skills so children can access curriculum and thus improving achievement. 	Speech and language support LEAP provision TA support for specific language groups

To support all children to have the opportunity to play a musical instrument	<ul style="list-style-type: none"> • Whole cohort access to playing an instrument. • Three Y3 classes to benefit from being taught by a music specialist once a week for the academic year. 	Y3 recorder lessons
To increase children's confidence as they prepare for SATs and to prevent a long break in learning.	<ul style="list-style-type: none"> • In year 6 gaps are narrowed between PP and all children – aiming for good progress (4 or more steps in the year • Costs for revision guides to support home learning • Small group SATs revision in preparation for May 	Y6 boosters Easter school Revision guides bought
To improve parental engagement in learning	<ul style="list-style-type: none"> • To ensure that the attendance of all PP children is in line with their peers. • To ensure that the progress and attainment gap between PP children and their peers decreases. • Engagement and enjoyment of school is reflected by positive parent and pupil surveys and positive learning behaviours across the academy. 	Parent coffee mornings Parents evening End of year expectation leaflets Parent survey showed overall positive feedback.

Summary: What plans do we have to develop provision and outcomes for children entitled to Pupil Premium?

- Attendance officer
- Breakfast club & Extra-Curricular Clubs
- Eastern European Inclusion Worker and EAL support workers
- Behaviour Support Manager
- Expansion of leadership capacity
- Senior learning mentors
- Non-class based Inclusion Manager
- Lunchtime Playleader in Key Stage 2

- ICT investment web based resources that can be accessed both in school and at home – Britannica online, Spellodrome & Mathletics
- Additional trips, visits and visitors into the academy to widen experiences
- Wider Opportunities in Music
- Easter School for Year 6 pupils
- Parent Workshops
- Internal PPA cover
- Rising Stars Program
- Focused attendance interventions

Currently we have Alison Green (*Assistant Principal*) leading provision for Pupil Premium, if you have any queries or comments, she will be happy to speak to you.

Pupil Premium Action Plan/Impact 2015/16		Impact
Aims	Success Criteria	
<p>To improve team capacity to respond to attendance issues, therefore impacting positively on attendance.</p> <p>To ensure personalised support through phased interventions, early intervention and home visits can take place to support the attendance of PP children.</p>	<ul style="list-style-type: none"> • To ensure that the attendance of all PP children is in line with their peers. (Currently PP attendance is 93%) • To ensure that the attainment gap between PP children and their peers decreases. • To reduce the % of pupils who are persistently absent so that it is not higher than national expectations for PA. • Monitoring: Data collected 6 x a year. Pupil progress reviews term 2. Whole school PP against Non PP attendance analysed weekly. 	<ul style="list-style-type: none"> • PP attendance gap remained as 0.8% • PP attendance rose by 0.1% • Whilst PA's remain above national, the proportion of children with over 10% absence increased by 1.6%, but the proportion of children with absence above 15% decreased by 2.8%. • PP attainment gap narrowed in all subjects except maths in year 1; narrowed all subjects year 2; narrowed all subjects except SPAG year 5; gap stayed the same or widened in Year 4 and Year 6 with the exception of writing (teacher assessment) • Gap narrowed in 11/20 subjects/ year groups
<p>To improve pupil engagement in school and to improve progress and raise standards</p>	<ul style="list-style-type: none"> • To raise children's self-esteem so that they can become more engaged in academy life and in their learning. • To increase access to a wider curriculum, including sports activities and to support the raising of expectations and 	<ul style="list-style-type: none"> • The proportion of pupils receiving sanction 4's and 5's decreased • The number of sanction 4 and 5 referrals decreased term on term

	<p>aspirations, by supporting children to access additional activity positively.</p>	<ul style="list-style-type: none"> • The number of exclusions reduced term on term • The proportion of PP children accessing extra-curricular activities was higher than non-PP • See above
<p>To ensure improved engagement of Roma/Slovak community To support the integration of New Arrivals and improve progress and raise standards of EAL pupils</p>	<ul style="list-style-type: none"> • To ensure that the attendance of all EE children is in line with their peers. (Currently EE attendance is 81.3%) • To ensure that the progress and attainment gap between EE children and their peers decreases. • Engagement and enjoyment of school is reflected by positive parent and pupil surveys and positive learning behaviours across the academy. 	<ul style="list-style-type: none"> • EE attendance gap was 12.5%, this narrowed to 8.35% • EE attendance rose to 85.55%, a rise of 4.25% • Attainment gap narrowed in 9/20 subjects/ year groups • Progress better than national in all year groups; progress outstanding in 3 out of 6 year groups
<p>To improve progress and raise standards of outcomes in SPAG</p>	<ul style="list-style-type: none"> • In year 6 gaps are narrowed between PP and all children – aiming for good progress (4 or more steps in the year) in SPAG with a particular focus on boys. • ML has worked across year 5 in terms 5 and 6 to provide targeted intervention to boost the attainment of those aiming to reach expected progress by the end of Y6. 	<ul style="list-style-type: none"> • Attainment gap widened in SPAG; PP progress in SPAG good (teacher assessment)
<p>To improve standards of behaviour and reduce the number of exclusions.</p>	<ul style="list-style-type: none"> • Introduce new behaviour policy and strategies to support the behaviour and personal and social development of all identified children, if this is a barrier to achievement. • A reduction in the number of exclusions from 2014-15 • An increase in the number of pupils achieving Pride badges at the higher stages. 	<ul style="list-style-type: none"> • The proportion of pupils receiving sanction 4's and 5's decreased • The number of sanction 4 and 5 referrals decreased term on term • The number of exclusions reduced term on term • The proportion of PP children accessing extra-curricular activities was higher than non-PP
<p>To provide extra leadership capacity for focused intervention work across the academy.</p>	<ul style="list-style-type: none"> • Improve progress and standards across Phase 1 and 3. • Gaps are narrowed between PP and all children - aiming for good progress (4 or more steps in the year) 	<ul style="list-style-type: none"> • See above
<p>To support children and families in order to provide nurturing support to safeguard children and remove barriers to learning.</p>	<ul style="list-style-type: none"> • Outcome targets for age related expectations met and gap closing for these targeted pupils. • More families receiving early intervention. 	<ul style="list-style-type: none"> • See above • Early intervention increased
<p>To ensure early identification of needs and to provide additional support and guidance for children and teachers to ensure the highest quality support and strategies are in place</p>	<ul style="list-style-type: none"> • Specialist assessments of children • Specialist support for small group and one to one • Training and development for staff 	<ul style="list-style-type: none"> • SEN progress outstanding in 12/20 subjects/ year groups; SEN progress above or in line with national in 20/20 subjects/ year groups • PP SEN progress outstanding in 9/20 subjects/ year groups; PP SEN progress above or in line with national in 18/20 subjects/ year groups
<p>To improve leadership capacity at</p>	<ul style="list-style-type: none"> • A reduction in the number of exclusions from 2014-15 	<ul style="list-style-type: none"> • Whilst exclusions were higher than the previous year, they

lunchtimes	<ul style="list-style-type: none"> To support the behaviour and personal and social development of all identified children, if this is a barrier to achievement. 	reduced term on term
To improve engagement in spelling and maths learning and development of basic skills	<ul style="list-style-type: none"> All children have individual passwords and use these programmes at school. Children who have access to the internet access these programmes at home. Those with no internet access are able to attend lunchtime and after school clubs. Children make good or better progress in Maths/Reading and the gap is narrowed. 	<ul style="list-style-type: none"> See above
To widen the range of opportunities for many children to visit new places and have new experiences for the educational value linked to themes, social developments and to support Social, Moral, Spiritual and Cultural development.	<ul style="list-style-type: none"> Visitors into school such as Artist in residence, drumming workshops, Space dome, dance workshops, Circus Skills act, animal workshops etc Supporting cost of trips and visits to engage pupils in learning and impact on attainment Costs for stunning starts and fabulous finish events to engage more parents in their child's learning End of year awards night for Year 6 to support raising of aspiration 	<ul style="list-style-type: none"> All aspects of provision carried out, except artist in residence; a high proportion of children say they enjoy school
To support all children to have the opportunity to play a musical instrument	<ul style="list-style-type: none"> Whole cohort access to playing an instrument. Three Y3 classes to benefit from being taught by a music specialist once a week for the academic year. 	<ul style="list-style-type: none"> Provision carried out
To increase children's confidence as they prepare for SATs and to prevent a long break in learning.	<ul style="list-style-type: none"> In year 6 gaps are narrowed between PP and all children – aiming for good progress (4 or more steps in the year Costs for revision guides to support home learning Small group SATs revision in preparation for May 	<ul style="list-style-type: none"> See above
To improve parental engagement in learning	<ul style="list-style-type: none"> To ensure that the attendance of all PP children is in line with their peers. To ensure that the progress and attainment gap between PP children and their peers decreases. Engagement and enjoyment of school is reflected by positive parent and pupil surveys and positive learning behaviours across the academy. 	<ul style="list-style-type: none"> See above
To reduce negative impact on behaviour, and therefore attainment, by reducing the number of supply teachers used in the academy	<ul style="list-style-type: none"> A reduction in the number of exclusions from 2014-15 An increase in the number of pupils achieving Pride badges at the higher stages. 	<ul style="list-style-type: none"> See above