

Pupil premium strategy statement

School overview

Detail	Data
School name	Blackley EACT Academy
Number of pupils in school	432
Proportion (%) of pupil premium eligible pupils	57%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 – Completed 2022/2023 - Current 2023/2024
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	James Hughes Headteacher
Pupil premium lead	Rebecca Sykes
Governor / Trustee lead	Karen Horne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£327,918
Recovery premium funding allocation this academic year	£34,075
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£361,993

Part A: Pupil premium strategy plan

Statement of intent

At Blackley EACT Academy, our intent is to close the gap between our disadvantaged pupils and their non-disadvantaged peers. Overcoming barriers is at the heart of our pupil premium strategy. We want to ensure that all children can be successful and achieve: including progress for those who are already high attainers.

Our key objectives for our disadvantaged pupils include:

- Ensuring that all children receive high quality first teaching in all lessons. 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.
- Providing targeted academic support for children who are not making expected progress
- Providing children with opportunities to enable them to develop positive learning behaviours and attitudes to make accelerated progress
- Addressing non-academic barriers such as attendance, aspirations, social and emotional skills, self esteem and well being
- Closing the attainment gap between disadvantaged and non-disadvantaged pupils

Our current strategy works towards achieving these objectives by ensuring that there are well planned actions in place across the school to meet these objectives. All staff are well informed about Pupil Premium funding and what it is used for and are aware of their role in supporting these children. Our current strategy works towards identifying and addressing barriers to success for disadvantaged children using a whole school approach.

Our approach 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

Challenges

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

Challenge number	Detail of challenge																																																																																																																																							
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.																																																																																																																																							
2	<p>Internal and external (where available) assessments indicate that attainment among disadvantaged pupils is below that of non-disadvantaged pupils. It has closed from the previous year but we need to continue to close the gap in all areas.</p> <p>Maths</p> <table border="1"> <thead> <tr> <th></th> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Pupil Premium</td> <td>65.6%</td> <td>50.0%</td> <td>58.1%</td> <td>73.0%</td> <td>47.6%</td> <td>72.1%</td> </tr> <tr> <td>61.4%</td> <td>58.0%</td> <td>51.9%</td> <td>59.8%</td> <td>53.5%</td> <td>63.5%</td> </tr> <tr> <td>59.9%</td> <td>57.0%</td> <td>55.1%</td> <td>55.6%</td> <td>56.3%</td> <td>58.9%</td> </tr> <tr> <td rowspan="3">Non Pupil Premium</td> <td>70.8%</td> <td>63.0%</td> <td>69.2%</td> <td>86.4%</td> <td>58.8%</td> <td>81.3%</td> </tr> <tr> <td>75.3%</td> <td>71.3%</td> <td>72.1%</td> <td>72.8%</td> <td>74.9%</td> <td>79.8%</td> </tr> <tr> <td>78.1%</td> <td>75.9%</td> <td>75.4%</td> <td>75.9%</td> <td>75.8%</td> <td>75.3%</td> </tr> </tbody> </table> <p>For example, at the end of Y2 last year, the disadvantaged pupils were 50% at expected and their peers at 63% with a gap of 13%.</p> <p>Reading</p> <table border="1"> <thead> <tr> <th></th> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Pupil Premium</td> <td>65.6%</td> <td>46.7%</td> <td>54.8%</td> <td>54.1%</td> <td>57.1%</td> <td>67.4%</td> </tr> <tr> <td>56.9%</td> <td>55.1%</td> <td>53.3%</td> <td>59.7%</td> <td>58.0%</td> <td>64.8%</td> </tr> <tr> <td>57.3%</td> <td>55.9%</td> <td>56.7%</td> <td>58.1%</td> <td>60.2%</td> <td>63.3%</td> </tr> <tr> <td rowspan="3">Non Pupil Premium</td> <td>70.8%</td> <td>48.1%</td> <td>69.2%</td> <td>63.6%</td> <td>64.7%</td> <td>87.5%</td> </tr> <tr> <td>70.6%</td> <td>69.7%</td> <td>73.2%</td> <td>74.3%</td> <td>75.6%</td> <td>80.5%</td> </tr> <tr> <td>76.4%</td> <td>74.8%</td> <td>76.1%</td> <td>76.9%</td> <td>77.7%</td> <td>77.1%</td> </tr> </tbody> </table> <p>For example, at the end of Y3 last year, the disadvantaged pupils were 55% at expected and their peers at 69% with a gap of 14%.</p> <p>Writing</p> <table border="1"> <thead> <tr> <th></th> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Pupil Premium</td> <td>59.4%</td> <td>46.7%</td> <td>51.6%</td> <td>67.6%</td> <td>52.4%</td> <td>69.8%</td> </tr> <tr> <td>48.1%</td> <td>46.2%</td> <td>42.4%</td> <td>46.6%</td> <td>46.6%</td> <td>59.0%</td> </tr> <tr> <td>49.3%</td> <td>46.1%</td> <td>43.9%</td> <td>45.5%</td> <td>47.3%</td> <td>56.1%</td> </tr> <tr> <td rowspan="3">Non Pupil Premium</td> <td>62.5%</td> <td>55.6%</td> <td>69.2%</td> <td>72.7%</td> <td>64.7%</td> <td>81.3%</td> </tr> <tr> <td>63.0%</td> <td>59.2%</td> <td>64.5%</td> <td>65.8%</td> <td>63.5%</td> <td>73.2%</td> </tr> <tr> <td>70.2%</td> <td>66.9%</td> <td>65.8%</td> <td>66.3%</td> <td>67.8%</td> <td>71.8%</td> </tr> </tbody> </table> <p>For example, at the end of Y3 last year, the disadvantaged pupils were 52% at expected and their peers at 69% with a gap of 17%.</p>		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Pupil Premium	65.6%	50.0%	58.1%	73.0%	47.6%	72.1%	61.4%	58.0%	51.9%	59.8%	53.5%	63.5%	59.9%	57.0%	55.1%	55.6%	56.3%	58.9%	Non Pupil Premium	70.8%	63.0%	69.2%	86.4%	58.8%	81.3%	75.3%	71.3%	72.1%	72.8%	74.9%	79.8%	78.1%	75.9%	75.4%	75.9%	75.8%	75.3%		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Pupil Premium	65.6%	46.7%	54.8%	54.1%	57.1%	67.4%	56.9%	55.1%	53.3%	59.7%	58.0%	64.8%	57.3%	55.9%	56.7%	58.1%	60.2%	63.3%	Non Pupil Premium	70.8%	48.1%	69.2%	63.6%	64.7%	87.5%	70.6%	69.7%	73.2%	74.3%	75.6%	80.5%	76.4%	74.8%	76.1%	76.9%	77.7%	77.1%		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Pupil Premium	59.4%	46.7%	51.6%	67.6%	52.4%	69.8%	48.1%	46.2%	42.4%	46.6%	46.6%	59.0%	49.3%	46.1%	43.9%	45.5%	47.3%	56.1%	Non Pupil Premium	62.5%	55.6%	69.2%	72.7%	64.7%	81.3%	63.0%	59.2%	64.5%	65.8%	63.5%	73.2%	70.2%	66.9%	65.8%	66.3%	67.8%	71.8%
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3	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues and well-being for many pupils, notably due to low self esteem and confidence, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>We currently have 61 children across the Academy with ACEs (Adverse childhood Experience). 55 of these are PP children.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 61 pupils (55 of whom are disadvantaged) currently require additional support with social and emotional needs).</p>
4	<p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been 92.65% (21/22) and 92.82% (20/21) and This is lower than for non-disadvantaged pupils which was 92.93% (21/22) and 95.91% (20/21)</p> <p>In 20/21 21% of disadvantaged pupils have been ‘persistently absent’ compared to 4% of their peers during that period. In 21/22 21% of disadvantaged pupils have been ‘persistently absent’ compared to 18% of their peers during that period Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.</p>
5	<p>Our assessments observations, and discussions with pupils indicate disadvantaged pupils with EAL have difficulty with understanding language and vocabulary and the gaps are wider than among their peers.</p>

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including, engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading, writing and maths attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in low self-esteem and improved confidence <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 2%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 0%. <p>the percentage of all pupils who are persistently absent being below 1% and the figure among disadvantaged pupils being no more than 1% lower than their peers.</p>
<p>To improve attainment for disadvantaged children with EAL in Reading and Writing.</p>	<p>KS2 reading/writing outcomes in 2024/25 show that more than 75% of disadvantaged pupils with EAL met the expected standard.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £130,208

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching of vocabulary across all lessons	A consistent and robust approach to explicitly teaching vocabulary across the whole school. High quality 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 (Education Endowment Foundation EEF)	1, 2
Implementing a mastery approach to teaching. This approach can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1, 2
Enhance our phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Enhancing our reading teaching and curriculum in line with the DfE and EEF guidance. CPD (including Teaching for Mastery training).	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	2

Quality First Teaching in all lessons	High quality 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 (Education Endowment Foundation EEF)	1,2
Walk Thru CPD	Research shows that effective CPD helps children succeed and teachers thrive . We know from Viviane Robinson's research that the most effective way that leaders can improve outcomes for children and young people is to focus on professional development	1,2
Spelling Strategy – Sounds and Syllables Little Wandle	A consistent and robust approach to explicitly teaching spelling and vocabulary across the whole school. High quality 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 (Education Endowment Foundation EEF)	1,2
Recruitment of Mastery Teachers	Teacher quality is the most important in-school factor related to students' academic success, and low-income students benefit most when taught by skilled teachers. ... Strategic recruitment increases overall teacher quality, reduces shortages and turnover, and minimizes the need for additional training. (Centre for American Progress)	1,2
Retention of Mastery teacher through professional development and career development	Improving teacher retention serves to improve the education system as a whole Increasing teacher retention can support greater equality across the education system. High turnover rates create constant flux, making it significantly more difficult to institute changes in education policies. Among those who said they intended to leave education, the most common reason given was that the profession was not valued or trusted by government or media (53%),	1,2

	<p>closely followed by workload (51%), accountability (34%) and pay (24%)</p> <p>(Poll by the National Education Union)</p>	
Recruitment of skilled learning assistants	<p>During the start of the Covid-19 pandemic, many education and health services were badly disrupted. This meant that children with SEND and disabilities could not easily make the academic, mental and physical progress they wanted, leaving their routines, self-confidence, strategies to cope with anxiety, and ability to express their feelings, in a precarious state. The role of skilled Teaching Assistants is going to be vital for recovery. Children with SEND who are also disadvantaged are at high risk.</p>	

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

Budgeted cost: £61,136

Activity	Evidence that supports this approach	Challenge number(s) addressed
Gaps identified through termly assessment and targeted intervention groups to be delivered.	EEF states that small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Pupils will be able to work with HLTA/ Qualified Teacher during interventions to 'fill gaps' in pupils' learning.	3 6
A program of study for disadvantaged/EAL children to run weekly to assess their ability to access age-appropriate curriculum and fill	<p>Many of our disadvantaged children are also EAL. Target children with interventions in KS1 to improve language/vocabulary.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	5

any gaps accordingly.		
Implementing reading interventions/1:1 reading sessions.	<p>There is a strong evidence base that suggests oral language interventions, including reading intervention, dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
Engaging with the National Tutoring Pro-gram to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3, 5

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

Budgeted cost: £195,951

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral mentors to support our disadvantaged children with their social and emotional learning.</p>	<p>Social and emotional learning as it supports children's emotions, which in turn in impact positively on their readiness to learn/outcomes. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	3
<p>Whole staff training on behaviour management and self esteem/confidence approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	3
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4

and appointing attendance/support officers to improve attendance.		
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £353,221

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

See Pupil Premium Strategy Impact and Evaluation Document 2021/2022 on the academy website

Externally provided programmes

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

Programme	Provider
Times Tables Rock Star	Time Table Rock Stars
SATS companion	SATS Companion
Read Theory	Read Theory.Org
NESSY	Nessy Learning

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as self esteem, confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we looked at what learning barriers were most evident across year groups/the Academy in our disadvantaged children and therefore where our highest priority of need was for the these pupils..

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We will evaluate our strategy in December, March and July to see the impact it is having on the disadvantaged pupils in order to make any adaptations that need to met our children's needs.