

E-ACT Pupil Premium Strategy

2023-2024

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	2023/24	Total PP budget	£327, 940	Date of most recent PP Review	Sept 2023
Total number of pupils	388	Number of pupils eligible for PP	248 – 63.9%	Date for next internal review of this strategy	December 2023

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=43% Reading NPP=58% Reading (by year group) Y1 PP 19% NPP 21% Y2 PP 50% NPP 71% Y3 PP 32% NPP 56% Y4 PP 53% NPP 53% Y5 PP 47% NPP 65% Y6 PP 58% NPP 69% Y1 Phonics pass 70% Whole school writing PP= 32% and NPP= 50% (Writing by year group) Y1 PP 19% NPP 21% Y2 PP 39% NPP 42% Y3 PP 21% NPP 44% Y4 PP 38% NPP 47% Y5 PP 31% NPP 50% Y6 PP 30% NPP 62% To close the gap between PP and NPP attainment aspiring to raising PP to 50% across every year group.
3) Mathematics	Gap closed between PP and National Non-PP end of key stage attainment in mathematics.	Whole school Maths PP= 45% NPP= 55% End of KS1 Maths PP= 64% and NPP= 71% Y6 Maths PP=45% and NPP= 69%
4) Social & Emotional Barriers	To ensure that all PP children have good mental health and can function in school and their everyday life. To support emotional well being To ensure that all PP children have high self-esteem and are confident individuals.	All PP children to build resilience and motivation skills. All PP children to be aware of how to keep emotionally well. All PP children will develop in confidence throughout the academic year and have a clear picture of why it is 'good to be me.'

5) Attendance & Punctuality	For all PP children to achieve at least 95% attendance.	PP children achieve 95% attendance. The attendance of PP children is in line with Non-PP children's attendance.
6) 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.
7) 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. Support for financial hardship	The parents of all PP children to attend parent's evening, relevant parent workshops and other appropriate events.

3. Planned expenditure						
Academic year	2023 - 2024					
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 2023 April 2024 July 2024
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. Pupil conferences	EL- Curriculum lead MHu-TNL lead	Half termly	
	Pre-teaching	Using support staff to pre-teach key individuals/groups will ensure that over learning takes place and children develop increased recall.	Provision map is used by SENCO Regular learning walks, Book monitoring and curriculum effectiveness conversations. Teaching staff CPD sessions-	FM- SENDCO	Half termly	

	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, Curriculum effectiveness conversations and coaching Staff voice Pupil conferences	EL	Half termly	
	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.	Gap analysis reports from Phonics and PIXL. Progress meetings Regular learning walks, book monitoring and curriculum effectiveness conversations. Fluency intervention sessions planned for key PP groups.	EL MHu- Assessment lead FM	Half termly	
	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. Assessment manual and calendar dates. Knowledge Assessment end of unit quiz uploaded to INSIGHT Teaching staff knowledge of prior learning. Pupil conferences	EL	Half termly	
	Develop teacher knowledge of the curriculum to support interweaving and positioning	Curriculum design which coherently plans the positioning of knowledge and allows for prerequisites and retrieval.	Subject leaders review plans and develop positioning supported by Trust primary advisor.	EL	Termly	

	NTP additional tutoring hours to focus on catch up and identified gaps.	Bespoke tutoring sessions using gap analysis	Third space learning Writing tuition School led tutoring after school	EL	Termly	
	Support pupils with a catch-up curriculum (NTP) Targeted support in the form of after school sessions. Effective use of tutor led 'gap getting' sessions. Consider booking a tutor company.	As a result of targeted support on specific gaps in learning, PP children are at least in line with their peers.	Session drop ins.	HT	Spring term	
Total budgeted cost					Total=£90, 007	

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 Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium (EEF Pupil Premium) Pupils are more active and attentive in lessons leading to increased levels of participation and therefore increased levels of progress	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 Targeted phonics keep up intervention groups. Pupil conferences	EL CB – Writing Lead MS – Reading Lead RC – Phonics Lead	Half termly	

	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 Subject leads	Termly	
	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 Dedicated slot on timetables for handwriting	MHu/CB	Half termly	
	Targeted phonics interventions across EYFS /KS1 /LKS2	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. Gap analysis discussions and CPD every half term	RC	Half termly	
	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 Reading volunteers	RC	Half termly	
	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	
	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	

Total budgeted cost						Total= £65, 616
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 good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium (EEF Pupil Premium) Pupils are more active and attentive in lessons leading to increased levels of participation and therefore increased levels of progress	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 Maths Lead	Half termly	
	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 & FM SENDCO	Half termly	
	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 & SENDCO	Half termly	

	TTRS Battle of the bands whole school approach	Repetition increases fluency.	Staff training and set up battles. Celebrate in whole school assemblies.	VK-Maths lead	Weekly	
Total budgeted cost					Total=£542	
4) Social & Emotional Barriers						
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 curriculum (three houses) Therapy through play and art Multi agency approach using contextual	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. S1-3 logged on Dojo and data collated. 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-Pastoral Lead KY-Pastoral practitioner	Half-termly	

	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/KY/ZF	Half-termly	
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 TF-Sports HTLA	Half termly	
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	
	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	
	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/ZF/KY	Half termly	
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 lead to provide pastoral support in class	By identifying children whose self-esteem and/or confidence	Weekly pastoral team meetings.	ZF	Half termly	

	and on an individual/group basis.	needs support early on, ensures that issues can be addressed and do not impact on learning.				
	Holiday clubs		QA planning Register attendance Gain parent and pupil voice	JM ZF	Twice a year	
	Alternative provision@ Nature box	<u>Forest School Sessions - Sheffield, England (thenatureboxforestschool.com)</u>	Willows pupil to support behaviour	FM	Half termly	
Total budgeted cost					Total=£92,284	

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.	<p>Attendance lead to complete daily attendance monitoring: First day phone calls/ follow up calls monitoring/ home visits.</p> <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>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.</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</p>	<p>Weekly pastoral review meetings.</p> <p>Weekly attendance data analysis.</p> <p>Termly data analysis.</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</p>	JM- Attendance Lead SLT	Termly	

	Attendance parent workshops and coffee mornings. Breakfast club for PP students free to access 08:00 to 08:45	aligned 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 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	weekly data to identify need.			
For all PP children to achieve at least 95% attendance.	Weekly attendance prizes Target year 6 attendance rewards End of year attendance trip Assemblies to promote good attendance	The school will provide incentives to ensure that PA % and attendance % to be in line with or better than national averages. Use of rewards and incentives has shown in previous years to have had a positive impact on children on attendance and lateness	Weekly pastoral review meetings. Weekly attendance data analysis. Termly data analysis. Pupil voice and parent voice	JM ZF	Termly	
Total budgeted cost					Total £29,986	
6) 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 opportunities and new experiences –	Educational visits - including transport and visitors into school.	Pupils enjoy and engage with all aspects of school life and the opportunities they would otherwise not have access to. Children are able to draw on enrichment activities as a means of improving their imagination, creativity,	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	EL RC/JM-EVC and visits lead	Termly	

these will include events which raise their aspirations for their own future.		vocabulary etc. To attempt to create a 'level playing field' in terms of life experiences.	opportunity subsidised.			
	Immersive classroom	Pupils have access to sensory experiences and wider world experiences	SENDCo leads and regular lesson drop ins Pupil voice	FM	Termly	
	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	Termly	
	A planned CEIAG focus week	Pupils will have the opportunity to meet visitors from different professions	Timetable for the week	MHu-PD lead	Termly	
Total budgeted cost					Total=£43,333	

7) 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.	Parent forum – 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. Home school agreement launched and part of admissions process.	EL JM	Termly	

	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 are monitored.	EL JM	Termly	
	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	EL & SLT	Termly	
		Parent engagement here refers to parents' participation in supporting their child's learning (academic attainment, 1 related learning outcomes ² and behaviour), whether at home, in school or via home-school connections and wider community collaborations (Harris and Goodall 2007).	are organised according to the six categories developed by Epstein (2001): 1. parenting (e.g. assisting families with setting home conditions to 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.	EL/TG	Termly	

			decision-making (e.g. including families in school decisions); 6. collaborating with the community (e.g. coordinating services and resources from the community for families).			
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/JM	Termly	
	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.	AW-Uniform shop lead ZF KY	Termly	
Total budgeted cost					Total £7920.34	
Planned spend					£327, 939.66 inc NTP TOP UP	
Recovery premium						
Academic Year	2023/24			Total PP budget		£31, 610
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 opportunities and new experiences – these will include events which raise their aspirations for their own future. To support plan of 1 visit and visitor 3 times a year planned from YR-Y6. Pupils enjoy and engage with all aspects of school life and the opportunities they would otherwise not have access to. To provide cultural capital	Educational visits - including transport and visitors into school will be subsidised for PP children. Educational visits program for enrichment and opportunity.	Pupils enjoy and engage with all aspects of school life and the opportunities they would otherwise not have access to. Children can draw on enrichment activities as a means of improving their imagination, creativity, vocabulary etc. To attempt to create a 'level playing field' in terms of life experiences.	All children have the opportunity to take part in a termly educational visit or experience a visitor in school. All PP children will have this opportunity subsidised. Pupil voice Parent voice	EL/RC/JM-EVC and visits lead	Termly	
Children to have increased recall of key knowledge identified in the National Curriculum - for all subject areas. Developing their speed and fluency.	IT licenses- Kapow Language angels MFL scheme Classroom big Charanga music scheme	Develop teacher knowledge of the curriculum to support interweaving and positioning. Curriculum design which coherently plans the positioning of knowledge and allows for prerequisites and retrieval.	Pupil conferencing Subject Leads	HT & subject leads	Termly	
For all PP children to achieve at least 95% attendance.	The school will provide incentives to ensure that PA % and attendance % to be in line with or better than national averages.	Use of rewards and incentives has shown in previous years to have had a positive impact on children on attendance and lateness	Weekly pastoral review meetings. Weekly attendance data analysis. Termly data analysis. Pupil voice and parent voice	JM ZF	Weekly & Half termly	
Effective use of support staff within lessons and to ensure pupils are ready to start school. Nursery support staff with L3 and first aider	Nursery support staff with L3 and first aider	Nursery setting support pupils and parents to be school ready, and our curriculum introduces pupils to concepts during their nursery phase.	Regular learning walks, book monitoring,	HT	Termly	

All PP children build positive relationships with their peers and adults. Additional hours to focus on Playtime training to support mental health and relationships during social times.	Additional hours to focus on Playtime training to support mental health and relationships during social times.	Targeted peer support has previously demonstrated a positive impact of peer-to-peer relationships	Peer support School council	JM/KY/ZF	Half-termly	
To ensure that all PP children have good mental health and can function in school and their everyday life.	Music Hub singing programme and music curriculum	First quality teaching to develop playing a musical instrument.	Work with Music hub	Music hub teacher & HT	Half-termly	
To promote reading for pleasure	Library and book corners	Reading is at the core of every subject	Reading spaces are attractive and well resourced	MS reading lead and HT	Termly	
Planned expenditure						£31,608.40