

Pupil Premium Strategy: [2023 - 2024](#)

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

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Date last amended: [January 2024](#)

Next review: [April 2024](#)



### 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 2023 – 2024

### 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 2023-2024:	£338,590
Proportion of cohort 2023-2024:	59%
Number of disadvantaged pupils 2023-2024:	231/398

## Strategy and Impact 2022-2023

### Understanding Barriers

1. ● Aspirations and Cultural Capital **£81,973**
2. ● Curriculum **£42,907** (PP/SEND outcomes)
3. ● EYFS – improving attainment **£66,686** (Early Reading)
4. ● Gaps in prior learning **£14,650** (PP/SEND outcomes)
5. ○ Ethos and climate for learning **£65,482**
6. ● Attendance and Punctuality **£82,388**
7. ● Social and emotional skills **£51,370** (Pastoral)
8. ● ACES **£14,650** (Pastoral)

Apprentice levy **£1,578**

**Total - £338,590 (plus £83,094) = £421,684**

Barrier to learning	No. PP Students N (4)	No. PP students R (21)	No. PP students Y1 (28)		No. PP students Y2 (26)		No. PP students Y3 (37)		No. PP students Y4 (38)		No. PP students Y5 (38)		No. PP students Y6 (36)		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	1st/ 2nd barrier	1st/ 2nd barrier	1st/ 2nd barrier	1st/ 2nd barrier	1st/ 2nd barrier		
● 1	No new data available		4	5	1	0	3	1	11	4	2	7	6	2	27	19
● 2			1	0	4	3	3	2	0	2	2	5	1	4	11	16
● 3			0	0	0	0	0	2	0	0	0	1	0	0	0	3
● 4			2	5	9	1	4	1	7	3	5	3	3	4	30	17
○ 5			1	2	0	9	3	2	0	7	0	1	1	2	5	23

6		2	0	2	0	1	0	2	3	2	2	2	6	11	11
7		7	2	8	4	5	2	3	5	9	5	7	6	39	34
8		4	2	1	5	12	0	3	4	14	1	10	1	44	13

1. Summary information					
<b>School</b>	E-ACT Blackley Academy				
<b>Academic Year</b>	2023-2024	<b>Total PP budget</b>	£338,590	<b>Date of most recent PP Review</b>	Jan 2024
<b>Total number of pupils</b>	398	<b>Number of pupils eligible for PP</b>	231 (59%)	<b>Date for next internal review of this strategy</b>	April 2024

2. Current attainment			
Whole school data	All	PP Pupils	Non PP children
% who are meeting ARE in Reading	62%	59%	66%
% who are meeting ARE in Maths	67%	63%	71%
% who are meeting ARE in Writing	63%	59%	66%
% who are meeting ARE combined	54%	49%	62%
% achieving Phonics Screening Check	-	70% (Sum 23)	86% (Sum 23)
% achieving GLD	-	48% (Sum 23)	61% (Sum 23)

3. Desired outcomes		
Barrier	Desired outcomes	Success criteria
<p>● 1) <b>Aspirations and Capital</b>      <b>Culture</b></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 Cultural development and development of Aspirations.</p>	<ul style="list-style-type: none"> <li>• 100% of pupils access the wider curriculum offer</li> <li>• Pupil voice evidences raised ambitions</li> <li>• Increased pupil engagement in learning</li> <li>• All children to participate in the Science and Careers week run across the whole school.</li> <li>• All children to participate in the Cultural Day.</li> <li>• All children to come in correct uniform following our 'Look Smart, Think Smart' policy.</li> <li>• Increased parental engagement in the weekly parents sessions in the school library</li> </ul>
<p>● 2) <b>Curriculum</b></p>	<p>Increase pupils' reading, writing, maths across the school To support PP pupils with EAL on ensure we 'close the gap' between NPP with EAL.</p>	<ul style="list-style-type: none"> <li>• Reading, Writing and Maths outcomes increase for PP pupils: evidenced in published outcomes and to close the gap in Year 2 and Year 6</li> <li>• Vocabulary assessments demonstrate increase in pupils' vocabulary skills</li> <li>• Increase number of pupils achieving GLD</li> </ul>

		<ul style="list-style-type: none"> <li>EAL pupils achieve in line with peers in all year groups</li> </ul>
<p>● <b>3) EYFS – Improving attainment</b></p>	<p>Pupils in EYFS catch up quickly ensuring 'year 1 readiness'</p>	<ul style="list-style-type: none"> <li>Increase in the number of children achieving ELGs and GLD</li> <li>Increased attainment at the start of Year 1</li> <li>Increased progress across Nursery and Reception</li> </ul>
<p>● <b>4) Gaps in prior learning</b></p>	<p>Pupils to catch up quickly ensuring they meet expected progress</p>	<ul style="list-style-type: none"> <li>Reading, Writing and Maths outcomes increase for PP pupils: evidenced in published outcomes</li> </ul>
<p>○ <b>5) Ethos and climate for learning</b></p>	<p>To support children to achieve a positive ethos and climate for learning</p>	<ul style="list-style-type: none"> <li>Children will make accelerated progress and be in line with national expectations for age related. <ul style="list-style-type: none"> <li>PP will be engaged in learning and make progress in line with NPP</li> <li>There will be a positive climate for learning demonstrated by the majority of children in school which will be evidenced during walk arounds as well as reflected in the quality of children's work.</li> </ul> </li> </ul>
<p>● <b>6) Attendance and Punctuality</b></p>	<p>Improve attendance and punctuality</p>	<ul style="list-style-type: none"> <li>Rise of PP attendance in line with school target of 97%</li> <li>Attendance to remain high and PA to continue to decrease.</li> <li>Improved outcomes across school</li> </ul>

<p>● <b>7) Social and Emotional skills</b></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"> <li>• 100% pupils feel safe at school and at home</li> <li>• Pupils access the support / therapies needed to remove barriers to learning</li> <li>• Pupil confidence and self-worth improve</li> <li>• Improved behaviour and attendance</li> <li>• Peer support and encouragement improves</li> </ul>
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Barrier						
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 review Spring review Summer review	- Citizenship (CZ) - Cultural transmission (CT) - Preparation for work (PW) - 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	<ul style="list-style-type: none"> <li>• Plan a well-structured careers week (lead by our careers lead)</li> </ul>	SG	Sum term	N/A	<b>PW CT PE</b>



	on to have successful careers to be inspired	<ul style="list-style-type: none"> <li>Visitor from local area/past students to inspire</li> </ul>				
Science Week	Pupils will have the opportunities to hear first-hand experience from people who live in the area and have gone on to have successful careers in the STEM Industry with a particular focus on women in STEM.	<ul style="list-style-type: none"> <li>Plan a well-structured Science Week (lead by our Science lead)</li> </ul>	JC	Spr term	N/A	<b>PW CT PE</b>
Look Smart, Think Smart	All children to follow the school uniform policy in line with our, 'Look Smart, Think Smart' vision. Families who have difficulty providing uniform will be supported and all families	<ul style="list-style-type: none"> <li>All children wearing the correct school uniform/PE kit.</li> </ul>	JH All staff	Ongoing	<p>This is monitored regularly with children praised for wearing the correct uniform.</p> <p>We have a Swap Shop available where parents can purchase second hand uniform from as little s £1.00</p> <p>We also offer support to families, providing uniform,</p>	

	have access to the swap shop.				coats and shoes to those who are struggling.	
Family Library sessions	Families will be invited into the school library each week to share stories and create a love for reading.	<ul style="list-style-type: none"> <li>An increased take up from children and families</li> </ul>	SW NB	Ongoing	Families are continuing to enjoy weekly visits to our school library, and they enjoyed story-time with Santa at Christmas.	
Extra-curricular clubs	To provide opportunities for aspirational development and improved ambition.	<ul style="list-style-type: none"> <li>Registers for extra curricular/sessions</li> <li>Evident through pupil voice and attitudes to learning in class.</li> </ul>	SA NJ KS Fifth movement	Termly	Yoga Boxercise Football Dance/cheerleading	<b>PE</b> <b>PW</b>
Attend a range of high schools for open days /taster days/visitors to school to help students focus on future progression/trips to universities	To provide opportunities for aspirational developments for the pupil's future.	<ul style="list-style-type: none"> <li>Evident through pupil voice</li> <li>Registers of pupils attending.</li> </ul>	All staff	Termly	The CO-OP Academy Band and choir came in a performed their Christmas concert.	<b>PE</b> <b>CZ</b>

Each year group to go on a school trip.	To provide learning opportunities outside on the school environment – enrichment linking to our knowledge rich curriculum to bring it alive for the children	<ul style="list-style-type: none"> <li>• Evident through pupil voice</li> </ul>	RS/JH	On going (Sum 2)	The whole school went to watch Beauty and The Beast.	<b>CT</b> <b>PE</b>
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"> <li>• Evident through pupil voice</li> </ul>	RA/JH	Annually (Aut 2)	The whole school went to watch Beauty and The Beast.	<b>CT</b>

Swimming provision for Y4 children	All Year 4 children attend swimming lessons on weekly basis throughout the academic year.	<ul style="list-style-type: none"> <li>Children achieving their 25m</li> <li>Children attending all lessons - spare swimming kits provided</li> </ul>	Year 4 team	On going	Ongoing.	PE
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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	Implementation and ongoing CPD for reading comprehension strategies  All children to use Little Wandle Phonics for early reading and then progress to Jane	SW	Ongoing	Ongoing with regular monitoring and QA as well as CPD for all teaching staff.  Learning walks and structured weekly QA indicate that QFT is strong across the academy.  Hazel hub/Saplings.	PW PE

	<p>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>Considine once they are phonetically secure.</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>The Write Stuff scheme is used consistently across school with explicit lessons for GPS</p> <p>Sounds and syllables used in KS2 for spellings. Catch-up intervention teacher across Year 3 and 4 with a focus on closing the gap in reading and maths.</p>				
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		<p>Implementation framework used consistently across all classes to delivery high quality lessons.</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>				
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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</p>	<p>SC</p>	<p>Ongoing</p>		<p><b>PW</b> <b>PE</b></p>
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		<p>x2 and times table Friday)</p> <p>'Apply its' to further the greater depth children.</p> <p>Development of maths vocabulary on across the academy.</p> <p>Push on times tables across the academy using TTRS and especially in year 4 for MTC.</p> <p>Catch-up intervention teacher across Year 3 and 4 with a focus on closing the gap in reading and maths.</p> <p>'Can Do' Maths curriculum followed consistently in all year groups.</p>				
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Daily Maths  
Meeting sessions  
with key focus on  
PS&R and gap  
filling (KPIs)

Implementation  
framework used  
consistently across  
all classes to  
delivery high  
quality lessons.

MFL teacher to teach French across KS2	Broaden opportunities for children to speak other languages. Support children who speak this language/enhance their learning.	MFL teacher to deliver a progressive curriculum across KS2 on a weekly basis.	MM HM	Half termly/Termly	Ongoing – weekly lessons delivered from Y3-Y6	<b>PE CT</b>
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.	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.	Monitoring of children on a daily basis.  Levels on INSIGHT termly.  The aim is for children to eventually graduate back to their own classes.	SL	On-going	Hazel hub and Saplings provision - 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.	<b>PE PW</b>

<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 year group and in line with national other pupils at the end of R, Y1, Y2 and Y6.</p>	<p>Reading and writing interventions will be prioritised in KS1</p> <p>Daily phonics sessions in EYFS/KS1 and any children in KS2 who are not yet phonetically secure.</p> <p>Pupil Progress meetings to take place in line with data drops and to inform interventions</p>	<p>ES/NB</p>	<p>Half termly/Termly</p>	<p>Pastoral mentor for a group of children to ensure their emotional and well-being needs are met to support progress in their learning.</p> <p>Support for bottom 20% readers. 5/6 PP 83%.</p> <p>Weekly sessions with volunteer working with Phonics groups in Year 1 and 2 and with lowest 20% in Year 6.</p> <p>Little Wandle scheme has a rapid catch-up intervention for children in Year 2 who are still accessing phonics lessons.</p> <p>Pupil progress meetings carried out.</p>	<p><b>PE</b> <b>PW</b></p>
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<p><b>Barrier</b></p>
<p><b>EYFS – improving attainment</b></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	<ul style="list-style-type: none"> <li>- Citizenship (CZ)</li> <li>- Cultural transmission (CT)</li> <li>- Preparation for work P(W)</li> <li>- Personal empowerment (PE)</li> </ul>
<p>Through June and July 2024, 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 self-register, 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 2024 – entry level to nursery data</p>	<p>Lower intake of children has allowed staff to focus more on smaller groups and to develop early self-care skills as well as other areas of PSED.</p>	<p><b>CT</b></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  VH to monitor impact data</p>	<p>VH CC</p>	<p>Half termly</p>	<p>Ongoing</p>	<p><b>PE</b></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		<b>PE</b>

**Barrier**

**Gaps in prior learning** ●

<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	<b>Review/Impact throughout the year</b> Autumn review Spring review Summer review	<ul style="list-style-type: none"> <li>- Citizenship (CZ)</li> <li>- Cultural transmission (CT)</li> <li>- Preparation for work (PW)</li> <li>- Personal empowerment (PE)</li> </ul>
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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 well - planned vocabulary to be taught across subjects/ areas of learning.</p> <p>Interventions for pupils who need interventions.</p> <p>Vocabulary progression documents to form part of the LT/MTP</p>	<p>SLT</p>	<p>Ongoing</p>	<p>All subjects have a knowledge organiser which includes key vocabulary. All lessons also have a vocabulary slide as part of our implementation framework.</p> <p>English working walls display weekly spellings in all year groups as well as a 3 tiered vocabulary triangle and vocabulary ladder.</p>	<p><b>PW</b> <b>PE</b></p>
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<p>Year 6 intervention groups and smaller class sizes for Eng and Maths.</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 children at their level to accelerate progress.</p> <p>Regular laser meetings to review progress and identify children for additional support.</p>	<p>Year 6 team/S LT</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 classes to accelerate progress.</p>	<p><b>PE</b> <b>PW</b></p>
<p>Catch up teacher</p>	<p>Target children that didn't achieve expected stand in year 2 last academic year. KS2 phonics catch up for identified children from last academic year - 20% lowest readers.</p>	<p>A catch up intervention teacher across year 3 and 4 to work specifically on closing the gap in reading and maths and to prepare year 4 children for the MTC.</p>	<p>AE</p>	<p>On-going</p>	<p>Catch up teacher – ongoing until Summer term</p>	<p><b>PE</b> <b>PW</b></p>

Homework/revision set on SAT's Companion for all year 6 children.	Support vulnerable children who don't have access to home learning resources.	All children will have access to the online learning platform at home (laptops will be provided for any children who don't have one).	Year 6 team/S LT	On-going	Throughout the year.	<b>PE PW</b>
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**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/resilience 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 in with them when needed to help prevent incidents occurring and	<b>CZ PW PE</b>



					<p>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>ACES mapping across the whole school to identify barriers and offer targeted support to children and families. Trauma informed approach.</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>	
Replenish uniform/PE kit for pupils in the academy – promote a positive team culture/positive	Support PP children look smart/ready to learn to engage in	All children will wear the correct uniform and PE kit. Swap Shop will help with costs and families can be supported by the pastoral team if/when required,	RA	Ongoing	A 'swap shop' has been set up where children/parents can come and get uniform/PE uniform. Parents donate items	<b>PE PW</b>

learning behaviours to learn/take part	all learning and feel part to a team				that are too small and they can exchange them for larger ones.  Support is also offered to families who are struggling to buy uniforms, coats and shoes etc.	
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**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. Meeting the E-ACT target of 97%	Attendance data will reflect an increase in attendance.  Attendance team will conduct home visits as required.  All staff will promote the importance of attendance and will be involved in the	MN  All staff	Ongoing	Attendance strategy launched in September 2022 to continue - Staff and working closely with the attendance officer to raise attendance throughout the academy. We use class DOJOS to report absence to parents and this is followed up. We have attendance assemblies every Friday afternoon.	<b>PW</b>

		implantation and tracking of the new system that we have in place.			Attendance tracking sheet sent out to staff on a weekly basis.  Daily home visits to children who are absent without reason.	
Rewards for attendance	To support the new E-ACT attendance strategy providing incentives to raise attendance to 97%	Attendance data will show an increase in attendance.	MN	Ongoing	We have an attendance assembly 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 chooses 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.  Children who achieved close to 100% will go on an attendance reward trip to St.Annes.	<b>PW</b>
Supporting families to provide nurturing support to safeguard	High level of emotional need in the academy.	Work with external agencies Family workshops and support Coffee and Cake mornings	TK SH MN RA	Half termly	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	<b>CZ</b>

children and remove barriers to learning		Early help Pupil voice Attendance data			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%.	
E-ACT Attendance strategy launched – target 97% Focus on EAL/SEND/PP	Whole academy trust approach to raise attendance data specifically focusing on the vulnerable groups.	Attendance data /weekly meetings and early intervention for PA	MN All staff	Ongoing	Parents are contacted when attendance levels drop in order to offer support.  Parents are invited in for a meeting if attendance levels continue to fall in order to establish causes and improve attendance.	<b>PW</b>

## 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	<ul style="list-style-type: none"> <li>- Citizenship (CZ)</li> <li>- Cultural transmission (CT)</li> <li>- Preparation for work (PW)</li> <li>- Personal empowerment (PE)</li> </ul>
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 Learning Support Strategy We are a trauma informed school and have mapped put all the children with ACES to help support these children	<b>PE</b>

					<p>emotionally. CPD given to all staff.</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 whole school PD curriculum which focuses on personal wellbeing and keeping safe.</p>	
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<p>Pastoral team - Learning mentor to address the low levels of self-esteem/confidence</p>		<p>Targeted small group intervention</p> <p>Pastoral Support team</p> <p>Work with families</p> <p>1:1 intervention</p> <p>Whole school Ethos</p> <p>Supportive curriculum</p> <p>Gardening club</p> <p>Trauma informed approach - ACES</p>	TK	Ongoing	<p>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 children.</p>	
<p>Commando Joe sessions/training</p>	<p>High level of low self-esteem/confidence in the academy. Working on an approach to develop a positive mindset across the academy focusing on: resilience, team work, self-awareness, empathy,</p>	<p>Pupil voice</p> <p>Less incidents on CPOMS regarding emotional</p>	NB/KS NJ	On-going	<p>Ongoing</p>	

	communication and positivity.					
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	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.	

**Barrier**

**ACES ●**

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	<ul style="list-style-type: none"> <li>- Citizenship (CZ)</li> <li>- Cultural transmission (CT)</li> <li>- Preparation for work (PW)</li> <li>- Personal empowerment (PE)</li> </ul>
					Autumn review Spring review Summer review	



<p>Whole school Trauma informed approach with specific CPD and staff training.</p> <p>Pastoral support to help children with high numbers of ACES</p>	<p>We have a high number of children with 4 or more ACES, many of these have SEMH issues and poor attainment. Early intervention and identification to support children and families.</p>	<p>Monitoring children who receive pastoral support and seeing less incidents related to SEMH among these children.</p>	<p><b>TK</b></p>	<p><b>Ongoing</b></p>	<p>Whole staff CPD discussing the different ACES and making staff aware of the children in their classes and across the school with ACES and the statistics surrounding children who have high numbers of ACES as they grow up in terms of being more vulnerable.</p>	
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