

Pupil Premium Strategy



Document template to outline use and expected impact of the funding for 2022-2023

E-ACT requires all academies to publish their Pupil Premium Strategy on their own academy webpage.

Themm academy's Pupil Premium Strategy must set out the following:

- the amount of pupil premium money
- 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 academies' next review of the strategy.

E-ACT's Pupil Premium Strategy: Mansfield Green E-ACT Primary Academy 2022-2023

1) Barriers to educational achievement

Please explain below the precise barriers to learning. This may for example include: spelling ages, reading ages, those below -9 months reading age, those 12 months below their chronological age, no place for children to work at home or lack of time if they are carers at home, those pupils who are pupil premium who are most able but who are only attaining at expected levels rather than greater depth, barriers related to attendance and persistent absence.

- 1) Pupils readiness for learning, including pupil health, well-being, the importance of regular routines, attendance and access to space and equipment for homework.
- 2) Gaps in prior learning, including skills needed to retain knowledge taught. (Recall link to cognitive load.)
- 3) Limited speech and language skills which impact on learning.
- 4) Parental engagement, including aspirations, role models and academic support at home.
- 5) Limited life experiences outside of the family home, few enrichment opportunities.
- 6) Attainment in English and Mathematics.

Pupil Premium Strategy (Primary) 2022-2023

2) Summary information					
Academy	Mansfield Green E-ACT Primary Academy				
Academic Year	2022-2023	Total PP budget	£333,960	Date of most recent PP Review	July 2022
Total number of pupils	417	Number of pupils eligible for PP	233	Date for next internal review of this strategy	December 2022

3) Desired outcomes		
Barrier	<i>Desired outcomes</i>	<i>Success criteria</i>
1 Pupils' readiness for learning, including pupil health, well-being, the importance of regular routines, attendance and access to space and equipment for homework.	Pupils will demonstrate a love of learning and will have access to resources and a high quality support system, in and around school, as well as support for attendance.	<p>All children - specifically PP children will be 'ready to learn' and enthusiastic about coming to school.</p> <p>Pupils will have access to a well-rounded curriculum and pastoral support, where pupils have all the necessary knowledge and skills to manage health and wellbeing, as well as safeguarding themselves.</p> <p>PP children will attend homework clubs on a regular basis.</p> <p>Attendance of PP children will be in line with, or better than, the national average.</p>
2 Gaps in prior learning, including skills needed to retain knowledge taught.	Gaps are identified early and teachers put in specific deliberate practice, keep up sessions and timely interventions in order to close gaps.	Data analysis of regular assessments and knowledge checks will show good or better progress over time and that gaps are closing.

(Recall link to cognitive load.)		
3 Limited speech and language skills which impact on learning.	Pupils have a good grasp of the English language and can communicate effectively using speech and language skills that are reflective of their stage of development.	All stakeholders correctly use, model and insist upon standard English. Speech and language interventions / support will be put into place for anyone whose skills are not at an age appropriate level.
4 Parental engagement, including aspirations, role models and academic support at home.	Parents take a keen interest in school life, are involved and engaged with workshops and events and feel empowered to support children at home. Pupils aim high and have high aspirations for their future.	Attendance at parent events and workshops is high. Children will participate in a wealth of experiences and opportunities (including links with local secondary schools and careers) to raise aspirations.
5 Limited life experiences outside of the family home, few enrichment opportunities.	Pupils are provided with regular opportunities to partake in enrichment activities. PP children and families are provided with support for educational visits, as well as support with uniform, PE kits etc. Due to the rising cost of living.	Pupils attend various social, cultural, sporting and educational visits that they may not usually be exposed to. PP children and families are given support financially with the cost of uniform and educational visits etc.
6 Attainment in English and Mathematics.	Attainment of pupils with PP is in line with non PP in English and Mathematics.	End of Key Stage assessments, phonic screening checks and multiplication checks show that attainment of PP children at ARE is in line with or better than those who are non PP.

4) Planned expenditure					
Academic year	2022-2023				
Barrier					
1. Pupils' readiness for learning, including pupil health, well-being, the importance of regular routines, attendance and access to space and equipment for homework.					
	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation? Autumn End Spring End Summer End	Staff lead
Weekly homework club/tutoring	Teaching staff – Target in class support and before/after school interventions/tutoring for PP children. These include specific homework clubs and gap getting sessions.	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. In addition, gaps in learning are identified and these are focused on in these after school sessions.	Learning walks each half term will ensure the quality of the provision.	Half termly	PS
To ensure that all PP children have good mental health, high self-esteem and confidence	Learning mentors - x3 - 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.	Half termly	GC

and are able to function in school and their everyday life.					
	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 raised self-esteem and grow in confidence as individuals and learners.	Regular learning walks	Half termly	GC and AK
	Weekly Jigsaw PSHE lessons	Allows children to acquire the knowledge and skills they need to manage their lives now and in their future. The curriculum develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.	Regular learning walks	Termly	PH and GC
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 attendance programme. Daily/weekly/monthly attendance analysis.	Research shows that children eligible for PP are more likely to be persistent absentees. 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.	Weekly pastoral review meetings. Weekly attendance data analysis. Termly data analysis.	Termly	SJ, GC and JH

	Attendance parent workshops. Children will be informed of their individual attendance every Friday, in order to maintain or improve it for the following week.	Family support to remove barriers to learning – all children achieve and make progress			
Total budgeted cost					£108,391
2. Gaps in prior learning, including skills needed to retain knowledge taught. (Recall link to cognitive load.)					
	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?	Staff lead
Gaps in prior learning, including skills needed to retain knowledge taught. (Recall link to cognitive load.)	Subject leads to work on an enriched curriculum across all subjects to ensure progression of key knowledge and skills throughout school.	A well-developed curriculum will explain how each subsequent curriculum choice promotes learning over time and the development of pupil's long-term schema. Learning is broken down into components and manageable steps so as not to overload.	Trust wide CPD on curriculum Trust wide collaboration for subject leads MGA specific CPD on curriculum Analysis by SLT around the substantive and disciplinary knowledge	Half Termly	SLT/ELG
Children 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 program to address academy teaching and learning needs. Evaluation of the impact	Half Termly	SLT/ELG

			CPD has had is built into every half termly CPD cycle.		
	Pre-teaching	Using support staff to pre-teach key individuals/groups will ensure that over learning takes place and children develop increased recall – keeping up with their peers, rather than having to catch up.	Regular learning walks, book monitoring, pupil voice and data analysis by SLT.	Half Termly	SLT
	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 and data analysis by SLT.	Half termly	SJ, GC, AK and BD
	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.	Half termly	SJ, GC, COB, AK and BD
	Use of knowledge organisers and linked quizzes at the start and end of each Non-Core subject.	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 and knowledge in lessons.	Book monitoring by SLT	Half termly	Subject leads
	Easter Revision Groups for Y6 and Y2 4 X teachers – 4 days	To increase the number of PP children achieving ARE at End of Y6 and Y2.	Data analysis by SLT	Easter 2022	SLT
Total budgeted cost					£142,629
3. Limited speech and language skills which impact on learning.					

	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?	Staff lead
Pupils have a good grasp of the English language and can communicate effectively using speech and language skills that are reflective of their stage of development.	Implementation of language intervention programme in EYFS. (NELI)	EEF toolkit suggests that studies of oral language interventions consistently show positive impact on learning.	Assessments and data analysis	Half termly	GC
	Scaffolding in lessons where appropriate - use of word mats, visual aids (communication in print)	Where it is recognised that learners have emerging speech and language needs, scaffolding needs to be put into place to support learners. This will aid with comprehension of the English language.	Book monitoring and learning walks	Half termly	Bi-lingual support staff/English Lead/AY
	All stakeholders utilise the correct use of standard English and encourage children to do so.	This is so children will be exposed to the correct manner of speaking and will develop high levels of articulacy.	Learning walks	On-going	SLT
	Emphasis on vocabulary through quality first teaching and daily word of the day teaching.	Vocabulary is critical to a child's success. Statistics show that there is a significant gap between the number of words known by a child who is disadvantaged compared to those who come from affluent backgrounds.	Learning walks	On-going	BD

	Employment of SaLT – x half day per week – to support speech and language provision across the school.	Where it is recognised that learners have emerging speech and language needs, scaffolding needs to be put into place to support learners. Drawing on expertise from outside agencies (such as West Midlands Speech and Language Service) is crucial, to ensure that all pupils can communicate effectively.	Learning walks, assessment and data analysis	Half termly	SENDCo, English Lead and SLT.
Total budgeted cost					£16,314
4. Parental engagement, including aspirations, role models and academic support at home.					
	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?	Staff Lead
Parents take a keen interest in school life, are involved and engaged with workshops and events and feel empowered to support children at home. Pupils aim high and have high aspirations.	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 mathematics, 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 are monitored. Any e-safety issues are logged on CPOMS and parents are advised/given the opportunity to attend an e-safety workshop.	Termly	SJ, COB and JH
	Career links made with educational visits.	We want to promote the value of scholarship and nurture the love for subjects or specific areas.	Planning opportunities for looking at careers in extra detail through educational visits either in or out of	Termly	BD

			school, using our secondary school links and working with external providers.		
Total budgeted cost					£4,000
5. Limited life experiences outside of the family home, few enrichment opportunities.					
	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?	Staff Lead
Pupils are provided with regular opportunities to partake in enrichment activities.	Educational visits - including transport and visitors into school. All PP children are provided with support for both educational visits due to the rising cost of living.	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.	Termly	AK
	Artist in residence - 1 x day a week - 39 days in total, including materials and planning time. Includes an after-school club for targeted children from each year group	All children from Reception to 6 have ½ term working 1 day a week with the artist on enrichment projects that add to enjoyment and widen experiences for different mediums in art. Years 5/6 are given the opportunity to take part in art club on Wednesday after school.	There will be a clear timetable of dates and year groups. The quality of artwork in the gallery and around school will showcase what has been successful.	Termly	SJ and Art Lead
	Music provision Violin teacher - Year 2 recorder, Year 4 violin &	Pupils enjoy and engage with all aspects of school life and the opportunities they would otherwise	There will be a clear timetable of dates and year groups.	Termly	SJ, GC and Music Lead

	Years 5 & 6 electives Vocal teacher – KS2 Choir, class vocal lessons.	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.	Teaching and learning will be monitored by both school and Birmingham Music Service.		
	Swimming provision Children in Y3 and Y4 /5 and 6 additional swimmers do not have any charge for this provision.	All Y3 pupils attend swimming lessons on a weekly basis throughout the academic year. Those children in Y4/ 5 / 6 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.	Termly	SJ, BD, Sports coaches and PE Lead
Total budgeted cost					£33,126

6. Attainment in English and Mathematics.					
	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?	Staff lead
Attainment of pupils with PP is in line with non PP in English and 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 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 and data analysis by SLT.	Half termly	SLT/ELG
	Pre-teaching	Using graduate teaching assistants and support staff to pre-teach key individuals/groups will ensure that children are given personalised opportunities to access new learning. The emphasis is on keep up rather than catch up.	Regular learning walks, book monitoring, pupil voice and data analysis by SLT.	Half termly	SLT
	Effective use of support staff in lessons.	Ensuring that support staff have a positive impact on academic achievement – supplementing teaching.	Regular learning walks, book monitoring, pupil voice and data analysis by SLT.	On-going	SLT
	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 and data analysis by SLT.	Half termly	SLT/AY
	Targeted ‘teaching reading comprehension’ Intervention for KS1 and KS2 - 30 mins x 5 days a week - all support staff.	Focusing on reading opens the doors into other subjects and will impact the children’s life chances.	Regular learning walks and data analysis.	Half termly	SLT

	Support staff 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 and data analysis by SLT.	Half termly	SLT, COB
	Effective use of the on-site librarian (TA) – 5 hours per week.	Children will have extended opportunities to access a wide variety of books outside of school, close gap between PP and Non-PP children through targeted access. (Including the Authorfy Club.)	Data analysis by SLT	Half termly	BD
Total budgeted cost					£29,500

	Total budgeted cost	£300,944
5. Additional detail		
In this section you can annex or refer to additional information which you have used to inform the statement above.		

