

Pupil premium strategy statement – E-ACT Perry Court Academy

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	468
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2025
Date this statement was published	September 2023
Date on which it will be reviewed	September 2025
Statement authorised by	Stephanie Moore
Pupil premium lead	Keli Mikdadi
Governor / Trustee lead	Matthew Flannigan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£273,508
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£273,508
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£273,508

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We aim to mitigate any additional challenges they may face to enable them to reach their full potential and to help them perform as well as other pupils.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. We use our pupil premium funding to provide targeted academic support in the form of speech and language sessions, small group intervention sessions, a family liaison whose role it is to improve attendance, provide a breakfast club and to help with the cost of educational trips and visits so that every child is able to fully participate.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Relationships/Behaviour: be able to build positive relationships.
2	Reading – to ensure high quality reading provision.

3	Emotional well being: Ensure PP children have good MH and are able to function in school and their everyday life
4	Attendance - for PP to be at least 95% attendance
5	Financial Hardship: to ensure that children are not financially disadvantaged support with trips and visits ensuring high aspirations and a rich school experience

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
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 'rainbow' (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.
To ensure high quality reading provision	All children to read at home, meeting school expectations. Increased parent/carer engagement with reading.
Emotional well being: Ensure PP children have good MH 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.
Attendance - for PP to be at least 95% attendance	PP children achieve 95% attendance. The attendance of PP children is in line with Non-PP children's attendance.
Financial Hardship: to ensure that children are not financially disadvantaged support with trips and visits ensuring high aspirations and a rich school experience	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.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £55,633

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>HLTA</i></p> <p>Assigning PP lead</p> <p>Apprentices x 2</p>	<p>Data Driven Instruction: Definition and 11 Strategies - https://www.prodigygame.com/blog/data-driveninstruction/</p> <p>Class sizes: https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/reducing-class-size/</p> <p>Reading comprehension skills: https://educationendowmentfoundation.org.uk/evidence1summaries/teaching-learning-toolkit/readingcomprehension-strategies/</p> <p>Effective CPD: https://epi.org.uk/publications-andresearch/effects-high-quality-professional-development/</p> <p>Impact of Feedback on student attainment: https://educationendowmentfoundation.org.uk/evidencesummaries/evidence-reviews/the-impact-of-feedbackapproaches-on-educational-attainment-in-children-andyoung-people/</p> <p>Maths closing attainment gap: https://thirdspacelearning.com/blog/2017-eefmathematics-report-close-the-attainment-gap-primary/</p>	1, 2, 3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 208,124

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family support worker</p> <p>EWO</p> <p>Breakfast Club staffing</p> <p>Thrive TA</p>	<p>Working with families to build excellent relationships will improve attendance.</p> <p>Targeted Thrive/therapy support.</p> <p>Following Trust attendance procedure will keep communication open, inform parents and promote importance of being at school every day, on time.</p> <p>Breakfast club encourages routine and prepares children to be ready to learn when the school days starts.</p>	<p>1, 3, 4</p>
<p><i>AHT attendance roles</i></p>	<p>Following Trust attendance procedure will keep communication open, inform parents and promote importance of being at school every day, on time.</p>	<p>4</p>
<p><i>Thrive provision</i></p>	<p>Targeted Thrive/therapy support.</p>	<p>1, 3</p>
<p><i>Financial support for trips and visits</i></p>	<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.</p> <p>Providing such experiences will increase outcomes, attendance and behaviour at the school.</p> <p>EEF</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF_Metacognition_and_selfregulated_learning.pdf</p> <p>Retrieval Practice - https://www.retrievalpractice.org/why-it-works</p>	<p>4, 5</p>

	<p>Outdoor adventure learning: https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learningtoolkit/outdoor-adventurelearning/</p> <p>Rosenshine: https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf</p>	
<i>Attendance strategy</i>	<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/</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/ Improving student attendance - http://northumberlandeducation.co.uk/wpcontent/uploads/2016/08/PPAttendancestrategies.pdf</p> <p>Strategies for reversing poor attendance - https://www.sec-ed.co.uk/bestpractice/strategies-for-reversing-poor-school-attendance/</p> <p>Improving student attendance - http://northumberlandeducation.co.uk/wpcontent/uploads/2016/08/PPAttendancestrategies.pdf</p> <p>Strategies for reversing poor attendance - https://www.sec-ed.co.uk/bestpractice/strategies-for-reversing-poor-school-attendance/</p>	4

Total budgeted cost: £ 273,508

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our internal assessments during 2022/23 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources, bespoke created for our learners, with scaffolding and context addressed to best support all pupils.

Overall attendance in 2022/23 was higher than in the preceding years. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 3% lower than their peers. A school mini-bus was used to address this with the support of the Attendance officer and EWO. These gaps are larger than in previous years, which is why attendance is a focus of our current plan. Our assessments and observations indicated that pupil behaviour, wellbeing and mental health is good, although children who faces ACES and have additional SEND needs struggle more than their peers.. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
0
The impact of that spending on service pupil premium eligible pupils
NA

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.