



## Pupil Premium Strategy

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

- £1320 for pupils in Reception to Year 6

Schools will also receive £1320 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 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.

## E-ACT's Pupil Premium Strategy: Mansfield Green E-ACT Primary Academy 2023-2024

1. Barriers to educational achievement	Desired Outcomes	Success Criteria
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/nurture system, in and around school, as well as support for attendance.	Pupils will access appropriate Nurture/ Interventions/ Resources in order to make good or better progress in their learning. Attendance of PP pupils will be in line with or better than National Average for Non-PP children. PP children to attend homework clubs on a regular basis.
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. Children will be equipped with skills and strategies through interventions and a whole school approach to ensure they can learn and access the curriculum.	Termly data analysis of regular assessments including knowledge checks, will show that these gaps are closing. Children will make good or better progress.
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 age appropriate, 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. All pupils will be able to communicate effectively at an age appropriate level.
Parental engagement, including aspirations, role models and academic support at home.	Improved parental involvement and engagement with school workshops and events. Parents to feel well supported to help their children at home. Pupils aim high and have high aspirations for their future.	Attendance at parent events and workshops/community hub is high. PP families attendance at these events is good. Children to participate in a wealth of experiences and opportunities (including links with local secondary schools and careers) to raise their aspirations.
Limited life experiences outside of the family home.	Pupils are given regular opportunities/ exposed to a wide range of social/cultural and sporting experiences.	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. Pupils attend events/visit places they would not

		usually be exposed to.
Attainment in English and Mathematics.	PP pupils' attainment is in line with that of Non PP in Reading, Writing, Mathematics and Phonics.	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. Phonics screen results for PP children are at or above National Average.

**Pupil Premium Strategy Statement (Primary) 2023-2024**

<b>2. Summary information</b>	
<b>Academy</b>	Mansfield Green E-ACT Primary Academy

Academic Year	2023-2024	Total PP budget	£323,010	Date of most recent PP Review	July 2023
Total number of pupils	421	Number of pupils eligible for PP	182	Date for next internal review of this strategy	December 2023

4) Planned expenditure					
Academic year	2023-2024				
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?	Staff lead	When will you review implementation? Autumn End Spring End Summer End	Review/Impact throughout the year
To provide a nurture provision for the pupils with social, emotional and behavioral needs.	Use of Nurture provision has shown in previous years to have a positive impact on children's well-being and ability to access provision in class.  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.	Learning mentors - x3 - to provide emotional support in class and on an individual/group basis and log on CPOMs.  Develop the role of Well-Being Ambassadors to support across school including regular wellbeing assemblies	SENDCO Learning mentors. PP lead	Termly	All children have regular PSHE sessions and can articulate who to talk to / turn to if in need.  We have also introduced a chance for children to write down anything that they need to talk about. ("If only my teacher knew..")  During the weekly pastoral meeting, key children are discussed and their interventions/progr

					ess is reviewed.
Consistent action plan and procedures to tackle absence.	<p>PP children to achieve at least 98% attendance.</p> <p>Attendance lead to complete daily attendance monitoring:</p> <p>First day phone calls/ follow up calls monitoring/ home visits.</p> <p>Support plans for families and pupil/s.</p> <p>Letters home to parents – targeting Persistent Absentees.</p> <p>Signposting or support such as social, health and care.</p> <p>Fast track attendance programme.</p> <p>Daily/weekly/monthly attendance analysis.</p> <p>Attendance parent workshops.</p> <p>Children will be told of their individual attendance every Friday to maintain or improve it for the following week.</p> <p>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%.</p> <p>Day 1 home visits for vulnerable Pupil Premium students.</p> <p>PA % and attendance % to be in line with or better than national averages.</p>	<p>Family support to remove barriers to learning – all children achieve and make progress.</p> <p>Attendance and RA action plan for persistent absence-following school, E-ACT and local authority.</p> <p>Attendance cards to go out to children every week.</p> <p>Rewards/ stickers for EYFS to improve attendance.</p> <p>Cinema trip at the end of each term for children with 98% attendance.</p>	<p>Pastoral team</p> <p>PP lead</p>	<p>Termly</p>	<p>92.89 % whole school attendance. Meetings have been held with parents to ensure attendance percentages improved to at least 97%.</p>
<b>Total budgeted cost</b>					<b>£ 13,105</b>
2. Gaps in prior learning, including skills needed to retain knowledge taught.					
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

<p>Continue to improve the quality first teaching across the curriculum for all pupils within the Academy</p>	<p>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 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>Staff INSETs</p> <p>Observations/ team teaching</p> <p>Performance management. Well planned CPD programme</p> <p>Lesson observations indicate higher proportions of learners making accelerated levels of progress within lessons.</p> <p>Lesson observations evidence increased levels of pupil participation and increased progress</p>	<p>SLT PP lead</p>	<p>Termly</p>	<p>Evidence from book monitoring shows that on the spot coaching is given where needed. Insight Data has shown children have made progress over time.</p>
<p>Gaps identified through termly assessment and targeted intervention groups to be delivered by SLT/HLTA/GTA</p>	<p>Education Endowment Federation has stated that 'small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Pupils will be able to work with HLTA/ Qualified Teacher during interventions to 'fill gaps' in pupils' learning.</p>	<p>Monitor and assess through observations half termly and use of data.- data used to inform intervention planning. Review during pupil progress meetings. Targeted catch up programme for pupils with specific gaps in knowledge delivered on 1:1 basis with qualified teacher and tutor.</p> <p>Regular learning walks and book monitoring.</p> <p>Discussion with children every term about their views</p>	<p>SLT PP lead</p>	<p>Termly</p>	<p>Assessments and monitoring show that support staff are having a positive impact on learning. Support staff carry out interventions at least x3 times a week. Staff are using insight as a way of identifying the Gaps in PP children's learning and ensuring suitable support is put in place for them. Gap getting sessions are delivered on a</p>

		on the every day support they are getting in class. Look at data. Observe children during key lessons.			regular basis and is evident in pupils books. These are timely and are helping to close the gaps.
<b>Total budgeted cost</b>					<b>£ 226,648</b>
<b>3. Parental engagement, including aspirations, role models and academic support at home.</b>					
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
Improved links with successful local community figures to raise aspirations and provide positive role models for children.	<p>Pupils need to see positive role models to raise aspirations and encourage them to think big and consider what they can achieve.</p> <p>Research has shown that 'Levels of parental engagement are consistently associated with improved academic outcomes.' helping both the child and the parent. EEF toolkit- Parental Engagement.</p>	<p>Invite local community figures, such as the fire service into school. Visitors to be booked each term for each class that links to their topic as appropriate.</p> <p>Careers curriculum and links implemented across whole school.</p> <p>Positive role models invited in to deliver assemblies.</p> <p>Community Hub will improve links to local community.</p> <p>Planned schedule of parent workshops.</p>	SLT Pastoral Team All staff.	Termly	<p>Years 5 + 6 have covered role models as part of their PSHe curriculum.</p> <p>In previous each year group has had an aspiration afternoon which involves a key role model.</p>
To carry out parent reading workshops and events regularly. Pupils aim high and	To help parents feel empowered to support children at home.	Invite parents in to read with the children, particularly in EYFS.	EYFS Lead/Team	Termly	Parents have been invited in to read with the children on two occasions this

have high aspirations.					term. Attendance for the second workshop was higher than the first. Parent feedback was recorded in Receptions Class books.
<b>Total budgeted cost</b>					<b>£ 32,500</b>
<b>4. Limited life experiences outside of the family home.</b>					
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
To provide a wide range of enrichment opportunities for pupils across the academy.	<p>Pupils have an exposure to and immersion in a range of situations, activities and experiences in order to enrich the curriculum opportunities that they receive. This can be through CPD for staff and improved use of resources/artefacts for use in class.</p> <p>Greater aspirations for all pupils as they gain experience of the wider world around them.</p> <p>Learning Outside the Classroom can support young people to make good progress regardless of their level of attainment at their point of entry, having benefits in helping children of all ability levels to reach their full potential. It can also help children who have fallen behind</p>	<p>Termly trips for each year group linked to current learning – trips planned to ensure a wide range of different opportunities as they move through the academy.</p> <p>Trips subsidised to ensure equal access for all pupils.</p>	All staff EVC Lead	Termly	<p>A plan has been put in place for the academic year. There are clear links between topics and raising aspirations for our pupils. See school trip overview. Swimming continued in the Autumn term, and there have been many visitors in school. Some year groups have carried out local walks too.</p>



	to make good progress compared with their peers.				
<b>Total budgeted cost</b>					<b>£</b>
<b>5. Attainment in English and Mathematics</b>					
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
Continued consistent use of Little Wandle phonics.	Evidence shows that Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (EEF Toolkit)	Daily phonics sessions for Reception and Year 1.  Daily phonics sessions for Year 2 children who did not pass Phonic Screening Check and need more support.  All staff well trained in Little Wandle phonics – Little Wandle training package purchased to support ongoing CPD across the academy.	EYFS/KS1 Team	Termly	Regular Little Wandle training has ensure there is consistent and effective delivery of daily Phonics lessons. Half termly assessments of Reception children has helped to identify small target groups to close the gap. 100% PP children in Reception are working towards the EYFS word reading goal.
Quality First Teaching to close gaps in attainment between PP and Non PP in Reading and Writing.	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	Use of class texts to engage children and inspire a love of reading Implementation and ongoing CPD for reading comprehension strategies.  Reading/choice books regularly changed.	All staff SLT	Termly	PP children have accessed pre-teaching for specific topic areas, e.g. sending model texts home, resulting in improved hot writes and phonics assessments.

	<p>points more efficiently due to preventing cognitive load.</p> <p>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>Handwriting taught consistently across whole school Daily timetabled story time and rhyme sessions across EYFS/ KS1.</p> <p>Weekly/fornightly story workshops in EYFS to engage parents with reading at home.</p>			<p>Year 1- 18 out of 19 (94.7%)</p> <p>Year 2- 18 out of 27 (66.6%)</p> <p>Year 3- 24 out of 32 (75%)</p> <p>Year 4- 24 out of 29 (82.7%)</p> <p>Year 5- 29 out of 38 (76.3%)</p> <p>Year 6- 26 out of 33 (78.7%)</p>
<p>Quality First Teaching to close gaps in attainment between PP and Non PP in Maths.</p>	<p>Quality first teaching to include effective feedback for pupils that makes clear exactly what they need to do to improve their work.</p> <p>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.</p> <p>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>Use of practical resources in lessons to support teaching and learning.</p> <p>Consistent approach to structure of mathematics lessons.</p> <p>Explicit teaching of key mathematical vocabulary</p> <p>Implementation of whole school times tables approach to ensure consistent approach across the academy.</p>	All staff SLT	Termly	<p>Coaching has focused on effective feedback during book monitoring, narrowing the gap between PP and non-PP children.</p> <p>Year 1- 18 out of 19 (94.7%)</p> <p>Year 2- 18 out of 27 (66.6%)</p> <p>Year 3- 24 out of 32 (75%)</p> <p>Year 4- 24 out of 29 (82.7%)</p> <p>Year 5- 29 out of 38 (76.3%)</p> <p>Year 6- 26 out of 33 (78.7%)</p>
<b>Total budgeted cost</b>					<b>£ 50,575</b>