

E-ACT Pupil Premium Strategy

2022-2023

Financial year statement

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

- £1,385 for pupils in Reception to Year 6
- £985 for pupils in Year 7 to Year 11

Schools will also receive £2,410 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 £2410 rate.

Children who have been in local-authority care for 1 day or more also attract £2,410 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

Pupil premium spending

We plan to spend the pupil premium on the following:

- Having enhanced support staff – Inclusion Team members.
- Increased hours for TAs to carry out intervention groups
- Targeted intervention groups
- Pre-teaching
- After-school tuition and homework clubs
- Curriculum enrichment opportunities
- Curriculum resources to support learning
- For analysis of how the 2020-2021 pupil premium funding was spent and how the 2021-2022 Pupil Premium has been allocated please view the pupil premium reports below.

How we measure impact?

Pupil premium children are identified at the beginning of the school year or when they arrive as a new pupil. Class teachers, phase leads, the SENCo and the Inclusion Team work together, along with the Senior Leadership Team, to map out what the school can do to enhance their learning journey through the

school year and beyond. This is monitored every 2 terms with both formative and summative assessment information, which is also shared with parent/carers during parent/carer meetings. At the end of the school year interventions culminate in a final data drop, informing teachers, teaching assistants and the Senior Leadership Team about the success of this additional support and the best step forward for the children in the year ahead. The effectiveness of the interventions funded by Pupil Premium is looked at in detail and actions are drawn up to help accelerate progress. This cycle ensures that children receiving Pupil Premium are carefully monitored so that the funding can be effective.

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	Perry Court E-ACT Academy				
Academic Year	2022/23	Total PP budget	£237,375	Date of most recent PP Review	01.10.22
Total number of pupils	442	Number of pupils eligible for PP	180	Date for next internal review of this strategy	01.02.23

2. Desired outcomes		
Barrier	Desired outcomes	Success criteria
1) Emotional Well Being	To ensure that all PP children have good mental health and are able to function in school and their everyday life.	Improved coping skills for children by teaching them skills to deal with their SEMH. Children to create positive relationships with peers and adults in the setting. To ensure children have a positive beginning to the day. Rewards and resources.
2) Reading	To ensure high quality reading provision.	For children to read fluently with understanding at age appropriate level. Investment in engaging texts for all children including KS2 (20K investment in books)
3) Communication	To ensure children can communicate their needs and wants articulately.	Capacity and provision of pastoral team and SENDCo sufficient to offer children the support they need to cope with difficult situations in their lives – both at school and at home.
4) Attendance	For all PP children to achieve at least 97% attendance.	To raise attendance to 97% or higher Increased number of PP pupils in Reception to leave the year reaching GLD.
5) 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.	To ensure children have high aspirations and a rich school experience through an inspirational and engaging curriculum that improves their self-esteem and outlook. Ensure reading is varied and inspiring.

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?	Estimated Cost	Of which: Staffing	Of which: Non-Staffing	Review information
Objective 1 – Emotional Well Being								
Improved coping skills for children by teaching them skills to deal with their SEMH. Children to create positive relationships with peers and adults in the setting.	<p>Behaviour intervention accelerates progress on average by 3 months (EEF 2019) Since the school started a restorative approach there have been a significant reduction in exclusions.</p> <p>10 Ways To Improve SEMH Intervention Strategies - http://semh.co.uk/types-semh-intervention/</p> <p>Tracking an SEMH Intervention - http://semh.co.uk/tracking-semh-intervention/</p> <p>Thrive: https://www.thriveapproach.com/about-thrive/the-thrive-approach/underpinning-science-and-theory/</p> <p>Thrive: https://portal.thriveapproach.com/portal/approach/info/credentials/</p> <p>Social and Emotional Learning strategies for schools: https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/social-and-emotional-learning/</p>	<p>Self-esteem scales will be completed and used as an assessment tool. Regular monitoring of provision (6 times a year plus drop-ins). Observations show 80% of children showing positive learning behaviours.</p> <p>Rewards £10000</p>	BW Rewards for behaviour	Termly	£10,000		£10,000	<p>Behaviour at Perry Court is good. Children feel safe and have strong relationships with staff. They are able to get help when needed and usually communicate their needs.</p> <p>Those children who struggle to cope receive additional support, on top of the personal development curriculum, through Thrive and the behaviour support officer.</p> <p>One child was permanently excluded. This decision was upheld when reviewed by the Trust and the local authority.</p>

To ensure children have a positive beginning to the day. Rewards and resources.	A good start to the day ensures extended opportunity for feedback and also increased opportunity to self-regulate and ensure school begins calmly and with purpose.	food for breakfast club and rewards for behaviour £4000	BW		£4,000		£4,000	Breakfast club was offered for free to all PP pupils every day. Space is given for reading and home work.
	PP Leadership 45%	DHT salary - £75,085			£33,788	£33,788		
	PP Senco 40%				£19,438	£19,438		
Total Estimated Cost					£67,226	£53,226	£14,000	
Objective 2 - Reading								
For children to read fluently with understanding at age appropriate level. Investment in engaging texts for all children including KS2 (20K investment in books)	<p>Everyday reading will support with accelerated progress. Not all children are listened to or encouraged to read at home which creates and widens the gap between PP and NPP children.</p> <p>Improving Literacy in KS1: https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/</p> <p>Children, particularly among those from low-income and non-English-speaking families, face a large deficit in English vocabulary knowledge upon entrance to and throughout the elementary school years https://www.readingrockets.org/article/four-practical-principles-enhancing-vocabulary-instruction</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/parental-engagement/</p>	Data drop x 3 GRD observations Reading assessment Little Wandle assessment/resources	KMik	Termly	£20,000		£20,000	The school has fostered a love for reading, creating a programme of study linked to books, both in reading and writing. Little Wandle is used throughout the school, ensuring fidelity and progress. A new reading scheme (Big Cat) has been invested in to ensure children can access quality and engaging texts. 85% children achieved EXS in KS2 SATs.
Total Estimated Cost					£20,000		£20,000	

Objective 3 - Communication							
<p>Capacity and provision of pastoral team and SENDCo sufficient to offer children the support they need to cope with difficult situations in their lives – both at school and at home.</p>	<p>Social and Emotional learning intervention accelerates progress on average by 4 months (EEF 2019)</p> <p>When thinking about positive reinforcement in teaching, the overarching purpose is to provide an incentive for students to repeat desired behaviours (Revermann, n.d.).- https://positivepsychology.com/positive-reinforcement-classroom/</p> <p>Positive reinforcement techniques and ideas - https://www.sec-ed.co.uk/best-practice/positive-reinforcement-techniques-and-ideas/</p> <p>Case studies of behaviour management practices in schools rated Outstanding - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602506/Behaviour_Management_Case_Studies_Report.pdf</p> <p>Improving behaviour management in schools: https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/behaviour/</p>	<p>Regular monitoring of provision and assessments using self-esteem scales alongside academic progress</p>	KMIK	Termly			<p>Children feel safe and have strong relationships with staff. They are able to get help when needed and usually communicate their needs.</p> <p>Those children who struggle to cope receive additional support, on top of the personal development curriculum, through Thrive and the behaviour support officer.</p> <p>A clear and consistent behaviour code of conduct ensures pupils understand expectations and are able to behave. Those who struggle receive RAMPs and external support where possible.</p>
	Resources for SEMH		KMIK	termly	£15,000		£15,000
	RT salary Thrive				£28,632	£28,632	
	BW salary				£35,338	£35,338	

					£78,970	£63,970	£15,000	
Objective 4 - Attendance								
<p>To raise attendance to 97% or higher</p> <p>Increased number of PP pupils in Reception to leave the year reaching GLD.</p>	<p>Working with families to build positive relationships will improve attendance. Our Attendance Officer runs our attendance bus in the morning which last year increased attendance (and so reduced PA) for every child using this service.</p> <p>Prevent absenteeism - https://www.educationdive.com/news/8-ways-to-prevent-chronic-absenteeism/527794/</p> <p>Synel - https://www.synel.co.uk/news/5-strategies-to-reduce-chronic-absence-in-schools/ Prevent absenteeism - https://www.educationdive.com/news/8-ways-to-prevent-chronic-absenteeism/527794/</p> <p>Synel - https://www.synel.co.uk/news/5-strategies-to-reduce-chronic-absence-in-schools/</p> <p>Improving student attendance - http://northumberlandeducation.co.uk/wp-content/uploads/2016/08/PPAttendancestrategies.pdf</p> <p>Strategies for reversing poor attendance - https://www.sec-ed.co.uk/best-practice/strategies-for-reversing-poor-school-attendance/</p>	<p>Attendance data collected termly (6 times a year)</p> <p>SLT to monitor this</p>	LMc 100%	Termly	£42,777	£42,777	£0	<p>The school follows both Trust and Government expectations when promoting attendance expectations.</p> <p>Good attendance is rewarded and recognised daily, weekly and termly.</p> <p>A school mini bus has been used to support families who struggle to follow expectations.</p> <p>PP attendance continues to be lower than non-PP despite more resources and support being offered to these families.</p> <p>Local authority attendance processes are accessed, although the LA does not always follow through with policy.</p>

	Improving student attendance - http://northumberlandeducation.co.uk/wp-content/uploads/2016/08/PPAttendancestrategies.pdf							
	Strategies for reversing poor attendance - https://www.sec-ed.co.uk/best-practice/strategies-for-reversing-poor-school-attendance/							
	EWO					£3,000		£3,000
	Attendance rewards					£4,000		£4,000
	Resources for EYFS GLD					£5,000		£5,000
Total Estimated Cost						£54,777	£42,777	£12,000
Objective 5 - Aspirations								
To ensure children have high aspirations and a rich school experience through an inspirational and engaging curriculum that improves their self-esteem and outlook. Ensure reading is varied and inspiring.	<p>Access to the wider community and enriching experiences is limited within the area of the school. It is the responsibility of the school to provide these experiences in order to enhance the lives of the pupils. Providing such experiences will increase outcomes, attendance and behaviour at the school.</p> <p>EEF https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF_Metacognition_and_self-regulated_learning.pdf</p> <p>Retrieval Practice - https://www.retrievalpractice.org/why-it-works</p> <p>Rosenshine - https://www.aft.org/sites/default</p>	Phase leaders to choose the best camps which are both cost effective but provide the most varied experiences. Visitors to school and resources	AHT	Termly				<p>All children are offered reduced costs for trips and visits. Visits are linked to learning and emotional growth. Children with additional needs are included and given extra support when needed.</p> <p>Outcomes in KS2 the school are excellent - providing children with the right skills to take their next step in education.</p>

	t/files/periodicals/Rosenshine.pdf							
	Outdoor adventure learning: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/							
	Trips and visits/clubs 46% per term per class		DHT	Termly	£16,402		£16,402	
	Residential for Y6 45.8%							
Total Estimated Cost					£16,402	£0	£16,402	

Total Estimated Cost					£237,375	£159,973	£77,402	
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67%

33%