

E-ACT Pupil Premium Strategy

2023 - 2024

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.

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.

E-ACT's Pupil Premium for 2023-2024

| Barriers to educational achievement | Desired Outcomes | Success Criteria |
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| 1) Pupils readiness for learning including well-being, regular routines, attendance and access to resources. | Pupils will be 'ready to learn' with effective support from Nurture groups, ensuring access to resources and 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. |
| 2) Limited speech and language skills which impacts on learning. | Pupils are able use speech and language at a level that is appropriate for their age. | Pupils will be able to communicate effectively at an age appropriate level. |
| 3) Gaps in prior learning including skills needed to retain knowledge taught | Gaps are identified early and high-quality, effective interventions/ catch up put in place to ensure these gaps are closed. 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, including knowledge checks, will show that these gaps are closing. Children will make good or better progress. |
| 4) Parental engagement including aspirations, role models and academic support at home | Improved parental involvement and engagement with school workshops and events. Parents feel well supported to help their children at home. Pupils have a strong sense of self belief and high aspirations for their future. | Attendance at workshops and Community Hub events is high. PP families attendance at these events is good. Pupils to experience a wide range of opportunities to raise their aspirations. Children show high levels of self-belief, tracked through ongoing pupil voice. |
| 5) Limited life experiences outside of family home | Pupils are exposed to a wide range of social/cultural and sporting experiences. | Pupils attend events/visit places they would not usually be exposed to. |
| 6) Attainment in English and Maths | PP pupils' attainment is in line with that of Non PP in Reading, Writing, Maths and Phonics. | End of Key Stage assessments show % of PP children at ARE Phonics screen results for PP children are at or above National Average |

Pupil premium strategy statement (primary) 2023-2024

| 1. Summary information | | | | | |
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| School | Reedwood E-ACT Primary school | | | | |
| Academic Year | 2023 - 2024 | Total PP budget | 253,138 | Date of most recent PP Review | Summer 2023 |
| | | Total Recovery Premium budget | | | |
| | | Total budget | 253,139 | | |
| Total number of pupils | 407 | Number of pupils eligible for PP | 181 | Date for next internal review of this strategy | Autumn 2023 |

| 2. Current attainment – End of KS2 | | |
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| | PP- Reedwood | National PP |
| Combined | 74% | 59% |
| Reading | 77% | 73% |
| Writing | 85% | 71% |
| Maths | 85% | 73% |

Review – Autumn
 - Spring
 - Summer

| 3. | 4. Planned expenditure | | | | | |
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| Academic year | 2023-2024 | | | | | |
| Barrier | | | | | | |
| 1) | Pupils readiness for learning including well-being, regular routines, attendance and access to resources. | | | | | |
| | 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 nurture provision for those pupils with social, emotional and behavioural needs | <p>Targeted group support for identified needs through use of Pupil Premium passports – children have opportunities to explain and talk about their own wants and needs so that individualised support can be implemented</p> <p>The EEF Toolkit states that: On average, Social and Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p> <p>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</p> | <p>Continue support from the pastoral team members so that children can access in school support for play therapy, anger management and other SEMH support</p> <p>Lego therapy groups to continue – focus on lunch time groups to support children who find this time more challenging</p> <p>Use of Forest School led by trained teachers and HLTA to support Nurture provision</p> <p>Continue to use the Safeguarding Ambassadors to support across school including regular well-being assemblies</p> | Pastoral Team SENCo PP Lead | Case studies/ Pupil voice-termly Termly tracking of children | Ongoing support |

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| | <p>Consistent action plan and procedures to tackle absence</p> | <p>Pupils need to be in school to learn. NFER briefing for school leaders identifies addressing attendance as a key step. Expectation that all pupils attend school. Disadvantaged pupils are disproportionately likely to fall into the groups of pupils with the worst absence. Rewards and financial incentives, used wisely, can be useful in breaking persistent resistance to good attendance. Allocating part of the pupil premium to fund support for the transition of vulnerable pupils is likely to prove an effective use of resources. (School Improvement and Inspection Research)</p> | <p>Pupils absence monitored-attendance rewards in school</p> <p>Attendance officer to follow procedures and policies rigorously and consistently</p> <p>Vigilant school office staff in regards to lateness-tackling parents over reasons</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>SLT monitor in phases, SEN and safeguarding children who are late or have low attendance.</p> | <p>SLT</p> <p>MLC</p> <p>Attendance officer CB</p> | <p>Termly updates</p> <p>Weekly meetings to discuss attendance</p> | |
| Total budgeted cost | | | | | £61,824 | |
| 2) | Limited speech and language skills which impacts on 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 |

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| | <p>To embed early intervention strategies across EYFS with a focus on Speech and Language development.</p> | <p>The EEF toolkit suggests that: Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p> <p>We want to provide extra support to maintain high attainment, Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence such as 'visual learning' by John Hattie and the EEF toolkit. Delivery of individualised speech and language programmes ensures that pupils are able to better access the curriculum and engage in the world around them.</p> <p>Early identification of needs in EYFS through the use of language development programmes has been shown to have a positive impact on children's speech and language development. All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children.</p> | <p>Use of bilingual support staff.</p> <p>Weekly therapy input from Speech therapist (SALT) for SEN/identified children.</p> <p>Increase staff confidence in supporting pupils with speech, language and communication needs through CPD/INSET</p> <p>Talk Boost interventions</p> <p>Wellcomm interventions</p> <p>Speech and Language link programme used for early identification of Speech and Language needs – interventions put in place based on these assessments</p> | <p>SLT/SEN CO</p> <p>SLT/data manager</p> <p>EYFS Lead</p> | <p>Half termly review of data and intervention groups.</p> <p>Learning walks</p> <p>Weekly SLT meetings</p> <p>Pupil progress meetings</p> <p>Tracking for Talk Boost, Wellcomm and Speech Link</p> | |
| Total budgeted cost | | | | | £99,650 | |
| 3) | 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 |
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| | To continue to improve the Quality First Teaching across the curriculum for all pupils within the Academy. | 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 | Staff INSETs Observations/ team teaching Performance management Well planned CPD programme Lesson observations indicate higher proportions of learners making accelerated levels of progress within lessons Lesson observations evidence increased levels of pupil participation and increased progress | SLT | Lesson observations half termly Book and planning scrutiny weekly following the CLT monitoring cycle | |
| | To develop a whole school approach to utilising working memory Gaps identified through termly assessment and targeted intervention groups to be delivered by SLT/HLTA | Poor working memory skills are relatively commonplace in childhood, and have a substantial advance impact on children's learning. One striking finding across many studies has been that the children with poor working memory that we have identified via routine screening are rarely described by their teachers as having memory problems (Gathercole et al., 2006). EEF states 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. | Staff training on working memory and classroom approaches SENCo to develop a whole school approach as well as targeted intervention for dealing with working memory Varied interventions (according to need) to be provided during (and sometimes before and after school). – Interventions timetabled Monitor and assess through observations half termly and use of data.- data used to inform intervention planning | SENCo/ SLT HLTA Data Manager KB | Termly monitoring through Pupil Voice, Book Monitoring and Learning Walks Half Termly analysis of intervention data Regular feedback to SLT from adults delivering interventions | |

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| | | | 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 | | | |
| Total budgeted cost | | | | | | |
| 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? | Staff lead | When will you review implementation? | Review/Impact throughout the year |
| | Implement parent enrichment projects based on identified needs of PP pupils | Strong partnerships between home and school are proven to be very effective in helping children to make progress academically. If parents feel well supported and empowered to help their children at home then this has a positive impact on their child's learning and development. Schools should be optimistic about the potential of working with parents. There is an established link between the home learning environment at all ages and children's performance at school. Schools and parents have a shared priority to deliver the best outcomes for their children (EEF- Parental Engagement) Case studies such as Case study: Engaging disadvantaged families Written by: Emma Lee-Potter show the positive impact that engaging families can have on children's progress Parents have the | Planned schedule of parent workshops and learning together mornings Developing Parent confidence questionnaire to provide feedback on effectiveness of school responses to pupils eligible to the PP. EYFS home learning resource packs provided to parents to inform parents of important skills and knowledge learnt in EYFS Development of Community Hub to provide schedule of events and workshops to engage parents such as 'Ready Steady Schools' programme Focus on PP families attendance at workshops – introduction of 'golden ticket' invitations | SLT MM BH JM Pastoral | Parent feedback. Increased attendance by parents for meetings and workshops. Termly feedback on success of workshops | |

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| | <p>Improved links with successful local community figures to raise aspirations and provide positive role models for children</p> | <p>knowledge of concepts taught in school so this is consistent for children between home and school especially focused on handwriting</p> <p>Pupils need to see positive role models to raise aspirations and encourage them to think big and consider what they can achieve. Case studies show the positive impact that raising aspirations and the profile of careers education can have: Raising ambitions for Pupil Premium children Written by: Sean Harris "This was about making aspirations visible and giving whole families real opportunities for thinking about not just what they want to do in life, but the skills required and the fact that these opportunities are local to them too."</p> | <p>Parent Council meet regularly with MLC to have face to face discussions about school policies and suggest further developments</p> <p>Parents invited in for focused workshops linked to specific needs highlighted by parents or needs of their children</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>Pastoral</p> | <p>Parent feedback. Increased attendance by parents for meetings and workshops. Termly feedback on success of workshops</p> | |
| Total budgeted cost | | | | | £13,200 | |
| 5) | Limited life experiences outside of family home | | | | | |

| | 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 |
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| | To provide a wide range of enrichment opportunities for pupils across the academy. | 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. Pupils can draw on these increased experiences in all curriculum areas, particularly in writing, leading to raised achievement Greater aspirations for all pupils as they gain experience of the wider world around them 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 to make good progress compared with their peers. LOtC has also been demonstrated to raise attainment across all areas of the curriculum, including core areas such as reading, writing, communication and mathematics. (LOtC Council Report) | Visitors to be booked each term for each class that links to their topic as appropriate. 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 Use of Forest schools and outdoor learning environments to support curriculum | SLT DG EC RW | Weekly CLT monitoring-book trawls, observations focused on work produced following trip. Parent and pupil feedback- termly | |
| Total budgeted cost | | | | | £21,908 | |
| 6) | Attainment in English 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 |

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| <p>Continued consistent use of RWI phonics</p> <p>Embed the use of Fresh Start and Phonics across KS2</p> <p>Quality First Teaching to close</p> | <p>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) 1:1 tutoring can be effective in delivering, on average, about five months additional progress. (EEF)</p> <p>The effective inclusion of all pupils in everyday high quality teaching will ensure</p> | <p>Daily phonics sessions for Reception and Year 1</p> <p>Daily phonics sessions for Year 2 children who did not pass PSC and need more support</p> <p>1:1 phonics interventions delivered by specialist teacher for children needing additional support</p> <p>Additional Pinny Time sessions in Year 1 and Year 2 daily</p> <p>Additional staff to keep phonics groups small</p> <p>All staff well trained in RWI phonics – RWI training package purchased to support ongoing CPD across the academy</p> <p>Staff across KS2 trained to deliver phonics support for small groups using training package</p> <p>Well planned CPD Use of class texts to engage children and inspire a love</p> | <p>SN AJ MM</p> <p>AJ HL SN</p> <p>SLT HL</p> | <p>Half Termly assessments completed and data analysed</p> <p>Termly data analysis Learning</p> | |
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| | <p>gaps in attainment between PP and Non PP in Reading and Writing.</p> | <p>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>of reading Implementation and ongoing CPD for reading comprehension strategies Creative writing workshops planned x3 per year Handwriting taught consistently across whole school Daily timetabled story time and rhyme sessions across EYFS/ KSI in line with new reading strategy Weekly story cafes in EYFS to engage parents with reading at home Use of new library at lunchtimes to raise profile of reading across the academy Comprehension support package purchased to build on decoding skills taught in KSI and further support teaching of comprehension</p> | | <p>Walks Book Trawls Ongoing monitoring through CLT schedule</p> | |
| | <p>Quality First Teaching to close gaps in attainment between PP and Non PP in Maths.</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)</p> | <p>Well planned CPD Use of practical resources in lessons to support teaching and learning Consistent approach to structure of mathematics lessons Explicit teaching of key mathematical vocabulary Implementation of whole school times tables approach to ensure consistent approach across the academy</p> | <p>SLT KB</p> | <p>Termly analysis of data Learning Walks Book Trawls Ongoing monitoring through CLT schedule</p> | |

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| | <p>Raise the profile of reading further within school using new library building</p> | <p>Pupils are more active and attentive in lessons leading to increased levels of participation and therefore increased levels of progress</p> <p>Researchers in the United States who had looked at the impact of parents reading with their children quoted the following figures in a news release about their findings: Here's how many words kids would have heard by the time they were 5 years old: Never read to, 4,662 words; 1-2 times per week, 63,570 words; 3-5 times per week, 169,520 words; daily, 296,660 words; and five books a day, 1,483,300 words. The only effective route to closing this gap is for children to be taught systematically to read as soon as they start school. In this way, they do not have to rely on adults. Children who become engaged in reading can make huge progress in their literacy development simply through their independent reading, whatever the nature of their early experiences (DfE, Reading Strategy 2021)</p> | <p>Reading clubs implemented at lunch time focused on targeted groups of children – reading volunteers from Year 6 trained to support younger pupils at lunch time Links to Community Hub – reading workshops with parents to raise the profile and importance of reading with parents. Purchase of new books with a range of diverse characters, dual language books and across a range of important themes linked to SEMH</p> | <p>SLT HL AJ</p> | <p>Ongoing analysis of reading data to identify children who need further reading support</p> | |
| Total budgeted cost | | | | | | |