

E-ACT Pupil Premium Strategy

2019-2020

Financial year statement

For each child registered as eligible for free school meals at any point in the last 6 years:

- £1,320 for pupils in Reception to Year 6
- £935 for pupils in Year 7 to Year 11

Schools will also receive £2,300 for each pupil identified in the spring as having left local-authority care because of 1 of the following:

- adoption
- a special guardianship order
- a child arrangements order
- a residence order

If a pupil has been registered as eligible for free school meals and has also left local-authority care for any of the reasons above, they will attract the £1,900 rate.

Children who have been in local-authority care for 1 day or more also attract £2,300 of pupil premium funding.

Pupils in year groups Reception to Year 11 recorded as Ever 6 Service Child or in receipt of a child pension from the Ministry of Defense

Funding is for:

- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces

The grant may be spent in the following ways:

- for the educational benefit of pupils registered at that school
- for the benefit of pupils registered at other maintained schools or academies
- on community facilities

The LAC premium must be managed by the designated virtual school head (VSH) and used without delay for the benefit of the looked-after child's educational needs as described in their personal education plan.

The VSH should ensure there are arrangements in place to discuss how the child will benefit from pupil premium funding with the designated teacher or another member of staff in the child's education setting who best understands their needs.

Pupil premium strategy statement

1. Summary information					
School	Mansfield Green E-ACT Primary Academy				
Academic Year	2019/20	Total PP budget	£267,960	Date of most recent PP Review	
Total number of pupils	443	Number of pupils eligible for PP	209	Date for next internal review of this strategy	February 2020

2. Current attainment		
End of Key Stage 2 2019 (Most current Data Available)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	47%	50%
Average progress in reading		
Average progress in writing		
Average progress in maths		

3. Desired outcomes		
Barrier	<i>Desired outcomes</i>	<i>Success criteria</i>
1) Memory/Recall link with cognitive load	Children to have increased recall of key knowledge identified in the National Curriculum - for all subject areas.	Use of pre teaching including use of knowledge organisers & carefully prepared materials ensuring lessons do not exceed processing capacity through small step tasks and use of visual modelling and toolkits.
2) English	Gap closed between PP and National Non PP end of key stage attainment in reading, writing, & phonics.	National - 80% Non PP Reading ARE, 83% Non PP Writing ARE – End of KS 2 National - 79% Non PP Reading ARE, 74% Non PP Writing ARE – End of KS 1 National - 85% Met Phonics Check Year 1
3) Maths	Gap closed between PP and National Non PP end of key stage attainment in mathematics.	National - 81% Non PP Maths ARE – End of KS 2 National - 80% Non PP Maths ARE – End of KS 1
4) Place & Equipment for homework	To ensure that all PP children have access to the necessary space and resources to complete their homework in good time.	All PP children will complete their homework on a weekly basis. All PP children will have access to the necessary resources. (Both E learning, book based and homework club support.)
5) Emotional Well Being	To ensure that all PP children have good mental health and are able to function in school and their everyday life.	All PP children to build resilience and motivation skills. All PP children to be aware of how to keep emotionally well.
6) Aspirations/ Enrichment	For all PP children to have the opportunity to participate in a wide range of enrichment opportunities and new experiences – these will include events which raise their aspirations for their own future.	Throughout the year children will have the opportunity to participate in a wealth of experiences and opportunities. They will include links with local secondary schools.

7) Attendance	For all PP children to achieve at least 98% attendance.	PP children achieve 98% attendance. The attendance of PP children is in line with Non PP children's attendance.
8) Health	For all PP children to be in good health and fit to learn.	PP children achieve 98% attendance. The attendance of PP children is in line with Non PP children's attendance.
9) Relationships/ Behaviour	For all PP children to work successfully within the school behaviour system and build positive relationships with their peers and adults.	All PP children to demonstrate 'green' (or above) behaviour on a daily basis. All PP children are able to interact appropriately in a range of situations with peers and adults in school.
10) Self Esteem/ Confidence	To ensure that all PP children have high self-esteem and are confident individuals.	All PP children will develop in confidence throughout the academic year and have a clear picture of why it is 'good to be me.'
11) Financial Hardship	To ensure that PP children are not disadvantaged at school due to financial hardship at home. E.g. Not being able to attend an educational visit because they cannot afford it.	All PP children are given the opportunity to attend educational visits, residentials and paid events.
12) Parental Engagement	To ensure that the parents of PP children are engaged in their teaching and learning and work with the school to in order for their child(ren) to achieve the best possible outcomes.	The parents of all PP children to attend parent's evening, relevant parent workshops and other appropriate events.

4. Planned expenditure					
Academic year		2019 - 2020			
Barrier					
1) Memory/Recall link with cognitive load					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children to have increased recall of key knowledge identified in the National Curriculum - for all subject areas.	Quality first teaching to include effective feedback for pupils that makes clear exactly what they need to do to improve their work.	The effective inclusion of all pupils in everyday high quality teaching will ensure that children through the small step teaching approach will be able to recall key points more efficiently due to preventing cognitive load.	Learning walks, book scrutiny, PAM observations. Training and refresher training for classroom expectations. Bespoke CPD programme to address academy teaching and learning needs. Evaluation of the impact CPD has had is built into every half termly CPD cycle.	SJ, GC, AK and BD	Half termly
	Pre-teaching	Using unqualified teachers and support staff to pre-teach key individuals/groups will ensure that over learning takes place and children develop increased recall.	Regular learning walks, book monitoring, pupil voice & data analysis by SLT.	SJ, GC, AK and BD	Half termly
	Effective use of support staff within lessons.	Ensuring that support staff have a positive impact on academic achievement – supplementing teaching.	Regular learning walks, book monitoring, pupil voice & data analysis by SLT.	SJ, GC, AK and BD	Half termly
	Effective use of support staff to deliver 'gap getting' sessions.	Ensuring that support staff have a positive impact on academic achievement – supplementing teaching. As a result of targeted support on specific gaps in learning, PP children are at least in line with their peers.	Regular learning walks, book monitoring, pupil voice & data analysis by SLT.	SJ, GC, AK and BD	Half termly
	Use of knowledge organisers and linked quizzes at the start and end of each Science/Topic unit of work.	This approach clearly identifies what individuals know at the start of the topic. It enables them to learn key facts and then focus on key skills in lessons.	Book monitoring by SLT	SJ, GC, AK and BD	Half termly
	Easter Revision Groups for Y6 and Y2 4 x teachers - 4 days am	To increase the number of PP children achieving ARE at End of Y6 & Y2.	Data analysis by SLT	SJ, GC, AK and BD	Termly
Total budgeted cost					£14,765.00

2) English

Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Gap closed between PP and National Non PP end of key stage attainment in reading, writing, & phonics.	Quality first teaching to include effective feedback for pupils that makes clear exactly what they need to do to improve their work.	The effective inclusion of all pupils in everyday high quality teaching will ensure that children through the small step teaching approach will be able to recall key points more efficiently due to preventing cognitive load.	Regular learning walks, book monitoring, pupil voice & data analysis by SLT.	SJ, GC and BD	Half termly
	Pre-teaching	Using unqualified teachers and support staff to pre-teach key individuals/groups will ensure that children are given personalised opportunities to access new learning.	Regular learning walks, book monitoring, pupil voice & data analysis by SLT.	SJ, GC and BD	Half termly
	Effective use of support staff within lessons.	Ensuring that support staff have a positive impact on academic achievement – supplementing teaching.	Regular learning walks, book monitoring, pupil voice & data analysis by SLT.	SJ, GC and BD	Half termly
	EAL teacher to support new arrivals to the academy.	To ensure that newly arrived pupils who are PP make the best possible start to their education via an intensive and very specific programme of support.	Regular learning walks, book monitoring, pupil voice & data analysis by SLT.	SJ, GC and BD	Termly
	Before School - Reading Catch Up Programme 9 x Support Staff reading on a daily 1:1 basis	Focusing on reading opens the doors into other subjects and will impact the children's life chances.	Regular learning walks and data analysis.	SJ, GC and BD	Termly
	Targeted 'teaching reading comprehension' Intervention for KS1 and KS2 - 30 mins x 5 days a week - all support staff & unqualified teachers.	Focusing on reading opens the doors into other subjects and will impact the children's life chances.	Regular learning walks and data analysis.	SJ, GC and BD	Termly
	TAs delivering daily 'gap getting' sessions.	As a result of targeted support on specific gaps in learning, PP children will be at least in line with their peers in reading, writing, GPS and phonics.	Regular learning walks, book monitoring, pupil voice & data analysis by SLT.	SJ, GC and BD	Termly
	Effective use of the on-site librarian (TA) – 10 hours per week.	Children will have extended opportunities to access a wide variety of books outside of school, close gap between PP & Non-PP children through targeted access.	Data analysis by SLT	SJ, GC and BD	Termly

Total budgeted cost					£48,895.00
3) Mathematics					
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Gap closed between PP and National Non PP end of key stage attainment in mathematics.	Quality first teaching to include effective feedback for pupils that makes clear exactly what they need to do to improve their work.	The effective inclusion of all pupils in everyday high quality teaching will ensure that children have an increased memory and ability to recall from this.	Regular learning walks, book monitoring, pupil voice & data analysis by SLT.	SJ, GC and AK	Half termly
	Pre-teaching	Using unqualified teachers and support staff to pre-teach key individuals/groups will ensure that children are given personalised opportunities to access new learning.	Regular learning walks, book monitoring, pupil voice & data analysis by SLT.	SJ, GC and AK	Half termly
	Effective use of support staff within lessons.	Ensuring that support staff have a positive impact on academic achievement – supplementing teaching.	Regular learning walks, book monitoring, pupil voice & data analysis by SLT.	SJ, GC and AK	Half termly
	TAs delivering daily 'gap getting' sessions.	As a result of targeted support on specific gaps in learning, PP children will be at least in line with their peers mathematics.	Regular learning walks, book monitoring, pupil voice & data analysis by SLT.	SJ, GC and AK	Termly
Total budgeted cost					£34,107.00
4) Place and equipment for homework					
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All PP children will complete their homework on a weekly basis. All PP children will have access to the necessary resources. (Both E learning, book based and homework club.)	Unqualified teachers – x5 – Target in class support and before/after school interventions for PP children. These include specific homework clubs.	Many of our disadvantaged children lack a suitable environment to study independently at home, many do not have the support they need at home. Homework clubs are also offered to enable learners to gain help with homework and to provide an environment where homework can be undertaken and completed.	Learning walks each half term will ensure the quality of the provision.	SJ and PS	Each half-term.

	Year 6 Reading Breakfast club - 1 x Teaching Assistant working with 16 targeted PP children	Key staff can make a positive impact on progress and attainment. This work will supplement teaching.	Monitoring of data three times per year will evaluate progress and attainment.	SJ and PS	Termly
	To support learning at home, PP children have access to: Bug club My Maths Times Table Rock Stars	Access to a range of high quality resources will support learning and enrich opportunities for PP children.	Monitoring of data three times per year will evaluate progress and attainment.	SJ and PS	Half termly
Total budgeted cost					£77,504.00
5) Emotional Well Being					
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To ensure that all PP children have good mental health and are able to function in school and their everyday life.	X2 learning mentors to provide emotional support in class and on an individual/group basis.	By identifying children whose emotional well-being and/or mental health needs support early on, ensures that issues can be addressed and do not impact on learning.	Weekly pastoral team meetings.	SJ and GC	Half termly
Total budgeted cost					£6,898.00
6) Aspirations/Enrichment					
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
For all PP children to have the opportunity to participate in a wide range of enrichment opportunities and new experiences – these will include events which raise their aspirations for their own future.	Educational visits - including transport and visitors into school.	Pupils enjoy and engage with all aspects of school life and the opportunities they would otherwise not have access to. Children are able to draw on enrichment activities as a means of improving their imagination, creativity, vocabulary etc. To attempt to create a 'level playing field' in terms of life experiences.	All children have the opportunity to take part in a termly educational visit or experience a visitor in school. All PP children will have this opportunity subsidised.	AK	Termly
	Artist in residence - 1 x day a week - 39 days in total, including	All children from years 1 to 6 have ½ term working 1 day a week with the artist on	There will be a clear timetable of dates and year groups.	SJ	Termly

	materials and planning time. Includes an after school club for targeted children from each year group	enrichment projects that add to enjoyment and widen experiences for different mediums in art.	The quality of art work in the gallery and around school will showcase what has been successful.		
	Music provision Violin teacher - Year 4 violin & Years 5 & 6 electives Vocal teacher – KS2 Choir, class vocal lessons.	Pupils enjoy and engage with all aspects of school life and the opportunities they would otherwise not have access to. Raised self-esteem. To broaden horizons and increased exposure to different types of music. Through learning to play an instrument/sing as part of a group to develop resilience.	There will be a clear timetable of dates and year groups. Teaching and learning will be monitored by both school and Birmingham Music Service.	SJ and GC	Termly
	Swimming provision Children in Y3 and Y4 /5 additional swimmers do not have any charges for this provision.	All Y3 pupils attend swimming lessons on a weekly basis throughout the academic year. Those children in Y4/ 5 who cannot swim 25m at the end of Y3 continue with this provision. This ensures that PP children leave MGA with this important life skill.	A clearly structured timetable of groups is in place and teaching is by both school staff and swimming instructors.	SJ and GC	Termly
	Gardening Club PP children in KS2 have the opportunity to join the weekly gardening club.	They are able to participate in enrichment opportunities to widen their experiences. (Many of our children do not have access to a garden.)	Regular monitoring of clubs by the PP champion.	PS	Half termly
Total budgeted cost					£29,262.00
7) Attendance					
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
For all PP children to achieve at least 98% attendance.	Attendance lead to complete daily attendance monitoring: First day phone calls/ follow up calls monitoring/ home visits. Support plans for families and pupil/s. Letters home to parents – targeting Persistent Absentees. Signposting or support such as social, health and care. Fast track programme. Daily/weekly/monthly attendance analysis. Attendance parent workshops.	Research shows that children eligible for PP are more likely to be persistent absentee. Supporting PP to attend school and reduce PA improves their attainment chances. Attendance assemblies and support for children with attendance concerns. Robust tracking of potential Persistent absentee children below 95%. Day 1 home visits for vulnerable Pupil Premium students. PA % and attendance % to be in line with or better than national averages. Family support to remove barriers to learning – all children achieve and make progress	Weekly pastoral review meetings. Weekly attendance data analysis. Termly data analysis.	SJ, GC and JH	Termly

	Attendance awards.	The school will provide incentives to ensure that PA % and attendance % to be in line with or better than national averages.	Weekly pastoral review meetings. Weekly attendance data analysis. Termly data analysis.	SJ, GC and JH	Termly
Total budgeted cost					£10,070.00
8) Health					
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
For all PP children to be in good health and fit to learn.	Staffing for Whole School Breakfast Club	Often children have not eaten before coming to school. This club, which is of no cost to children in receipt of pupil premium, allows them to have breakfast and get the day off to a good start.	Learning walks Attendance register	JH	
Total budgeted cost					£1,862.00
9) Relationships/Behaviours					
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
For all PP children to work successfully within the school behaviour system and build positive relationships with their peers and adults.	Learning mentors provide behaviour support in class and on an individual/group basis.	By identifying children whose behaviour needs support early on, ensures that issues can be addressed and do not impact on learning.	Weekly pastoral team meetings.	SJ and GC	Half-termly
Total budgeted cost					£12,692.00
10) Self Esteem/Confidence					
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To ensure that all PP children have	Quality first teaching to include effective feedback for pupils that	The effective inclusion of all pupils in everyday high quality teaching will ensure	Regular learning walks.	SJ and GC	Half termly

high self-esteem and are confident individuals.	makes clear exactly what they need to do to improve their work.	that children have raised self-esteem and grow in confidence as individuals and learners.			
	Learning mentors to provide pastoral support in class and on an individual/group basis.	By identifying children whose self-esteem and/or confidence needs support early on, ensures that issues can be addressed and do not impact on learning.	Weekly pastoral team meetings.	SJ and GC	Half termly
Total budgeted cost					£14,453.00
11) Financial Hardship					
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To ensure that PP children are not disadvantaged at school due to financial hardship at home. E.g. Not being able to attend an educational visit because they cannot afford it.	Educational visits - including transport and visitors into school will be subsidised for PP children.	Pupils enjoy and engage with all aspects of school life and the opportunities they would otherwise not have access to.	All children have the opportunity to take part in a termly educational visit or experience a visitor in school. All PP children will have this opportunity subsidised.	AK	Termly
	The Y6 Residential will be free of charge to PP children.	Pupils enjoy and engage with all aspects of school life and the opportunities they would otherwise not have access to.	This provision will be clearly outlined in letters and meetings to parents. It will be implemented via the parent pay/budget system.	AK	Termly
Total budgeted cost					£4,800.00
12) Parental Engagement					
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To ensure that the parents of PP children are engaged in their teaching and learning and work with the school to in order for their	Regular parent workshops to support teaching and learning.	We want to share skills and expertise with parents on how they can support their children at home. This will include key areas such as reading, writing and maths, along with help in E-safety, attendance etc.	A clear programme of workshops is outlined at the start of the academic year. Parental attendance and engagement is monitored.	SJ, CO'B and JH	Termly

child(ren) to achieve the best possible outcomes.					
Total budgeted cost					£12,652.00

5. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.