

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:

- £1,320 for pupils in Reception to Year 6
- £935 for pupils in Year 7 to Year 11

Schools will also receive £2,300 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	Pathways E-ACT Academy				
Academic Year	2022/23	Total PP budget	£266,434	Date of most recent PP Review	Sept 2022
Total number of pupils	393	Number of pupils eligible for PP	222 - 56.06%	Date for next internal review of this strategy	December 2022

2. Desired outcomes		
Barrier	Desired outcomes	Success criteria
1) Memory recall and retention linked to cognitive load	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 processing capacity through small step tasks and use of visual modelling and toolkits. Pupil voice indicates children are remembering knowledge and key vocabulary.
2) Language & Literacy	Gap closed between PP and National Non-PP end of key stage attainment in reading, writing, & phonics.	Whole school PP=42.4% Reading NPP=51.52% Whole school writing PP=30.43% and NPP=38.38% Y1 PP 41.4% NPP38.9% Y2 PP40.5% NPP52.4% Y3 PP 64.7% NPP 100% Y4 PP33.3% NPP40% Y5 PP 33.3% NPP 40% Y6 PP 34.5% NPP 60% Y1 Phonics 74% pass
3) Mathematics	Gap closed between PP and National Non-PP end of key stage attainment in mathematics.	Whole school Maths PP= 41.36% NPP=49.49% End of KS1 Maths PP=37.93% and NPP= 33.3% Y6 Maths PP=45.45% and NPP= 65%
4) Learning behaviours, attitudes & relationships	For all PP children to work successfully within the school behaviour system and build positive relationships with their peers and adults.	All PP children to demonstrate 'green' (or above) behaviour on a daily basis. All PP children are able to interact appropriately in a range of situations with peers and adults in school.
5) Attendance & Punctuality	For all PP children to achieve at least 94% attendance.	PP children achieve 94% attendance. The attendance of PP children is in line with Non-PP children's attendance.
6) Social & Emotional barriers- Emotional wellbeing	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.
7) Low confidence & Self esteem	To ensure that all PP children have high self-esteem and are confident individuals.	All PP children will develop in confidence throughout the academic year and have a clear picture of why it is 'good to be me.'
8) Aspirations	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.

9) 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. To ensure that all PP children have access to the necessary space and resources to complete their homework in good time.	All PP children are given the opportunity to attend educational visits, residential and paid events. 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.)
10) Parental Engagement	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.

3. Planned expenditure

Academic year 2022 - 2023

Barrier

1) To address memory retention & recall linked to cognitive load

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 Dec 2022 April 2023 July 2023
Children to have increased recall of key knowledge identified in the National Curriculum - for all subject areas. Developing their speed and fluency.	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. Coaching to support improvements.	EL	Half termly	Book looks take place weekly to review the fidelity to the curriculum and check in on retrieval strategies being used. Responding to Staff voice the curriculum effectiveness monitoring cycle was developed to include a coaching approach to all teaching staff to develop TNL whole school. CEM continued and specific training on Positioning and Modelling have been a focus linked to "The Pathways way" lesson design. This has led to a close in attainment gap for Maths and Reading across school.
	Pre-teaching	Using support staff to pre-teach key individuals/groups will ensure that over learning takes place and children develop increased recall.	Regular learning walks, book monitoring and curriculum effectiveness conversations. TA CPD sessions	FM	Half termly	Teaching assistants receive additional hours to support weekly 1-hour sessions. Phonics CPD completed. Fortnightly phonics coaching sessions taking place to develop practice and pace of delivery. Progress seen across all phonics groups and fast track interventions taking place. Y1 phonics screening PP 71% vs NPP 68% pass.

	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.	EL	Half termly	<p>Learning walks taking place find support staff using spare rooms to lead group interventions throughout the day.</p> <p>Coaching with support staff twice a term to develop group sessions and practise. Support staff have training sessions to support their development.</p> <p>Coaching continued and SENDCo specific training interventions and reporting.</p>
	Effective use of support staff to deliver 'gap getting' sessions.	Ensuring that support staff have a positive impact on academic achievement – supplementing teaching. As a result of targeted support on specific gaps in learning, PP children are at least in line with their peers.	Regular learning walks, book monitoring and curriculum effectiveness conversations.	EL FM	Half termly	<p>Support staff are trained to input QLAs for maths, phonics and PIXL reading assessments.</p> <p>Assessments are shared with support staff to aid gap sessions.</p> <p>Weekly Y6 laser meetings to use the QLA in teaching. 27% RWM increased to 37% RWM from Jan-March.</p> <p>Progress meetings use QLA to respond to gaps.</p> <p>Y6 in PIXL meetings to identify marginal group and resources to address gaps.</p> <p>NTP completed 15 hours tutoring with a maths focus across Y2-Y6. This supported Maths memory retention.</p>
	Use of knowledge organisers and linked retrieval practice/quizzes throughout a unit of work and at the end of each unit of work.	This approach clearly identifies what individuals know at the start of the topic. It enables them to learn key facts and then focus on key skills in lessons.	Book monitoring. Pupil voice	EL	Half termly	<p>Subject leads collected pupil voice half termly. Pupils are able to discuss vocabulary shown on knowledge organisers. Book looks show retrieval at the beginning of lessons and knowledge assessments taking place.</p> <p>Summative tasks highlight specific vocabulary used by pupils from the knowledge organisers.</p> <p>Pupil groups can talk about specific subjects and the vocabulary, and most facts being taught linked to the knowledge organisers. Subject leads collect pupil voice termly.</p> <p>Pupil voice indicates knowledge organisers and retrieval quizzes are supporting pupils to remember key facts linked with current unit and on knowledge organisers.</p>
	Develop teacher knowledge of curriculum to support interweaving and positioning	Curriculum design which coherently plans the positioning of knowledge and allows for prerequisites and retrieval.	Subject leaders covered to develop humanities design across whole school with clear end points for 4 days	EL HH TG	Termly	<p>Humanities leads have worked with the Trust primary advisor to review the content of their subjects and delivered staff training.</p> <p>Science lead has worked with the Trust advisor to review the content. NC objectives being followed, and practical skills planned across school.</p> <p>Lesson design launched with staff to support subject knowledge. More work on remembering more across school and a focus on positioning to support memory throughout the year.</p>
Total budgeted cost					£45, 772	
2) To address Language & Literacy acquisition						

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) Letter join handwriting scheme used by all staff and pupils. TFW CPD led by consultant	EL	Half termly	Phonics lead released daily to coach on the spot phonics sessions across EYFS-KS1. TFW consultant completed development day and staff training to support consistent approach. Phonics. The Face-to-face sessions have led to clarity of approach across school. English hub CPD accessed by leaders of reading and phonics to support their work with staff. RWInc portal offers CPD links which are shared with staff and are bespoke to their development. Presentation policy reviewed and focused on letter join scheme shared with staff in July 23.
	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)	MHu	Half termly	English books are looked at by ELG every half term. Writing and reading sessions take place daily with Texts from curriculum map. KS1 Reading=65% PP made progress NPP=56% KS1 Writing=53% PP made progress NPP=44% KS2 Reading=92% PP made progress NPP=87% KS2 Writing=91% PP made progress NPP=85% Summer progress shows PP making more progress across key stages than NPP. KS1 Reading=97% PP made progress NPP=90% KS1 Writing=94% PP made progress NPP=90% KS2 Reading=96% PP made progress NPP=89% KS2 Writing=93% PP made progress NPP=88%
	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)	MHu	Half termly	TAs are deployed to support groups of children with their English lessons. TAs have fortnightly coaching to support early reading delivery and support. They have been involved in all English CPD. Phonics lead training with Support staff every fortnight to ensure CPD and fidelity to RWInc scheme. SENDco training with support staff to ensure classroom support is efficient.
	TAs delivering daily post teach 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.	Mhu	Termly	TAs have received training to set up interventions for specific groups using start and end data. Speech link has been set up as an intervention and TAs trained to deliver. Whole School Spring 2023 data: Insight data (AT or above verses others) Reading ARE PP 45% Non-PP 55 %

						<p>Writing ARE PP 24% Non-PP 44%</p> <p>Whole School Summer 2023 data: Insight data (AT or above verses others)</p> <p>Reading ARE PP 43% Non-PP 58 %</p> <p>Writing ARE PP 32% Non-PP 50%</p>
	To support handwriting and presentation of outcomes children will have access to Letter join scheme	To ensure a sense of pride in all their written outcomes.	Regular learning walks, book monitoring, Teacher modelling shown on flip charts & working walls	MHu	Half termly	<p>KS1-Y4 displaying letter join formation. Formation encouraged as daily feedback in all lessons.</p> <p>Presentation policy review taking place with SLT. Presentation policy reviewed and shared with staff on INSET in July 23.</p>
	Targeted phonics interventions across EYFS and KS1	To teach any gaps so PP pupils are in line with their peers in phonics, reading and writing	Intervention reports half termly Phonics assessments planned 6 times a year.	RC MB	Half termly	<p>Phonics data collections half termly. Spot light children in every group targeted. Class teaches run phonics booster groups</p> <p>Y1 23% on track for the 70% target 2023</p> <p>Y2 77% on track for the 100% target 2023</p> <p>Y1 40% on track for the 70% target 2023</p> <p>Y2 94% on track for the 100% target 2023 (3 new to country may not)</p> <p>Y1 70% phonics achieved July 2023</p> <p>Y2 88% Phonics achieved July 2023 (Due to high number of mid-year admissions with EAL)</p>
	KS1 replenish Oxford reading tree banded books and RWI home reading books	KS1 have access to quality texts and daily reading/phonics with an adult in attractive rooms which promote books. Pupils will be able to access appropriate banded books.	Learning walks Intervention timetables PIXL reading assessments	RC	Half termly	<p>All reading and phonics folders set up. Benchmarking completed.</p> <p>Phonics groups in place using summer data. All children have reading books matched.</p> <p>3 Reading volunteers in place across school. English lead completed phonics audit and replenished resources.</p> <p>RWInc subscription renewed. English hub links still in place to support data analysis.</p> <p>Parents are still struggling to return books weekly.</p> <p>RWInc restocked and Library catalogued to launch Junior Librarian to promote books and pleasure for reading.</p>
	Speech and language therapy and identification	Our greatest area of SEN need in school is speech and language.	Speech and language impact meetings Identify speech and language needs to provide strategies to support	FM	Half termly	<p>Speech link purchased due to this being our highest area of need.</p> <p>Targeted Teaching support staff have been trained with speech link.</p> <p>School led tutoring focuses on Speech & Language across EYFS.</p> <p>Speech Link start/finish data shows 9 groups of FS2 children and 8 groups of Y1 children accessed interventions. 95% of children made progress (5% made little progress due to significant absences) 60% made expected progress while 35% made</p>

						greater than expected progress. Progress measures used as part of the Speech Link Scheme.
	Fusion training	Supporting our PP SEN pupils to ensure their vocabulary gaps are bridged to meet their peers	FM to monitor and arrange progress meetings	FM	Half termly	<p>Autumn pupil progress meeting complete</p> <p>Spring pupil progress meetings complete.</p> <p>9children have had initial assessments</p> <p>This work has led to:</p> <p>Staff having a better understanding of need</p> <p>Teachers writing effective SEND Support Plans</p> <p>staff using strategies for support in class/interventions</p> <p>evidence for My Plans/EHCP requests/transition to secondary.</p> <p>Evidence of staff using FUSION suggested strategies when writing SEND Support plans.</p> <p>FUSION assessments used as evidence to support Extended My Plans and EHCP requests for 3 children.</p> <p>FUSION assessments used to ensure Y6 child obtained a place in Special Provision for Y7.</p> <p>FUSION assessments used in the ECHP Annual review process for 4 children to ensure their plans are accurate and up to date.</p>
Total budgeted cost					£36,595	

3) Maths

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) Staff to receive Can do Maths CPD delivered by Steve Lomax. Coaching for maths lead	VK	Half termly	<p>Staff training session complete 2.9.22 and led by Steve Lomax</p> <p>Baseline Y4 MTC tests compared with Aut data analysed and shows progress.</p> <table><tr><td>sep</td><td>dec</td></tr><tr><td>2</td><td>11</td></tr><tr><td>25</td><td>25</td></tr><tr><td>20+</td><td>20+</td></tr><tr><td>12</td><td>23</td></tr><tr><td>18-19</td><td>18-19</td></tr><tr><td>4</td><td>0</td></tr></table> <p>Maths</p>	sep	dec	2	11	25	25	20+	20+	12	23	18-19	18-19	4	0
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2	11																			
25	25																			
20+	20+																			
12	23																			
18-19	18-19																			
4	0																			

						<p>All classes completing half termly remember its and QLAs generated to plan for the gaps.</p> <p>Whole school Autumn 2022 data:</p> <p>Maths ARE PP 74% vs NPP 94%</p> <p>Spring term data – MTC mocks</p> <table><tr><td>Sep</td><td>Dec</td><td>May</td></tr><tr><td>25</td><td>25</td><td>25</td></tr><tr><td>2</td><td>11</td><td>13</td></tr></table> <table><tr><td>20+</td><td>20+</td><td>20+</td></tr><tr><td>12</td><td>23</td><td>28</td></tr></table> <table><tr><td>18-19</td><td>18-19</td><td>18-19</td></tr><tr><td>4</td><td>0</td><td>6</td></tr></table> <p>Maths</p> <p>Year 1 – 8% difference for children working below in maths PP 42%, Non-PP 42%</p> <p>Year 2 maths – small gap PP =47% v Non – PP= 52% on track for EXS</p> <p>Year 4 maths – PP are outperforming non-PP PP =51% v Non – PP= 47% on track for EXS</p> <p>Year 4 has smallest gaps in R, W, M between PP and non-PP</p> <p>Y6 – there are some GDS PP children in R, W, M</p> <p>Progress score has improved from –4.2 to –0.6.</p> <p>Y6 Maths attainment 56% which is now higher than English.</p>	Sep	Dec	May	25	25	25	2	11	13	20+	20+	20+	12	23	28	18-19	18-19	18-19	4	0	6
Sep	Dec	May																									
25	25	25																									
2	11	13																									
20+	20+	20+																									
12	23	28																									
18-19	18-19	18-19																									
4	0	6																									
	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)	VK	Half termly	<p>Expectations in books monitored by ELG.</p> <p>Arithmetic and fluency showing improvements through remember its and Weekly arithmetic scores.</p> <p>Reasoning is the next area to area to focus on.</p> <p>Half termly summative maths assessment in place and highlighted gaps found so support staff can work on focus areas.</p>																					
	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)	EL	Half termly	<p>All teaching support staff been given Can do log ins to support their subject knowledge.</p> <p>Teaching support staff are working with groups to support daily.</p> <p>Continued as above</p>																					
	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.	EL	Half termly	<p>Maths interventions</p> <p>Year 2</p> <p>Based on the Year 2 action plan the children have achieved:</p> <p>Place value – 5/8 children achieved</p> <p>Adding 2 single digits – 6/8 children achieved.</p> <p>Content covered:</p> <p>Y2 – Place value and addition</p>																					

						Y3 – Place value, addition and subtraction. Y4 – Place value and addition Y5 – Place value, addition and subtraction, multiplication and division. Maths data shows an improving trend across school.
Total budgeted cost					£15,600	
4) To address poor learning behaviours, attitudes & relationships						
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 work successfully within the school behaviour system. To develop attitudes to enable rapid progress in PP children's learning.	Daily behaviour and wellbeing walks Consistent approach to behaviour across the school with daily rewards by the head teacher Parental meetings to discuss and support with challenging behaviour (Sanction 5) Work with CYT (community youth teams) if required (external support) Pastoral team provide behaviour support in class and on an individual/group basis. Tailored one to one direct work through a supportive	By identifying children whose behaviour needs support early on, ensures that issues can be addressed and do not impact on learning.	Weekly pastoral team meetings. SIMs logs and behaviour trackers QA of CPOMs entries Assemblies on the 4Rs learning behaviours and British values every week. 4Rs are celebrated weekly and parents invited. Collaboration with external agencies will be assessed Student/staff/parent voice	JM	Half-termly	Behaviour policy shared at Sept INSET and behaviour boards in every class. Weekly celebrations are growing in parent support and pupils are proud. Pilot classes to complete class dojo logs for low level behaviour to generate reports. Behaviour policy review and relaunch in spring term. School values launched Feb 23 Assemblies share school values. Pupil voice indicates children are able to talk about values and learning behaviours well. CCA tracker and CPOMs audits allow for identification of children requiring support. These children then discussed during pastoral team meetings and plans put in place. Parents invited in to discuss issues and support with external support offered to families via Sheffield Parenting Hub/ Early Help/ MAST/ etc CCA tracker shows a reduction in number of incidents Thera play interventions run twice weekly to help identified children to self- regulate their emotions. The school review led by the Primary director of Trust highlighted behaviour during lessons and around school as a strength. Behaviour is good and pupil/parent voice are positive.

	curriculum (three houses) Therapy through play and art Multi agency approach using contextual safeguarding if need is identified					
All PP children build positive relationships with their peers and adults.	In class support emotional wellbeing support for target children and groups Daily support at lunchtime through Friendship groups	Targeted peer support has previously demonstrated a positive impact of peer-to-peer relationships	Peer support School council	JM	Half-termly	School councillors chosen by a democratic vote and meetings started led by Pastoral lead. Pastoral room available at lunch/ break times for children identified as vulnerable- either short or long term. This has supported key PP pupils identified for support. Pupil voice indicates knowledge of who to go to for help and how to keep safe. Whole school assemblies have promoted CCA and stop signal.
Increased opportunities to represent school through sports	Quality PE sessions planned and delivered	PE supports both Mental and physical health. Physical activity contributes to concentration and learning behaviours.	Collaborate with local sports clubs and coaches. Wider world sporting events	EL	Half termly	Sports links made and groups of children attending a wide range of events or working with visitors to school. Rugby matches attended at the weekend by staff and pupils well supported and positive feedback. Team successes celebrated in assembly and children recognised for their achievements to develop Team ethos. Parent voice is positive about the opportunities pupils are receiving across school.
Total budgeted cost					£29, 706	
5) Attendance & Punctuality						
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 95% attendance.	Attendance lead to complete daily attendance monitoring: First day phone calls/ follow up calls monitoring/ home visits.	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.	Weekly pastoral review meetings. Weekly attendance data analysis. Termly data analysis.	JM	Termly	Attendance strategy shared with staff and school 95% target shared with families. Attendance team generate weekly, fortnightly reports. SLT discuss actions fortnightly. Attendance link officer attends school and meets with families.

	<p>Support plans for targeted pp families and pupil/s,</p> <p>Letters home to parents – targeting Persistent Absentees.</p> <p>Daily/ weekly/ monthly attendance analysis.</p> <p>Signposting or support such as social, health and care.</p> <p>Attendance parent workshops and coffee mornings.</p> <p>Breakfast club for PP students free to access 08:00 to 08:45</p>	<p>PA 29.9% and attendance 91.8% 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>A rigorous approach to addressing daily PP attendance ensures that issues with attendance are dealt with swiftly so that achievement of PP students and non PP are aligned</p> <p>Senior leaders are aware of the attendance across the school and can support in challenging families - SLT can escalate to ELT or authority for further support</p> <p>Use of breakfast club supports PP families to ensure that children get a warm breakfast and attend school on time. Previous years shows that this has a positive effect on attendance and achievement</p>	<p>Parent voice to assess if parents have the understanding of good attendance on their child's learning and development</p> <p>Weekly attendance meetings using weekly data to identify need.</p>			<p>October att=94.2% Dec att=91.2% Dropped due to strep b & Scarlett fever. Feb att=91.4% March att=91.6% PA has improved from 34.3 to 30.2% PP YTD attendance: 89.5% Non- PP YTD attendance: 92.8% (YTD up to 3.3.23) Whole school 90.4%. Attendance lead working closely with LA and penalty notices issued as well as support plans put in place.</p>
For all PP children to achieve at least 94% attendance.	<p>Weekly attendance prizes</p> <p>Target year 6 attendance rewards</p> <p>End of year attendance trip</p> <p>Assemblies to promote good attendance</p>	<p>The school will provide incentives to ensure that PA % and attendance % to be in line with or better than national averages.</p> <p>Use of rewards and incentives has shown in previous years to have had a positive impact on children on attendance and lateness</p>	<p>Weekly pastoral review meetings.</p> <p>Weekly attendance data analysis.</p> <p>Termly data analysis.</p> <p>Pupil voice and parent voice</p>	JM ZF	Termly	<p>Weekly attendance prizes celebrated. Rewards half termly and annual reward shared. Parent voice collected and positive and rewards for families is being set up. Target met certificates/ 100% attendance awards in place. Attendance spoken about at parents' evenings and in Y6 progress/ laser meetings. Y6 PP: 91.25% Y6 Non-PP 95.27% (YTD: 6.6.23)</p>

						Attendance strategy reviewed and updated. Established links with the LA attendance link. School attendance lead worked with PP parents to discover barriers and support plans in place. Case study shows improvements made by PP pupils.
Total budgeted cost					£8229	
6) To address Social & Emotional Barriers-Emotional wellbeing						
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.	ZF	Half termly	Group of children across school identified quickly for support YR, Y1, Y3, Y4. Pupil voice is positive about the support they have received. Same as above
	Forest school sessions are effective in developing self - confidence, awareness, and social skills of selected PP groups.	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.	TF	Half termly	Forestry groups set up. Forestry groups running. Forestry groups to continued and pupil voice indicates mental health of pupils is improving.
	Mental well-being hub timetabled for 1:1, play therapy and 3 houses	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.	JM	Half termly	1:1s, play therapy and 3 houses in place for pupils. Pastoral run daily interventions with positive results indicated from pupil voice and mini peps. Focused interventions run by pastoral team.
	Music Hub singing programme and music curriculum	First quality teaching to develop music learning and singing curriculum. Provide an extra-curricular choir	Work with Music hub and attend CPD sessions thrice a year.	EL		Music singing programme started and Y2 and Y3 class teachers receiving CPD. Choir runs as an after-school club. Instrument lessons for Y4 learning the ukulele started. Choir numbers have dropped significantly. Musical instruments were valued by pupils and parents and will continue next year to support the music curriculum.

Total budgeted cost						£83,866
7) To address low confidence & Self esteem						
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 high self-esteem and are confident individuals.	Quality first teaching.	The effective inclusion of all pupils in everyday high-quality teaching will ensure that children have raised self-esteem and grow in confidence as individuals and learners.	Regular learning walks. Assembly map	MHu	Half termly	Pastoral team have worked closely with SENDCo and CTs to support pupils with their learning behaviours. Personal development pupil voice has shown pupils talk confidently about school and what they have learned (See school review) Same as above
	Pastoral lead to provide pastoral support in class and on an individual/group basis.	By identifying children whose self-esteem and/or confidence needs support early on, ensures that issues can be addressed and do not impact on learning.	Weekly pastoral team meetings.	ZF	Half termly	Pastoral available to support in class identified pupils. Praise systems in place in the behaviour policy. Behaviour policy relaunched March 2023 using Class dojo to log Sanctions 1-3. No suspensions or exclusions.
	Holiday clubs		QA planning Register attendance Gain parent and pupil voice	JM ZF	Twice a year	Summer club ran targeting Y6 and vulnerable families. This was well attended and supported the start of the year. Easter club ran 3 rd -6 th April. Well attended and supports pupils well-being and anxiety. Summer club in place for August to target Y6 and Vulnerable families.
Total budgeted cost						£3340
8) Aspirations						
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	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	All children have the opportunity to take part in a termly educational visit or experience a visitor in school.	EL RC	Termly	All visits and visitors for the year mapped out and shared with staff. Academy chef confirmed workshops and dates. PP families receive subsidised rates.

opportunities and new experiences – these will include events which raise their aspirations for their own future.		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 PP children will have this opportunity subsidised.			Termly events letters are shared with parents. Parent voice indicates this is received well and helpful. A visitor and visit planned for every class. Pupils experience the wider world, and this supports raising aspirations.
	Learn to sing programme from Music hub Bolt on choir Charanga music scheme	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.	There will be a clear timetable of dates and year group focus. Teaching and learning will be monitored by both school and Sheffield Music Service.	EL	Termly	Music singing programme started and Y2 and Y3 class teachers receiving CPD. Choir runs as an after-school club. Instrument lessons for Y4 learning the ukulele started. Choir numbers have dropped significantly. Musical instruments going well indicated by pupil and teacher voice.
	Immersive classroom	Pupils have access to sensory experiences and wider world experiences	SENDCo leads and regular lesson drop ins Pupil voice			Used by Willows class and EYFS groups. EYFS events have used. Book week gave opportunities for families to read by torchlight in the Immersive classroom and every class peer read. EYFS and small groups using to support learning and social and emotional needs.
	After school clubs	Pupils will have access to a range of clubs after school run by Pathways staff and Arches	Monitoring and QA checks Pupil and parent voice	TF		After school club's menu well subscribed. Judo coach sessions started this year. The clubs have been well attended and supporting PP pupils to promote positive behaviours. A wider range of clubs after school and lunch available to pupils over the year.
	A planned CEIAG focus week	Pupils will have the opportunity to meet visitors from different professions	Timetable for the week			Every year group have visitors representing a range of professions: E-ACT marketing Sheffield Northern General nurse and doctor Sheffield Eagles Rugby player Colin the Chef Lord Mayor Visit Sheffield Local business – paper – focus on design aspect of a business. Career links are planned into the curriculum offer.

Total budgeted cost						£39,326
9) 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 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.	EL RC	Termly	All children have attended visits and been part of workshops run in school to enrich curriculum. Pupil voice supports the need for experiences to continue. PP supplemented for all costed experiences. Y6 residential booked and paid for to provide overnight experience. All year groups have had a visitor, and a visit planned this term. PP pupils are subsidised for all enrichment opportunities on offer.
	School uniform shop will be subsidised	Pupils enjoy and engage with all aspects of school life and have access to affordable school uniform to feel part of the Pathways family.	Parent pay will be used to support PP families. Daily uniform checks by pastoral. Pastoral and SLT meet with families who are in need of support.	TC ZF KY	Termly	School uniform shop started selling preloved items and being used by families. PE kits are not consistent throughout school. Sports events highlight the presentation of our pupils attending. School sports kit – provided by Parkwood last year. We have located purple Pathways t-shirts for activities outside of school. PE Lead has ordered Panthers Rugby kit Dance kits purchased. Cheerleading kit in place already in school This has created a sense of belonging.
Total budgeted cost						£1000 uniform
10) To address parental engagement & sense of community						
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 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.	Coffee morning – targeted to grow ambassador group and collect parent voice	We want to support and develop parent's skills and wellbeing. Develop and support life skills such as application forms, housing benefits, aspirations, mental health	Work closely with Longley 4 Greens to establish links with school. Using links with local and national organisations that address identified need of the community Questionnaire sent out to parents and family to identify need	EL JM	Termly	Change wording-Coffee morning put on and advertised but very poor parental turns out. 4G links being forged and shared Christmas resources and equipment to support families. Shared Community information with parents to support with food and living costs. Halloween disco was attended by 175 children Inviting parents to weekly assemblies and collecting parent voice on attendance and communication is much improved. Parent survey sent out to collect responses was overall positive. Valentine's disco was attended by 137 children 13 families have accessed EH
	Regular parent workshops to support teaching and learning.	We want to share skills and expertise with parents on how they can support their children at home. This will include key areas such as reading, writing and maths, along with help in E-safety, attendance etc.	A clear programme of workshops is outlined at the start of the academic year. Parental attendance and engagement is monitored.	EL JM	Termly	All parents invited to a meet the teacher meeting in September. Parent meetings to support Y6 AND Y2 SATs, Y1 phonics, Y4MTC all planned Weekly e-safety briefing sent out via ClassDojo- scheduled but reflective of current incidents/ school needs. SATs meeting Y2 – March 2023 MTC Parent meeting April 2023 Y6 SATs meeting Jan 23 KS1 phonics meetings- May 23 Summer parent meetings-July 23 well attended.
	Increase parental engagement with school life	Organise in school events where parents work alongside their child(ren)	School activities designed to promote parent involvement in children's learning are organised according to the six categories developed by Epstein (2001): 1. parenting (e.g. assisting families with setting home conditions to	EL	Termly	Meet the teacher meetings have all taken place in Sept 22. Read and stay sessions for parents in EYFS weekly. Read and stay sessions continue to run in EYFS. Book week invited parents to stay for reading by torchlight.

			support children as students); 2. communicating (e.g. informing parents about school activities and children's progress); 3. volunteering (e.g. organising volunteers to support school activities); 4. learning at home (e.g. involving parents in homework and other curriculum-related activities and decisions); 5. decision-making (e.g. including families in school decisions); and 6. collaborating with the community (e.g. coordinating services and resources from the community for families).			<p>End of celebration assemblies used to collect sample parent voice which has been positive.</p> <p>Scholastic fair in which received 5-7 families per night. Booked to coincide with book week and organise for classes to complete a wish list during school day.</p> <p>Home-school agreement shared along with report and new admissions all meet with HT and talk through home-school agreement.</p> <p>Recruiting a parent ambassador underway.</p>
		Parent engagement here refers to parents' participation in supporting their child's learning (academic attainment, 1 related learning outcomes2 and behaviour), whether at home, in school or via home-school connections and wider community collaborations (Harris and Goodall 2007).		EL	Termly	<p>Parents evening was attended by 40% of parents</p> <p>Parents evening was attended by over 50% using the online booking system which has increased since Autumn term.</p> <p>Parents evening was attended by over 50%in summer.</p>
Total budgeted cost				£3000 Community events discos, Christmas fair, Parent workshops		
Planned spend				£266,434		