

Pupil Premium Strategy: [2022 – 2023](#)

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

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Final review: [July 2023](#)



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**

E-Act Blackley Academy - Pupil Premium Strategy

- £1,385 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
- £2,410 per pupil for each post-LAC and pupils who have been adopted from care or have left care in year groups reception to year 6
- £320 for each pupil aged 4 and over in year groups reception to year 6 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 2022 – 2023

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 Funding 2022-2023:	£327,918
Staffing:	£345,465.16 (including levy)
Enhanced Curriculum Provision:	£8,852
Proportion of cohort 2022-2023:	60.51%
Number of disadvantaged pupils 2022-2023:	262

Strategy and Impact 2022--2023

Understanding Barriers

1. **Aspirations and Cultural Capital** (£70,317)
2. **Curriculum** (£86,502)
3. **EYFS – improving attainment** (£0)
4. **Gaps in prior learning** (£200) Recovery premium– see separate document
5. **Ethos and climate for learning** (£88,713)
6. **Attendance and Punctuality** (56,970)
7. **Social and emotional skills** (£50,268) Apprentice Levy (£1346.16)

Barrier to learning	No. PP Students N (21)		No. PP students R (23)		No. PP students Y1 (28)		No. PP students Y2 (36)		No. PP students Y3 (35)		No. PP students Y4 (36)		No. PP students Y5 (39)		No. PP students Y6 (34)		Total PP across year groups (252)	
	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	9	2	3	3	1	7	4	5	0	0	4	0	6	10	27	27
2	0	0	0	0	5	3	4	3	1	2	3	6	5	3	5	6	23	23
3	11	0	8	3	0	0	0	0	1	0	0	0	0	0	0	0	20	3
4	0	0	1	6	7	1	8	0	10	9	7	2	10	1	7	2	50	16
5	0	1	0	0	1	0	0	0	4	0	0	0	2	1	2	9	8	11
6	0	7	0	1	2	1	3	1	10	1	5	0	6	4	8	2	34	17
7	0	0	3	0	2	3	5	2	2	2	2	1	3	9	5	4	22	21

1. Summary information					
School	E-ACT Blackley Academy				
Academic Year	2022-2023	Total PP budget	£327,918	Date of most recent PP Review	July 2023
Total number of pupils	440	Number of pupils eligible for PP	246 (56%)	Date for next internal review of this strategy	Sept 2023

2. Current attainment		
Whole school data	PP Pupils	Non PP children
% who are meeting ARE in Reading	60%	67%
% who are meeting ARE in Maths	59%	70%
% who are meeting ARE in Writing	55%	66%
% who are meeting ARE combined	48%	62%
% achieving Phonics Screening Check	70%	86%
% achieving GLD	48%	61%

3. Desired outcomes		
Barrier	Desired outcomes	Success criteria
<p>● 1) Aspirations and Culture Capital</p>	<p>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</p>	<ul style="list-style-type: none"> • 100% of pupils access the wider curriculum offer • Pupil voice evidences raised ambitions • Increased pupil engagement in learning

	Cultural development and development of Aspirations.	<ul style="list-style-type: none"> • E-Act Passport activities achieved by all pupils • All children to come in correct uniform
● 2) Curriculum	Increase pupils' reading, writing, maths across the school To support PP pupils with EAL on ensure we 'close the gap' between NPP with EAL.	<ul style="list-style-type: none"> • Reading, Writing and Maths outcomes increase for PP pupils: evidenced in published outcomes • Vocabulary assessments demonstrate increase in pupils' vocabulary skills • Increase number of pupils achieving GLD • EAL pupils achieve in line with peers in all year groups
● 3) EYFS – Improving attainment	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 • 2021/22 impact on phonics attainment • Increased progress across Nursery and Reception
● 4) Gaps in prior learning	Pupils to catch up quickly ensuring they meet expected progress	<ul style="list-style-type: none"> • Reading, Writing and Maths outcomes increase for PP pupils: evidenced in published outcomes
○ 5) Ethos and climate for learning	To support children	<ul style="list-style-type: none"> • Children will make accelerated progress and be in line with national expectations for age related. <ul style="list-style-type: none"> • PP will be engaged in learning and make progress in line with NPP

<p>● 6) Attendance and Punctuality</p>	<p>Improve attendance and punctuality</p>	<ul style="list-style-type: none"> • There will be a positive • Rise of PP attendance in line with school target of 97% • Attendance and PA in line with national • Improved outcomes across school • Reduced numbers if PA • PP attendance in line with NPP attendance
<p>● 7) 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> <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"> • 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>Barrier</p>
<p>Aspirations ●</p>

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 review Spring review Summer review	- Citizenship (CZ) - Cultural transmission (CT) - Preparation for work P(W) - Personal empowerment (PE)
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	<ul style="list-style-type: none"> Plan a well-structured careers week (lead by our careers lead) Visitor from local area/past students to inspire 	SG	Summer term	<p>Introduced windows and mirrors to the whole school through an assembly and PDM to staff. Staff carried out tasks with their classes.</p> <p>Science week – we had a range of visitors in school working with children from nursery to Year 6. There was a specific focus on women in STEM.</p> <p>Careers Week – We had a large number of visitors from a range of careers from barristers, to dancers, doctors and midwives. They spoke with the children about their education and career path and what their jobs entailed.</p>	PW CT PE

<p>Extra-curricular clubs</p>	<p>To provide opportunities for aspirational development and improved ambition.</p>	<ul style="list-style-type: none"> Registers for extra curricular/sessions Evident through pupil voice and attitudes to learning in class. 	<p>SA NJ Premier Ed</p>	<p>Termly</p>	<p>A variety of clubs have been provided for PP children with a very good uptake – see registers/table</p> <p>Commando Joe</p> <p>A wide range of extra-curricular clubs such as athletics, dodgeball, gymnastics, dance, cheerleading and football – see attached registers for numbers etc</p> <p>Gardening with CJB as part of pastoral</p> <p>As above – extra curricular clubs continued throughout the summer term. Year 5 also hatched chickens as part of the Science curriculum. A number of children were given the responsibility of caring for the chickens (feeding, cleaning out etc).</p>	<p>PE PW</p>
<p>Attend a range of high schools for open days /taster days/visitors to school to help students focus</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>All staff</p>	<p>Termly</p>	<p>Year 5 – Climbing at local high school CO-OP 10/15 67% PP. Year 2 – BBC STEM visit focusing on inventions/women/sustainability. Year 5/6 Ford car inventor/engineer to talk to the</p>	<p>PE CZ</p>

<p>on future progression/trips to universities</p>					<p>children about careers and aspirations. Year 5/6 – Prevent talk Year 5/6 – NSPCC talk Whole school – Paralympian visit to inspire children for the future. Year 6 – knife crime/county line talk.</p> <p>Year 4 & 5 – Department for work and pensions delivered a talk on different job role and what skills/subject knowledge each requires.</p> <p>TO ADD</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>Year 5 – Drama to see Sister Act 2 at the local high school – CO-OP. Year 5/6 – Debate Mate at The University of Manchester and club in school. – 19/36 children 53% PP children.</p> <p>School trips (each year group) Nursery - Funday Rec - Funday Y1 - Theatre Y2 – Gulliver’s World Y3 - MOSI Y4 - MOSI Y5 – National Football Museum Y6 – Salford Watersports and Heaton Park Orienteering</p>	<p>CT PE</p>

					Attendance reward trip to St Anne's	
Whole school theatre trip	To provide learning opportunities outside on the school environment – enrichment linking to our knowledge rich curriculum to bring it alive for the children. Visit somewhere they may have never experienced before.	<ul style="list-style-type: none"> Evident through pupil voice 	RA/JH	Annually	The whole school went on a trip in the local high school and used their facilities/stage to experience a theatre (Sleeping Beauty).	CT
Swimming provision for Y4 children	All Year 4 children attend swimming lessons on weekly basis throughout the academic year. The children who can't swim 25m by the end of Y4 will be	<ul style="list-style-type: none"> Children achieving their 25m Children attending all lessons - spare swimming kits provided 	Year 4/5 team	On going	Year 4 attended weekly swimming lessons in the Autumn term.	PE

	given catch up lesson in Y5 to ensure that children leave up with this important life skill.					
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Barrier

Curriculum – improving attainment in reading, writing and maths ●

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 review Spring review Summer review	- Citizenship (CZ) - Cultural transmission (CT) - Preparation for work (PW) - Personal empowerment (PE)
Quality First Teaching to close gaps in attainment between PP and Non PP in Reading and Writing.	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)	Implementation and ongoing CPD for reading comprehension strategies Handwriting taught consistently across whole school Daily timetabled story/novel time	SW	Ongoing	Learning walks indicate that QFT is strong across the academy. Ongoing is in place for ECTs to further develop their modelling and questioning within QFT. Book monitoring shows that work is scaffolded to enable all learners to access QFT. ECTs are completed induction	PW PE

	<p>Pupils are more active and attentive in lessons leading to increased levels of participation and therefore increased levels of progress.</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>modules around QFT strategies and being supported by mentors to implement these.</p> <p>INSET focus on reading/implementation for all staff and early reading for EYFS/KS1</p> <p>Reading catch up teacher in Summer 1 for Year 3 and 4</p> <p>Appointment of new ER lead to focus on closing the gap between EYFS/KS1 and KS2</p> <p>Library open evening each week for parents and children to come and read together – modelled story time sessions by SW and NB</p> <p>Structured weekly QA with subject leads working closely with SLT.</p> <p>Academy Review Day with Regional and National team – support offered in to further</p>	
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					develop and implement the curriculum.	
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<p>Quality First Teaching to close gaps in attainment between PP and Non PP in maths.</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>Manipulatives to support children in their learning and understanding of maths.</p> <p>Visual representations to support children in their learning and understanding of maths.</p> <p>A high focus on teaching the basics mathematical skills in maths with a focus on – keep up not catch up using the KPIS to identify gaps. A consistent approach across the academy – daily in our maths meeting session (addition and subtraction, multiplication and division, gap filling x2 and times table Friday)</p>	<p>SC/CK</p>	<p>Ongoing</p>	<p>Learning walks indicate that QFT is strong across the academy. Ongoing support is in place for ECTs to further develop their modelling and questioning within QFT.</p> <p>Book monitoring shows that work is scaffolded to enable all learners to access QFT. ECTs are completed induction modules around QFT strategies and being supported by mentors to implement these.</p> <p>Implementation framework – I do, We do, You do.</p> <p>CPD focus on lesson structure and timings – ensuring children are exposed to the Solve its</p> <p>Maths catch up teacher Year 3 and 4</p> <p>Continued to develop and embed the implementation</p>	<p>PW PE</p>
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'Apply its' to further the greater depth children.

Development of maths vocabulary on across the academy.

Push on times tables across the academy using TTRS and especially in year 4 for MTC.

framework across all subjects.

Pedagogy pins introduced for staff to reflect on their own teaching and to develop areas as necessary.

WS focus on vocabulary implemented as part of all lessons.

<p>MFL teacher to teach French across KS2</p>	<p>Broaden opportunities for children to speak other languages. Support children who speak this language/enhance their learning.</p>	<p>Monitor MFL lessons</p>	<p>MM JH</p>	<p>Half termly/Termly</p>	<p>New MFL teacher started in Spring term.</p> <p>Working closely with MM to write new LTP/MTP and ensure progression.</p> <p>Implementation of new curriculum with clear progression from Y3-6</p>	<p>PE CT</p>
<p>Hazel Hub to support our most vulnerable children across the academy with both their learning and social and emotion needs. Access age-appropriate curriculum and fill any gaps accordingly.</p>	<p>Providing a learning space that is suitable to provide for their needs and ability to tailor learning specific to them. This is to help them to become 'class ready' and reintroduce them back to class.</p>	<p>Monitoring of children on a daily basis.</p> <p>Levels on INSIGHT termly</p>	<p>SL</p>	<p>On-going</p>	<p>Children have lessons that are targeted at their current ability in order to get them year group/class room ready. They have high intensive support for maths and English in the mornings.</p> <p>We have 3 members of staff working with 12 children.</p> <p>9/12 children 75% are PP children, 3 children have moved back into class full time this term.</p> <p>Provision continued.</p>	<p>PE PW</p>
<p>KS1 intervention support.</p>	<p>Low attainment in this group - PP children achieve at least in line with their peers at the end of each</p>	<p>Reading, writing and maths data EduKey interventions</p>	<p>ES/NB</p>	<p>Half termly/Termly</p>	<p>Interventions for children in year 1. Pastoral mentor for a group of children to ensure their emotional and well-being needs are</p>	<p>PE PW</p>

	year group and in line with national other pupils at the end of R, Y1, Y2 and Y6.	Phonics screening PP meetings to inform interventions			<p>meet to support progress in their learning. Supporting a group of bottom 20% readers 5/6 PP 83%. Working with a group of children to support their phonics FOR daily keep up sessions.</p> <p>TA4s delivered before school interventions in R,W&M.</p> <p>Volunteer came in to read with children in Year 2.</p> <p>New early reading lead to ensure consistent delivery and implementation of Little Wandle.</p>	
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Barrier						
EYFS – improving attainment ●						
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 review Spring review Summer review	<ul style="list-style-type: none"> - Citizenship (CZ) - Cultural transmission (CT) - Preparation for work P(W) - Personal empowerment (PE)

<p>Through June and July 2023, hold sessions for 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 selfregister, how to ask for help etc.</p>	<p>Low entry level points for the pupils in Nursery.</p>	<p>Entry level to nursery data – PP pupils to start EYFS in line with NPP pupils and remain at least in line throughout EYFS.</p>	<p>EL/RF</p>	<p>September 2023 – entry level to nursery data</p>	<p>Summer 2023</p> <p>Home visits carried out with new starters to develop relationships and early identification of any barriers or SPL needs.</p>	<p>CT</p>
<p>WELCOMM sessions to run weekly for nursery PP children and NELI for reception children</p>	<p>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>	<p>Review of children</p> <p>FM to monitor impact data</p>	<p>VH CC</p>	<p>Half termly</p>	<p>NELI has been running in Reception. We have done the preassessment for all the children highlighting the children in need of interventions 3/6 children 50% are PP children receiving NELI. WELCOMM is running in nursery and the children have their assessments to identify who requires interventions.</p>	<p>PE</p>

					<p>10/28 children 36% are PP children.</p> <p>Continued to the end of Summer term.</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 children who are PP have been identified and class teacher/members of staff have been given a list to ensure they are aware of the PP children and can plan for their needs.</p> <p>Closely monitored and updated. Weekly safeguarding meetings held. All unauthorised absences followed up on the day.</p>	PE

Barrier

Gaps in prior learning ●

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 review Spring review Summer review	<ul style="list-style-type: none"> - Citizenship (CZ) - Cultural transmission (CT) - Preparation for work (PW) - Personal empowerment (PE)
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<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 wellplanned vocabulary to be taught across subjects/ areas of learning</p> <p>Interventions for pupils who need interventions</p>	<p>SLT</p>	<p>Ongoing</p>	<p>Learning walks indicate that QFT is strong across the academy. Ongoing is in place for ECTs to further develop their modelling and questioning within QFT.</p> <p>Book monitoring shows that work is using high quality vocabulary showing all learners have access to QFT. ECTs are completed induction modules around QFT strategies and being supported by mentors to implement these.</p> <p>Consistent use of KOs in all lessons with clear vocab progression.</p> <p>PDM focus on vocab including a range of ways to embed this into all lessons. For example the Freya model and dual coding.</p>	<p>PW PE</p>
<p>Year 6 intervention groups</p>	<p>To ensure that the highest proportion of Year 6 children meet expected level at the end of year 6.</p>	<p>Looking at data from year 5 and initial assessments – put the children into set groups based on ability to target</p>	<p>Year 6 team/SLT</p>	<p>On-going</p>	<p>The children across year 6 have been set into 4 groups according to their ability. 4 teachers teach the groups in order to ensure they have targeted lessons to their ability and smaller</p>	<p>PE PW</p>

		children at their level to accelerate progress.			<p>classes to accelerate progress.</p> <p>Booster groups before and after school for children in Year 6.</p>	
Catch up teacher	Target children that didn't achieve expected standard in year 2 last academic year. KS2 phonics catch up for identified children from last academic year - 20% lowest readers.	Y3/4 JC	JC Year 2/43te am	On-going	<p>Catch up teacher has worked with year 2 children to support them to get them to expected standard. Also, has led a phonics group and read with a group of children who are the bottom 20% readers in KS2 – see separate catch up registers.</p> <p>Autumn term Year 3 Readers AM – 10/14 71% PP Maths catch up 10/13 83% pp Maths class group 9/13 69% pp Spelling 4/10 40% PP Reading group – 5/12 42% PP Phonics – 4/12 33% PP Handwriting 7/11 64% PP</p> <p>Autumn term Year 4 Readers AM – 9/12 75% PP Maths catch up 9/14 64% pp</p>	PE PW

					<p>Maths class group 3/4 75% pp Multiplication 12/14 86% PP Reading group – 13/14 93% PP Maths challenge – 3/13 23% PP</p> <p>New catch up teacher appointed due to attendance issues with previous teacher. This will commence fully in Sept 23.</p>	
Morning booster groups	Target Year 6 children who have been identified as needing extra support to meet expected standard (especially after Covid).	Year 6 team/SLT will identify gaps in lessons and select the children. Gathering data on O track for reading, writing and maths.	Year 6 team/S LT	Autumn 2 - ongoing	<p>The children have been selected linked to class data and they are attending maths and or reading interventions before or after school on a weekly basis. 18/39 46% are PP children.</p> <p>As above.</p>	PE PW
Before/after school	Identify children who have potential to achieve greater depth by end of year 6. Extra support in their learning to achieve higher	Gathering data on O track for reading, writing and maths.	Year 6 team/S LT	Autumn term	<p>The children have been selected linked to class data and they are attending maths and or reading interventions before or after school on a weekly basis. 18/39 46% are PP children.</p> <p>As above</p>	PE PW

	than expected progress.					
Homework/revision packs for Year 6	Support vulnerable children who don't have access to home learning resources.	Data in reading, writing and maths	Year 6 team/S LT	On-going	Throughout the year.	PE PW

Barrier

Ethos and climate for learning ●

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 review Spring review Summer review	- Citizenship (CZ) - Cultural transmission (CT) - Preparation for work (PW) - Personal empowerment (PE)
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	We have pastoral mentors that are allocated to all the children who are vulnerable to support them with their social/emotional and well-being. They check	CZ PW PE

					<p>in with them when needed to help prevent incidents occurring and are called to support the child if any incidents escalate throughout the day and they need a familiar person to talk to – see Learning Support Strategy</p> <p>TK leading the pastoral teams and working with families in need.</p> <p>All incidents or safeguarding concerns are logged on CPOMS and are followed up with pastoral support or outside agency support as and when required.</p>	
<p>Replenish uniform/PE kit for pupils in the academy – promote a positive team culture/positive learning behaviours to learn/take part</p>	<p>Support PP children look smart/ready to learn to engage in all learning and feel part to a team</p>	<p>Attendance Less incidents on CPOMS</p>	<p>RA</p>	<p>Ongoing</p>	<p>A 'swap shop' has been set up where children/parents can come and get uniform/PE uniform. Parents donate items that are too small and they can exchange them for larger ones.</p> <p>Continued throughout the year. Support was given to specific</p>	<p>PE PW</p>

					children/families who had difficulty purchasing new uniform.	
DOJO prizes to support the behaviour strategy and climate for learning to encourage learners to make improve participation/progress	Positive praise and rewards support learners.	All members of staff implementing the behaviour strategy consistently across the academy.	JH	Ongoing	Children can select certificates and prizes when they have reached 50,100, 150 Dojos to support behaviour across the academy. Trading cards introduced.	PE PW CZ

Barrier

Attendance and punctuality ●

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 review Spring review Summer review	- Citizenship (CZ) - Cultural transmission (CT) - Preparation for work (PW) - Personal empowerment (PE)
Staffing to support attendance	High level of support needed to address attendance across the academy.	Attendance data	MN	Ongoing	Attendance strategy launched in September 2022 - Staff and working closely with the attendance officer to raise attendance throughout the academy. We use class DOJOS to report absence to parents	PW

	Meeting the E-ACT target of 97%				<p>and this is followed up. We have attendance assemblies every Friday afternoon.</p> <p>Continued throughout the year.</p>	
Rewards for attendance	To support the new E-ACT attendance strategy providing incentives to raise attendance to 97%	Attendance data	MN	Ongoing	<p>We have an attendance assemble on a Friday. Rewards are given to children weekly, termly, yearly. Weekly 100% attendance go into a box and one from each KS gets picked out and choses a prize. There is also extra playtime for the classes that get the top 3 attendance of the week (bronze, silver, gold rosettes). Children can earn bronze, silver and gold badges across the term for 100% attendance. There is a trip to Blackpool at the end of the year for all 100% attendance children.</p> <p>Continued throughout the year.</p> <p>Children who achieved close to 100% went on an attendance reward trip to St.Annes.</p>	PW

<p>Supporting families to provide nurturing support to safeguard children and remove barriers to learning</p>	<p>High level of emotional need in the academy.</p>	<p>Work with external agencies Family workshops and support Coffee and Cake mornings Early help Pupil voice Attendance data</p>	<p>TK SH MN RA</p>	<p>Half termly</p>	<p>We have worked with a range of local external agencies to support children and our families. A 'Community Hub' has been set up to provide parents with a variety of different support linked to local charities and businesses. We have set up an 'Equal starts programme' to target parents/children of vulnerable families. It runs for 10 weeks alongside our 'community Hub' at the local church. 5 families are supported by this programme and 3 of which are PP families - 60%.</p> <p>Support withing the wider community has continued.</p> <p>Highly commended for community initiative of the year - TES</p>	<p>CZ</p>
<p>E-ACT Attendance strategy launched – target 97% Focus on EAL/SEND/PP</p>	<p>Whole academy trust approach to raise attendance data specifically focusing on the</p>	<p>Attendance data</p>	<p>MN All staff</p>	<p>Ongoing</p>	<p>PP attendance for Autumn term is 91.92% The NPP is 95.46%.</p> <p>PP PA - 32.72% Non PP PA - 17.32% Our school target is 94%.</p> <p>Won a national award for attendance and achieved</p>	<p>PW</p>

	vulnerable groups.				above national average by the end of Sum 2.	
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Barrier

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 review Spring review Summer review	- Citizenship (CZ) - Cultural transmission (CT) - Preparation for work (PW) - Personal empowerment (PE)
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	Pastoral team have provided 1:1 support for the children that they mentor to support these pupils with their emotional wellbeing and mental health. This enables early interventions of vulnerable pupils and provides strategies for pupils to build resilience - see	PE

				<p>Learning Support Strategy We are a trauma informed school and have mapped put all the children with ACES to help support these children emotionally 49/56 88% are PP children.</p> <p>Weekly safeguarding meetings to identify vulnerable children. Pastoral and family support offered.</p> <p>Assemblies to focus on 'Safeguarding Mode' and what this looks like in terms of keeping yourself and others safe.</p> <p>Close monitoring of children with ACES and a</p>	
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					whole school PD curriculum which focuses on personal wellbeing and keeping safe.	
Pastoral team - Learning mentor to address the low levels of self-esteem/confidence		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	TK	Ongoing	Pastoral team have provided 1:1 support for the children that they mentor to support these pupils with their emotional wellbeing and mental health. This enables early interventions of vulnerable pupils and provides strategies for pupils to build resilience - see Learning Support Strategy We are a trauma informed school and have mapped put all the children with ACES to help support these children emotionally 49/56 88% are PP children.	

					As above	
Commando Joe sessions/training	<p>High level of low self-esteem/confidence in the academy.</p> <p>Working on an approach to develop a positive mindset across the academy focusing on: resilience, team work, self-awareness, empathy, communication and positivity.</p>	<p>Pupil voice</p> <p>Less incidents on CPOMS regarding emotional</p>	<p>SC</p> <p>SG</p>	On-going	<p>Whole school staff training for Commando Joe - each year group are have done a drop-down day in the Autumn term linking to their topic – support all children but especially the vulnerable children with mental health, resilience, self-awareness etc. The days were a real success with the children.</p> <p>Commando Joe sessions delivered termly.</p>	

<p>Supporting families to provide nurturing support to safeguard children and remove barriers to learning</p>	<p>High level of emotional need in the academy.</p>	<p>Work with external agencies Family workshops and support Coffee and Cake mornings Early help Pupil voice Attendance data</p>	<p>MN RA</p>	<p>Half termly</p>	<p>We have set up an 'Equal starts programme' to target parents/children of vulnerable families. It runs for 10 weeks alongside our 'community Hub' at the local church. 5 families are supported by this programme and 3 of which are PP families - 60%. They provide a variety of opportunities for these children e.g. arts/crafts, trips out – park, library, finance/benefits support, cooking meals for under £10, games night.</p> <p>This work has continued and we were shortlisted for an award by the TES who recognise</p>	
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					the work that we do to support children and families within the wider community.	
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