

Pupil premium strategy statement – E-ACT Pathways Academy

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	393
Proportion (%) of pupil premium eligible pupils	56%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2025
Statement authorised by	Elizabeth Long
Pupil premium lead	Richelle Cahill
Governor / Trustee lead	Karen Horne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£254,749
Recovery premium funding allocation this academic year	£29,290
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£284,039

Part A: Pupil premium strategy plan

Statement of intent

At Pathways our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The Pupil premium strategy is used to raise the attainment of disadvantaged pupils and close the gap between them and their peers. We aim to support disadvantaged pupils achieve their goal, including progress for those who are already high attainers. Our ultimate objective is to support the social and emotional wellbeing of our pupils.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our Pupil premium strategy plan enables small group work and 1:1 intervention to take place. We can offer group work in the Wellbeing hub. We have coaching and mentoring in school as well as a range of organised enrichment activities. The strategy helps provide pastoral support and a focused approach to improving attendance and well-being of our pupils.

At Pathways our key principles are to ensure that all our pupils have a level playing field to tackle the social economic deprivation in the local community. 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

We will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

With our approach for Pupil Premium finding, it 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.

Challenges

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

Challenge number	Detail of challenge
1	Memory recall and retention linked to cognitive load
2	Language & Literacy
3	Mathematics
4	Learning behaviours, attitudes & relationships
5	Attendance & Punctuality
6	Social & Emotional barriers-Emotional wellbeing
7	Low confidence & Self esteem
8	Aspirations
9	Financial hardship
10	Parental Engagement

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
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

	<p>processing capacity through small step tasks and use of visual modelling and toolkits.</p> <p>Pupil voice indicates children are remembering knowledge and key vocabulary.</p>
Gap closed between PP and National Non-PP end of key stage attainment in reading, writing, & phonics.	<p>Whole school PP=42.4% Reading NPP=51.52%</p> <p>Whole school writing PP=30.43% and NPP=38.38%</p> <p>Y1 PP 41.4% NPP38.9%</p> <p>Y2 PP40.5% NPP52.4%</p> <p>Y3 PP 64.7% NPP 100%</p> <p>Y4 PP33.3% NPP40%</p> <p>Y5 PP 33.3% NPP 40%</p> <p>Y6 PP 34.5% NPP 60%</p> <p>Y1 Phonics 74% pass</p>
Gap closed between PP and National Non-PP end of key stage attainment in mathematics.	<p>Whole school Maths PP= 41.36% NPP=49.49%</p> <p>End of KS1 Maths PP=37.93% and NPP= 33.3%</p> <p>Y6 Maths PP=45.45% and NPP= 65%</p>
For all PP children to work successfully within the school behaviour system and build positive relationships with their peers and adults.	<p>All PP children to demonstrate 'green' (or above) behaviour on a daily basis.</p> <p>All PP children are able to interact appropriately in a range of situations with peers and adults in school.</p>
For all PP children to achieve at least 94% attendance.	<p>PP children achieve 94% attendance.</p> <p>The attendance of PP children is in line with Non-PP children's attendance.</p>
To ensure that all PP children have good mental health and are able to function in school and their everyday life.	<p>All PP children to build resilience and motivation skills.</p> <p>All PP children to be aware of how to keep emotionally well.</p>
To ensure that all PP children have high self-esteem and are confident individuals.	<p>All PP children will develop in confidence throughout the academic year and have a clear picture of why it is 'good to be me.'</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.	<p>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.</p>
<p>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.</p> <p>To ensure that all PP children have access to the necessary space and resources to complete their homework in good time.</p>	<p>All PP children are given the opportunity to attend educational visits, residentials and paid events.</p> <p>All PP children will complete their homework on a weekly basis.</p> <p>All PP children will have access to the necessary resources. (Both E learning and book based.)</p>

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.
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year (22 – 23)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £127,673

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)	1,2,3,4
Pre-teaching and Gap-getting	On average, pre-teaching/gap getting approaches have an impact of 4 months' additional progress (EEF)	1,2,3
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)	1,2,3,4,5,6,7
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)	1,2,3
Develop teacher knowledge of curriculum to support interweaving and positioning		1,2,3,8
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)	8,9,10

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

Budgeted cost: £33,290

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>NTP tutor appointed full time to deliver additional 15 hours of tuition to specific groups.</i>		
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>	4 & 7
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>	2

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

Budgeted cost: £ 95,435

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide a nurture provision for those pupils with social, emotional and behavioural needs	Targeted group support for identified needs through use of Pupil Premium passports – children have opportunities to explain and talk about their own wants and needs so that individualised support can be	6

	implemented The EEF Toolkit states that: On average, Social and Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. Use of Nurture provision has shown in previous years to have a positive impact on children's well-being and ability to access provision in class	
Breakfast Club	'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)	5
Consistent action plan and procedures to tackle absence	'improving pupils' attendance, as these are often vital in boosting attainment' (EEF)	5
Access to Enrichment	'The average impact of successful enrichment interventions is an additional four months' progress over the course of a year' (EEF)	6, 7 & 8
Homework Club	'In the most effective examples homework was an integral part of learning, rather than an add-on' (EEF)	1, 4 & 7

Total budgeted cost: £ 256,398

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils in the key areas of the curriculum still have gaps. The smallest gap is for Maths. 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 a focus and overall that attendance of disadvantaged pupils in the summer term was 90.6%. With whole school attendance being 91.8%.

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 Pathways 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 used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
RWI Phonics	Ruth Miskin RWInc
Letter Join handwriting	Letter join scheme
Can do Maths	Buzzard publishing
Therapy resources	PIXL
SATs revision tasks	SATS companion Y5&Y6
Reading comprehension	Read Theory KS2
Speech & Language	Speech Link

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.