

Pupil Premium Strategy: [2021 – 2022](#)

E-ACT Academy: [Blackley E-Act Academy](#)

Headteacher: [Mr James Hughes](#)

Written By: [Miss Rebecca Sykes](#)

Date Last Amended: [July 2022](#)

Next Review: [September 2022](#)



Mission Statement:

It is our ambition to become a world-class academy. One that is forward-thinking in its approach, successful in its delivery and ambitious for its future.

We are committed to delivering the following objectives:

- Excellence for all through a personalised student experience
- Maximising potential in all students as a centre of leadership and innovation
- Creating leaders and global citizens of the future
- Committed to keeping our students safe, both in academy and the wider community

E-Act Core Values:

- **THINK BIG**
- **SHOW TEAM SPIRIT**
- **DO THE RIGHT THING**

Blackley E-Act Academy - Pupil Premium Strategy

- £1,345 per pupil for each Ever 6 FSM FTE pupil aged 4 and over in year groups reception to year 6, except where the pupil is allocated the LAC or post-LAC premium

- £955 per pupil for each Ever 6 FSM FTE in year groups 7 to 11, except where the pupil is allocated the LAC or post-LAC premium
- £2,345 per pupil for each post-LAC in year groups reception to year 11
- £310 for each pupil aged 4 and over in year groups reception to year 11 who is either Ever 6 service child FTE or in receipt of pensions under the Armed Forces Compensation Scheme (AFCS) and the War Pensions Scheme (WPS)

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.

Evaluation of funding for 2021 – 2022

The requirements for a pupil premium strategy and what should be published on the website

The academy's strategy for the PP allocation for the current year

- the amount of pupil premium
- the main barriers to **educational** achievement faced by the eligible pupils
- how the allocation is to be spent to address those barriers and the reasons for that approach
- how the school is to measure the impact and effect of its expenditure of the pupil premium allocation, and
- the date of the school's next review of its strategy.

Blackley Pupil Premium

Pupil Premium Spending 2021-2022

Pupil Premium Funding 2020-2021:	£335,215
Staffing:	£299,786
Enhanced Curriculum Provision:	£35,429
Proportion of cohort 2020-2021:	59%
Number of disadvantaged pupils 2020-2021:	248

Strategy and Impact 2021--2022

Understanding Barriers

1. **Aspirations and Cultural Capital** (£64,013)
2. **Language and Literacy** (£14,696)
3. **EAL** (£34,15)
4. **Low entry levels in EYFS** (£23,613)
5. **Memory Recall and Retention** (£150)
6. **Learning Behaviours and Attitudes** (£90,959)
7. **Attendance and Punctuality** (£47,876)
8. **Social and Emotional skills** (£37,344)
9. **Self Esteem** (£22,390)

Barrier to learning	No. Students N (16)		No. students R (20)		No. students Y1 (30)		No. students Y2 (32)		No. students Y3 (34)		No. students Y4 (38)		No. students Y5 (32)		No. students Y6 (35)		Total across year groups (237)	
	1st/ 2nd barrier		1st/ 2nd barrier		1st/ 2nd barrier		1st/ 2nd barrier		1st/ 2nd barrier		1st/ 2nd barrier		1st/ 2nd barrier		1st/ 2nd barrier		1st/ 2nd barrier	
1	0	0	0	0	5	1	4	5	0	0	1	0	0	0	3	4	13	10
2	0	0	4	0	0	2	1	0	5	2	9	5	4	5	0	5	23	19
3	1	0	2	1	2	0	1	0	1	0	6	0	3	1	6	0	22	2
4	0	0	0	0	5	1	1	0	0	0	0	0	0	0	0	0	1	1
5	0	0	1	1	2	3	1	2	4	1	3	8	0	0	5	1	16	16
6	0	0	2	3	1	3	0	2	3	3	2	2	5	2	3	3	16	18
7	0	0	0	0	1	1	3	1	1	3	2	1	1	1	0	1	8	8
8	0	0	3	1	0	3	4	1	4	2	5	4	2	3	8	4	26	18
9	0	1	2	0	4	2	2	2	6	4	6	7	3	0	6	4	29	20

1. Summary information					
School	Blackley Academy				
Academic Year	2021-2022	Total PP budget	£335,215	Date of most recent PP Review	May 2022
Total number of pupils	419	Number of pupils eligible for PP	237	Date for next internal review of this strategy	July 2022

2. Current attainment		
Whole school data	PP Pupils	Non PP children
% who are meeting ARE in Reading	57%	69%
% who are meeting ARE in Maths	59%	80%
% who are meeting ARE in Writing	57%	68%
% achieving Phonics Screening Check	79%	96%
% achieving GLD	56%	47%

3. Desired outcomes

Barrier	Desired outcomes	Success criteria
● 1) Aspirations	To combat the narrow experience of life outside school. To widen the range of opportunities for many children to visit new places and have new experiences for the educational value linked to themes, social developments and to support Social, Moral, Spiritual and Cultural development and development of Aspirations.	<ul style="list-style-type: none"> • 100% of pupils access the wider curriculum offer • Pupil voice evidences raises ambitions • Increased pupil engagement in learning • E-Act Passport activities achieved by all pupils • All children to come in correct uniform
● 2) Language and Literacy	Increase pupils' vocabulary across the school	<ul style="list-style-type: none"> • Reading and Writing outcomes increase for PP pupils: evidenced in published outcomes • Vocabulary assessments demonstrate increase in pupils' vocabulary skills • Increase in number of pupils achieving ELG in 'Speaking' at the end of EYFS • Increase number of pupils achieving GLD
● 3) EAL	To support PP pupils with EAL on ensure we 'close the gap' between NPP with EAL.	<ul style="list-style-type: none"> • EAL pupils achieve in line with peers in all year groups
● 4) Low entry levels in EYFS	Pupils in EYFS catch up quickly ensuring 'year 1 readiness'	<ul style="list-style-type: none"> • Increase in the number of children achieving ELGs and GLD • Increased attainment at the start of Year 1 • 2021 impact on phonics attainment • Increased progress across Nursery and Reception
○ 5) Memory Recall and Retention	To support children to develop memory skills and recall key facts and basic skills to develop speed and fluency.	<ul style="list-style-type: none"> • Fluency of key maths concepts improves leading to improved outcomes at KS1 and KS2 • Times tables knowledge improves • Improved spelling across school • Improved learning of substantive and declarative knowledge across the curriculum as pupils can remember more

		<ul style="list-style-type: none"> Improved development of schemas through the REACH curriculum to improve long-term memory skills
<p>● 6) Learning Behaviours and Attitudes</p>	<p>To support children to develop good learning behaviours and attitudes to enable rapid progress in their learning</p> <p>Children’s wellbeing is well monitored and provision put in place to support more vulnerable students</p>	<ul style="list-style-type: none"> Children will make accelerated progress and be in line with national expectations for age related. PP children will be engaged in learning and make progress inline with NPP children There will be a positive learning culture throughout the academy
<p>● 7) Attendance and Punctuality</p>	<p>Improve attendance and punctuality</p>	<ul style="list-style-type: none"> Rise of PP attendance in line with school target of 97% Attendance and PA in line with national Improved outcomes Reduce numbers of persistent late children. PP attendance in line with NPP attendance
<p>● 8) Social and Emotional skills</p>	<p>To support children and families in order to provide nurturing support to safeguard children and remove barriers to learning</p> <p>Improving pupil’s emotional intelligence including: Social skills Self-confidence Self-awareness Self-esteem Emotional needs</p>	<ul style="list-style-type: none"> 100% pupils feel safe at school and at home Pupils access the support / therapies needed to remove barriers to learning Pupil confidence and self-worth improve Improved behaviour and attendance Peer support and encouragement improves
<p>● 9) Self Esteem</p>	<p>To support children to develop self-esteem and self-worth so they are confident learners and achieve well.</p>	<ul style="list-style-type: none"> SDQ will show that there has been an improvement in the child’s self esteem. Pupils show they have developed confidence throughout the school year

Planned expenditure

Academic year

2021 – 2022

Barrier

1. Aspirations

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/Impact throughout the year

Autumn Spring Summer

Careers week

Pupils will have the opportunities to hear first-hand experience from local people who live in the area and have gone on to have successful careers to be inspired

- Plan a well-structured careers week (lead by our careers lead)
- Visitor from local area/past students to inspire

RS
CG

Termly

Planned for summer term.

We had a science week in March where lots of different speakers came into school to discuss a variety of different careers with the children (engineering/nurse/midwife/stone mason).

Extra-curricular clubs/extra sessions in PE, Music and humanities etc.

To provide opportunities for aspirational development and improved ambition.

- Registers for extra curricular/sessions
- Evident through pupil voice and attitudes to learning in class.

KB
AH

Termly

A variety of extra curricula activities being provided for all year groups (see separate registers).

Clubs 21-22

PP children attended clubs

Club	Y1	Club	Y2	Club	Y3
Gymnastics	17/30 (57%)	EA Fury	9/14 (64%)	EA Intensity	8/16 (50%)
Football	14/25 (56%)	Gymnastics	17/30 (57%)	Gymnastics	12/20 (65%)
Tennis	7/20 (35%)	Football	14/25 (56%)	Football	9/16 (56%)
Athletics	10/20 (50%)	Tennis	7/20 (35%)	Tennis	12/15 (80%)
		Athletics	10/20 (50%)	Athletics	14/19 (74%)

					<table border="1"> <thead> <tr> <th>Club</th> <th>Y4</th> <th>Club</th> <th>Y5</th> <th>Club</th> <th>Y6</th> </tr> </thead> <tbody> <tr> <td>EA Intensity</td> <td>8/16 (50%)</td> <td>EA Cheerleading</td> <td>11/23 (48%)</td> <td>EA Cheerleading</td> <td>11/23 (48%)</td> </tr> <tr> <td>Gymnastics</td> <td>12/20 (65%)</td> <td>Football</td> <td>6/13 (46%)</td> <td>Football</td> <td>5/13 (46%)</td> </tr> <tr> <td>Football</td> <td>9/16 (56%)</td> <td>Gymnastics</td> <td>12/15 (80%)</td> <td>Gymnastics</td> <td>12/15 (80%)</td> </tr> <tr> <td>Tennis</td> <td>12/15 (80%)</td> <td>Tennis</td> <td>12/18 (67%)</td> <td>Tennis</td> <td>12/18 (67%)</td> </tr> <tr> <td>Athletics</td> <td>14/19 (74%)</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>A variety of extra curricula activities have been continued for all year groups (see separate registers).</p> <p>A variety of extra curricula activities being provided for all year groups (see separate registers). The participation of these clubs are high and having a positive impact of children.</p>	Club	Y4	Club	Y5	Club	Y6	EA Intensity	8/16 (50%)	EA Cheerleading	11/23 (48%)	EA Cheerleading	11/23 (48%)	Gymnastics	12/20 (65%)	Football	6/13 (46%)	Football	5/13 (46%)	Football	9/16 (56%)	Gymnastics	12/15 (80%)	Gymnastics	12/15 (80%)	Tennis	12/15 (80%)	Tennis	12/18 (67%)	Tennis	12/18 (67%)	Athletics	14/19 (74%)				
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Pupils to experience visitors to school- Bikeability	To provide opportunities for aspirational development and experiences.	<ul style="list-style-type: none"> Registers of pupils attending different visits. Evident through pupil voice and attitudes to learning in class. 	RH SW	Ongoing	<p>Planned for summer term.</p> <p>Bikeability has not taken place this year. We had a science week in March where lots of different speakers came into school to discuss a variety of different careers with the children.</p>																																				

<p>Attend a range of high schools for open days /taster days/visitors to school to help students focus on future progression/trips to universities</p>	<p>To provide opportunities for aspirational developments for the pupil's future.</p>	<ul style="list-style-type: none"> • Evident through pupil voice • Registers of pupils attending. 	<p>MM SG SW SC Year 6 team</p>	<p>Termly</p>	<p>Autumn term – open evenings at Our Ladies and Co-op to children focus on future progress for their further. Education.</p> <p>A group of Year 5 children attended CO-OP for cookery sessions on a 4 week programme. Get them familiar with the high school and show them what it has to offer them.</p> <p>Year 5 attended for a taster day at CO-OP Academy on 11.7.22</p> <p>Year 5 attended writing poetry workshop at CO-OP to make links with the local primary schools to show what they had to offer.</p> <p>Y6 have had visits from local high schools to support their transition to high school.</p>
<p>Each year group to go on a school trip.</p>	<p>To provide learning opportunities outside on the school environment – enrichment linking to our knowledge rich curriculum to bring it alive for the children</p>	<ul style="list-style-type: none"> • Evident through pupil voice 	<p>RS/JH</p>	<p>On going</p>	<p>Whole school pantomime into school – December 2021 Trips mainly planned for spring/summer terms Year 6 – Crucial crew Nursery – Artsz (summer 2) Reception – Farm (summer 2) Year 1 – Z Arts theatre company Year 2 – Gullivers World (Summer 2) Year 3 – Blue Planet (Summer 2) Year 4 – Eureka (Summer 2) Year 5 – Local artist in school (Spring 1) Eureka (summer 2)</p> <p>All year groups have attended a time this year to provide learning opportunities outside the school environment and have been a real success.</p>

					Year 4 - Eureka Year 5 – Eureka Year 6 – Sailing (Ise of White) and Chester Zoo
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Total budgeted cost					£64,013	
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2. ● Language and Literacy

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/Impact throughout the year Autumn Spring Summer
Speech and Language therapy	This is a high area of need in school. Many children have been referred to S & L (2 days a week)	Speech and Language impact meetings.	GM GS	Half termly	<p>Currently the SALT is supporting 15 children in school 53% of which are PP children. These children are making good progress – see SALT assessment.</p> <p>Currently the SALT is supporting 15 children in school 53% of which are PP children. These children are making good progress – see SALT assessment.</p> <p>4/8 PP children (50%) completed the sessions are were discharged.</p>

<p>Selection of books to resource classroom to focus on children who are reluctant readers – lowest 20%</p>	<p>Engage reluctant readers to be inspired to read</p>	<p>Reading and writing data</p>	<p>SW</p>	<p>Termly</p>	<p>Autumn data Reading PP 53% NPP 66% Writing – PP 51% NPP 61%</p> <p>We have a book trolley in each classroom for the teachers recommended reads to direct the reluctant reader to.</p> <p>Spring data Reading PP 57% NPP 69% Writing – PP 57% NPP 68%</p> <p>We have a book trolley in each classroom for the teachers recommended reads to direct the reluctant reader to.</p> <p>Currently the SALT is supporting 15 children in school 53% of which are PP children. These children are making good progress – see SALT assessment.</p> <p>Summer data Reading PP 58% NPP 66% Writing – PP 59% NPP 66%</p> <p>We have a book trolley in each classroom for the teachers recommended reads to direct the reluctant reader to.</p> <p>From Autumn term there has been a 5% increase in reading and a 8% increase in writing for PP children achieving expected standard.</p>
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Resources to support language/literacy skills	Boost reading and writing levels after pandemic We didn't get the new TA so we spent the money resourcing the EYFS and years 1-6 curriculum to enhance opportunities.	Reading and writing data Foundation subject OTrack data (academic year 2022-2023)	RS	Ongoing	<p>Autumn data Reading PP 53% NPP 66% Writing – PP 51% NPP 61%</p> <p>Spring data Reading PP 57% NPP 69% Writing – PP 57% NPP 68%</p> <p>Reading PP 58% NPP 66% Writing – PP 59% NPP 66%</p>
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<p>Quality First Teaching to close gaps in attainment between PP and Non PP in Reading and Writing.</p>	<p>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.</p>	<p>Implementation and ongoing CPD for reading comprehension strategies</p> <p>Handwriting taught consistently across whole school</p> <p>Daily timetabled story/novel time</p> <p>Daily set phonics sessions across the whole school to address the gaps -including KS2.</p> <p>Teacher recommended read trolley to focus on reluctant readers – lowest 20%</p> <p>New library – children timetabled once a week to visit and all access books to take home to improve reading skills and interest in reading</p>	<p>SW</p>	<p>Ongoing</p>	<p>Autumn data Reading PP 53% NPP 66% Writing – PP 51% NPP 61%</p> <p>Children are all attending library once week and taking books home. Each class teacher has a recommended read trolley for reluctant readers and it is really helping to engage them. Phonics sessions are run daily and are having an impact on children reading/writing</p> <p>Spring data Reading PP 57% NPP 69% Writing – PP 57% NPP 68%</p> <p>Children are all attending library once week and taking books home. Each class teacher has a recommended read trolley for reluctant readers and it is really helping to engage them. Phonics sessions are run daily and are having an impact on children reading/writing. Cross-curricular writing linked to our English units from JC. Making reading a focus – 5 sessions a week and individual reading for the bottom 20%.</p> <p>Summer data Reading PP 58% NPP 66% Writing – PP 59% NPP 66%</p> <p>We have a book trolley in each classroom for the teachers recommended reads to direct the reluctant reader to. From Autumn term there has been a 5% increase in reading and a 8% increase in writing for PP children achieving expected standard.</p>
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Total budgeted cost

£14,696

3. EAL

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/Impact throughout the year Autumn Spring Summer
<p>Training in key elements of supporting EAL pupils including making learning visual, using key words, using some home language, developing conceptual development practically.</p>	<p>Low attainment in this group- PP EAL children achieve at least in line with their peers at the end of each year group and in line with national other pupils at the end of R, Y1, Y2 and Y6.</p>	<p>Reading, writing and maths data</p>	<p>RA</p>	<p>Termly</p>	<p>EAL – Autumn data</p> <p>Reading – 60% Writing – 62% Maths – 72%</p> <p>NON EAL</p> <p>Reading – 58% Writing – 53% Maths – 64%</p> <p>Deputy SENCO has provided staff with some training on how to support EAL children through quality first teach. We have purchased 'Communication through Print' to support these children.</p> <p>EAL – Spring data</p> <p>Reading – 63% Writing – 71% Maths – 77%</p> <p>NON EAL</p> <p>Reading – 61% Writing – 59% Maths – 64%</p>

					<p>The EAL children have made good progress in all areas from Autumn.</p> <p>EAL – Summer data</p> <p>Reading – 68% Writing – 65% Maths – 69%</p> <p>NON EAL</p> <p>Reading – 59% Writing – 60% Maths – 64%</p>
A program of study for EAL PP children to run weekly to assess their ability to access age-appropriate curriculum and fill any gaps accordingly.	Low attainment in this group- PP EAL children achieve at least in line with their peers at the end of each year group and in line with national other pupils at the end of R, Y1, Y2 and Y6.	Reading, writing and maths data	RA JH	Termly	<p>This new member of staff to support EAL has changed and the money has been moved to different allocations to enhance resources for the new Blackley curriculum.</p>
Support EAL PP children and help them to access the curriculum	Low attainment in this group- PP EAL children achieve at least in line with their peers at the end of each year group and in line with national other pupils in all areas of the curriculum.	Data in all areas of the curriculum	RA	Half termly/Termly	<p>EAL</p> <p>Reading – 60% Writing – 62% Maths – 72%</p> <p>NON EAL</p> <p>Reading – 58% Writing – 53% Maths – 64%</p> <p>ES has been providing EAL interventions for children across year 1 and 2.</p> <p>EAL – Spring data</p> <p>Reading – 63% Writing – 71% Maths – 77%</p>

					NON EAL Reading – 61% Writing – 59% Maths – 64% EAL – Summer data Reading – 68% Writing – 65% Maths – 69% NON EAL Reading – 59% Writing – 60% Maths – 64%
MFL teacher to teach French across KS2	Broaden opportunities for children to speak other languages. Support children who speak this language/enhance their learning.	Monitor MFL lessons	MM JH	Half termly/Termly	RE our MFL teacher works with years 3, 4, 5, 6 weekly on French. RE our MFL teacher works with years 3, 4, 5, 6 weekly on French. RE our MFL teacher works with years 3, 4, 5, 6 weekly on French
Total budgeted cost					£34,175
4. Low entry points in EYFS					
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/Impact throughout the year Autumn Spring Summer
Through June and July 2021, hold sessions for	Low entry level points for the pupils in Nursery.	Entry level to nursery data – PP pupils to start EYFS in	EL	September 2022 – entry	This will take place in the Summer term.

<p>children who are starting Nursery in September teaching them key elements of PSED expectations such as taking turns, sharing, making eye contact, dressing, how to locate their names to self-register, how to ask for help etc.</p>		<p>line with NPP pupils and remain at least in line throughout EYFS.</p>		<p>level to nursery data</p>	<p>Transition into Nursery starts in September with stay and play sessions and gradual admission. Children with SEN, starting in Sept, who require a slightly different approach have been contacted and we are arraigining some additional transition days over the summer 2 half term.</p> <p>Summer – Additional stay and play sessions with parents. Adapted timetables to meet the needs of individuals based on stay and play session observations and transitional information from previous settings. Attended transition meeting at Sure start centre to liaise with previous settings.</p>
<p>Quality First Teaching of vocabulary across all lessons</p>	<p>A consistent and robust approach to explicitly teaching vocabulary across the whole school. 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)</p>	<p>CPD for staff to ensure a consistent approach</p> <p>Use of knowledge organisers to provide high level of well-planned vocabulary to be taught across subjects/ areas of learning</p> <p>Interventions for pupils who need interventions</p>	<p>EL</p>	<p>Ongoing</p>	<p>Vocabulary rich learning environment</p> <p>Learning walks around school show positive impact of children learning new vocabulary.</p> <p>Cross-curricular vocabulary displayed in classrooms on displays.</p> <p>Using codes in English lesson (REW) to get the children to rewrite words using a better choice of vocabulary. Using dual coding to help children understand the vocabulary they are reading. Exploring vocabulary in reading/writing lessons in expose them to a wider range of language/vocabulary.</p> <p>To support phonics and transition to Rec some children from Nursery have been coming to Reception for their phonics sessions.</p> <p>EYFS lead is attending sure start transition meeting 16th June.</p>

					<p>Summer</p> <p>Zone on proximal development within provision modelling and enhanced vocabulary at the children's level</p> <p>NELI programme – Reception 22 week language programme to support vocabulary, story-telling, phonics.</p>
WELCOMM sessions to run weekly for EYFS PP children.	PP children to start EYFS in line with age-related expectations for speech and language and to remain at least in line with other children by the end of EYFS	<p>Review of children</p> <p>FM to monitor impact data</p>	SC EL	Half termly	<p>WELCOMM has now changed to NELI in Reception. All the staff have accessed the new training this and the children have all been assessed to see who needs to access it (see separate information of results). This will be put into place in the spring term.</p> <p>NELI has been consistent and improvement is evident and recorded in ongoing assessments. We are running two groups at the moment on -track to complete for these children.</p> <p>Summer</p> <p>Zone on proximal development within provision modelling and enhanced vocabulary at the children's level</p> <p>NELI programme – Reception 22 week language programme to support vocabulary, story-telling, phonics.</p>
A program of study for EAL PP children to run weekly to assess their ability to access age-appropriate curriculum and fill any gaps accordingly.	Low attainment in this group- PP EAL children achieve at least in line with their peers at the end of each year group and in line with national other pupils at the end of R, Y1, Y2 and Y6.	<p>Reading, writing and maths data</p> <p>EduKey interventions</p>	RA ES	Half termly/Termly	<p>EAL</p> <p>Reading – 60%</p> <p>Writing – 62%</p> <p>Maths – 72%</p> <p>NON EAL</p> <p>Reading – 58%</p> <p>Writing – 53%</p> <p>Maths – 64%</p>

					<p>ES has been providing EAL interventions for children across year 1 and 2.</p> <p>EAL – Spring data</p> <p>Reading – 63% Writing – 71% Maths – 77%</p> <p>NON EAL</p> <p>Reading – 61% Writing – 59% Maths – 64%</p> <p>EAL – Summer data</p> <p>Reading – 68% Writing – 65% Maths – 69%</p> <p>NON EAL</p> <p>Reading – 59% Writing – 60% Maths – 64%</p>
Early identification of PP vulnerable children	PP data in EYFS not in line with NPP children.	EYFS data – PP pupils in line with NPP pupils throughout EYFS.	EL RS	Autumn term	<p>All the PP children have been identified/staff have been given this information and actions have been put in place to support them including intervention, pastoral and extra-curricular activities.</p> <p>This information is regularly updated and handed out to staff to ensure they all have up to date information on the PP across school.</p> <p>This information is regularly updated and handed out to staff to ensure they all have up to date information on the PP across school.</p>

Total budgeted cost					£23,613	
5. Poor memory retention and recall						
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?	Cost	
Enrichment activities: - Clubs (after school/lunchtime) to support children to develop memory skills and	To address the issue of poor memory retention and recall	Collect registers of clubs being offered Data all subjects	RS	Half termly Termly	<p style="color: green;">A variety of extra curricula activities being provided for all year groups (see separate registers). These include: science (STEM), cheerleading, football, gymnastics, music. The participation of these clubs are high and having a positive impact of children.</p> <p style="color: purple;">A variety of extra curricula activities have been continued for all year groups (see separate registers). These include: cheerleading, football, basketball, triathlon, football tournament. The participation of these clubs are high and having a positive impact of children.</p> <p style="color: red;">A variety of extra curricula activities have been continued for all year groups (see separate registers). These include: cheerleading, football, basketball, triathlon, football tournament. The participation of these clubs are high and having a positive impact of children.</p>	
Total spent					£68	
Total budgeted cost					£150	

6. Learning behaviours and attitudes

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/Impact throughout the year Autumn Spring Summer
Staffing to support learning behaviours	High level of support needed to address learning behaviours across academy	Pupil voice Less incidents on CPOMS Improved focus/residence to learning	JH	Half termly	<p>All the children with ACES have been identified and these children are working with our pastoral team. They have tailored individual support to access their needs. Each individual child has been assessed to see what their need is.</p> <p>83% of the children with ACES are PP children.</p> <p>The children with ACES are continuously working with the pastoral team on weekly basis (more if individual children need it). They have tailored individual support to access their needs as they change. Each individual child has been assessed to see what their need is.</p> <p>The children with ACES are continuously working with the pastoral team on weekly basis (more if individual children need it). They have tailored individual support to access their needs as they change. Each individual child has been assessed to see what their need is.</p>
Staffing to support learning behaviours	High level of support needed to address learning behaviours across academy	Pupil voice Less incidents on CPOMS Improved focus/residence to learning	JH	Half termly	<p>All the children with ACES have been identified and these children are working with our pastoral team. They have tailored individual support to access their needs. Each individual child has been assessed to see what their need is.</p> <p>83% of the children with ACES are PP children.</p> <p>The children with ACES are continuously working with the pastoral team on weekly basis (more if individual children need it). They have tailored individual support to access their needs as they change. Each individual child has been assessed to see what their need is.</p>

					<p>children need it). They have tailored individual support to access their needs as they change. Each individual child has been assessed to see what their need is.</p> <p>The children with ACES are continuously working with the pastoral team on weekly basis (more if individual children need it). They have tailored individual support to access their needs as they change. Each individual child has been assessed to see what their need is.</p>
Replenish uniform/PE kit for pupils in the academy – promote a positive team culture/positive learning behaviours to learn/take part	Support PP children look smart/ready to learn to engage in all learning and feel part to a team	Attendance Less incidents on CPOMS	RA	Ongoing	<p>All the PP children were provided with a PE kit through last year's PP money. The children have these replenish if they need support/struggling. These are continued to be replenished throughout the year when needed.</p> <p>These are continued to be replenished throughout the year when needed.</p>
Revision packs/stationary	Support PP who don't have access to learning resources at home.	Data in reading, writing and maths	SW Year 6 team	Ongoing	<p>These have been ordered to support the year 6 children with their SATs revision. The year 6 children were provided with support/stationary to help in their revision.</p> <p>These were used to support our Y6 children with their SATs revision.</p> <p>SATs results 2022 - Combined PP – 18/32 56% NPP – 18/27 67% National – PP is 43% so we are 13% above national.</p>
Educational Psychologist	Support vulnerable children to access services to support their learning/behaviours	Less incidents on CPOMS Data in reading, writing and maths	GS	Autumn term	<p>The educational psychologist has been in to support a child. We have received a report outlining how we can best support this child and provision in now being made.</p>
Hazel Hub – support staff	Support for some of our most vulnerable children	Less incidents on CPOMS	JH	Autumn term	<p>We have provided a Hazel Hub for our most vulnerable children – these children get high targeted support to</p>

		Data in reading, writing and maths			<p>make them 'back to class ready'. We have 15 children in and 87% are PP.</p> <p>The Hazel Hub is continuously supporting our most vulnerable children. Children have come back into class (1 full time and 13 afternoons).</p> <p>The Hazel Hub is continuously supporting our most vulnerable children. Children have come back into class (1 full time and 13 afternoons).</p>
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Total budgeted cost				£90,959	
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7. Attendance and Punctuality				
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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/Impact throughout the year
					Autumn Spring Summer
Staffing to support attendance	High level of support needed to address attendance across the academy	Attendance data	MN	Ongoing	<p>Autumn: Attendance % PP - 93.91 NPP - 94.32</p> <p>Late: PP - 0.67 NPP - 0.42</p> <p>PA % (inc under 5s) PP - 20.6 NPP - 16.27</p> <p>Exclusions</p>

					<p>PP – 1 NPP – 0</p> <p>PP - 93.01 NPP - 94.37</p> <p>Late: PP - 0.37 NPP - 0.16</p> <p>PA % (inc under 5s) PP - 19.92 NPP – 6.11</p> <p>Exclusions PP – 0 NPP - 0</p> <p>Summer:</p> <p>PP - 92.65 NPP - 92.93</p> <p>Late: PP - 0.75 NPP - 0.35</p> <p>PA % (inc under 5s) PP - 24 NPP – 21</p> <p>Exclusions PP – 0 0 NPP - 0 0</p>
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Supporting families to provide nurturing support to safeguard children and remove barriers to learning	High level of emotional need in the academy.	Work with external agencies Family workshops and support Coffee and Cake mornings Early help Pupil voice Attendance data	MN RA	Half termly	<ul style="list-style-type: none"> We have made links with Woodstreet mission – clothes, furniture, baby equipment etc where we refer struggling families. Referred families to early help – isolation, debt counselling, mental health, attendance. Home start – help families who have moved the area. Families future – run in the church hall to support local families. <p>This support has continued and developed over the year providing workshops to support parents in the local church hall (home start).</p> <p>This support has continued and developed over the year providing workshops to support parents in the local church hall (home start). This growing in capacity and supporting more of our parents.</p>
Total budgeted cost					£47,876
8. ● Social and emotional skills					
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/Impact throughout the year Autumn Spring Summer

Pastoral Staff – Learning mentors	High level of emotional need in the academy	Pupil voice Less incidents on CPOMS regarding emotional literacy ACES	RA TK	Ongoing	<p>All the children with ACES have been identified and these children are working with our pastoral team. They have tailored individual support to access their needs. Each individual child has been assessed to see what their need is.</p> <p>83% of the children with ACES are PP children.</p> <p>The children with ACES are continuously working with the pastoral team on weekly basis (more if individual children need it). They have tailored individual support to access their needs as they change. Each individual child has been assessed to see what their need is.</p> <p>The children with ACES are continuously working with the pastoral team on weekly basis (more if individual children need it). They have tailored individual support to access their needs as they change. Each individual child has been assessed to see what their need is.</p>
Total budgeted cost					£37,344
9. Self-esteem/confidence					
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/Impact throughout the year Autumn Spring Summer

<p>Pastoral team - Learning mentor to address the low levels of self-esteem/confidence</p>	<p>High level of low self-esteem/confidence in the academy</p>	<p>Targeted small group intervention Pastoral Support team Work with families 1:1 intervention Passport opportunities Whole school Ethos Supportive curriculum Forest Schools/gardening club Collaborative learning structures introduced ACES</p>	<p>TK</p>	<p>Ongoing</p>	<p>All the children with ACES have been identified and these children are working with our pastoral team. They have tailored individual support to access their needs. Each individual child has been assessed to see what their need is.</p> <p>The children with ACES are continuously working with the pastoral team on weekly basis (more if individual children need it). They have tailored individual support to access their needs as they change. Each individual child has been assessed to see what their need is.</p> <p>The children with ACES are continuously working with the pastoral team on weekly basis (more if individual children need it). They have tailored individual support to access their needs as they change. Each individual child has been assessed to see what their need is.</p>
<p>Isle of White sailing trip (residential) for both year 5 and 6 (due to the current year 6 missing out last year with COVID)</p>	<p>For Y5 and Y6 this allows them to spend a night away from home working on a variety of outdoor learning experiences. It allows them to bond with Parkwood peers and staff and grow in confidence in their new school setting.</p>	<ul style="list-style-type: none"> • Student voice • Parental voice • Staff voice <p>Surveys will be compared against baseline to show difference.</p> <p>(PP outcomes, PP v non-PP outcomes)</p>	<p>SW</p>	<p>Summer term</p>	<p>Children attending trip in Summer term.</p> <p>This took place in the summer term and it was a great success providing the children with valuable skills and learning experiences.</p>
<p>Kapow subscription</p>	<p>Support the teaching of DT through a quality planning resource to provide children with opportunity to learn new skills.</p>			<p>Ongoing</p>	<p>Purchased the Kapow subscription, which is now being used in all year groups across the school. It is supporting children in the DT curriculum but also in enrichment activities that not all children would have access to.</p>

					<p>Kapow is supporting/enhancing the DT curriculum across the school to provide focused drop down days each term. Teaching and developing new skills.</p> <p>Kapow is supporting/enhancing the DT curriculum across the school to provide focused drop down days each term. Teaching and developing new skills.</p>	
Overall Total budgeted cost					£335,215	

