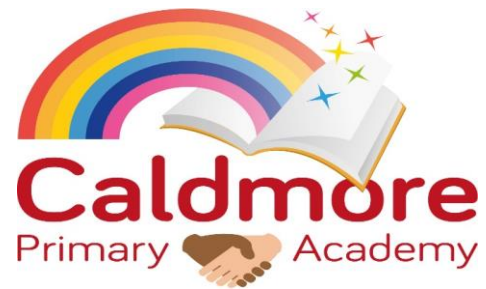


# Pupil Premium Strategy

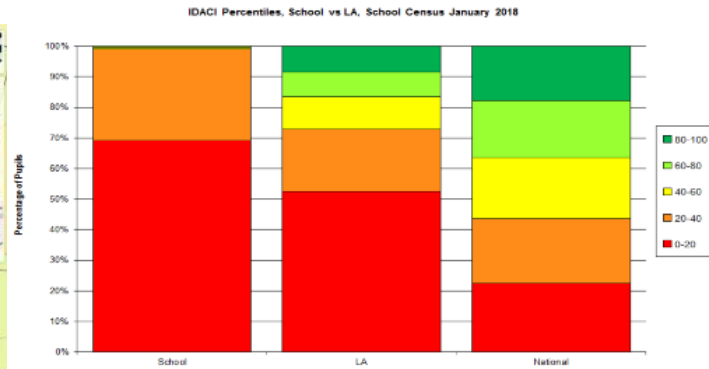
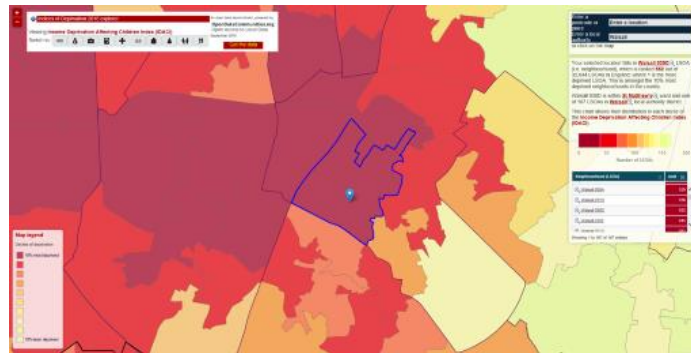


#TransformingLives

Summary information					
<b>Academy</b>	Caldmore Primary Academy				
<b>SLT Lead</b>	Hilary Mitchell and Andy Ballance				
<b>Link Governor</b>	Dave Bickley				
<b>Date of most recent PP Review:</b>	July 2019				
<b>Date of next PP Review:</b>	October 2019				
<b>Academic Year</b>	2019-2020	<b>Total PP budget</b>	£ 191,400 PP  £ 5,100 EYFS £ LAC £ Forces	<b>Total number of pupils on roll:</b>	420
				Excluding Nursery	
				<b>Total PP:</b>	124
				<b>Ever 6 PP:</b>	142
				<b>EYFS PP:</b>	4
				<b>LAC PP:</b>	0
<b>Refugee:</b>	0				

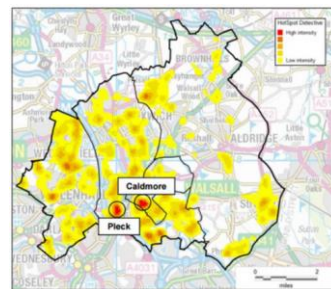
				<b>Forces:</b>	0
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Contextual/Additional information:



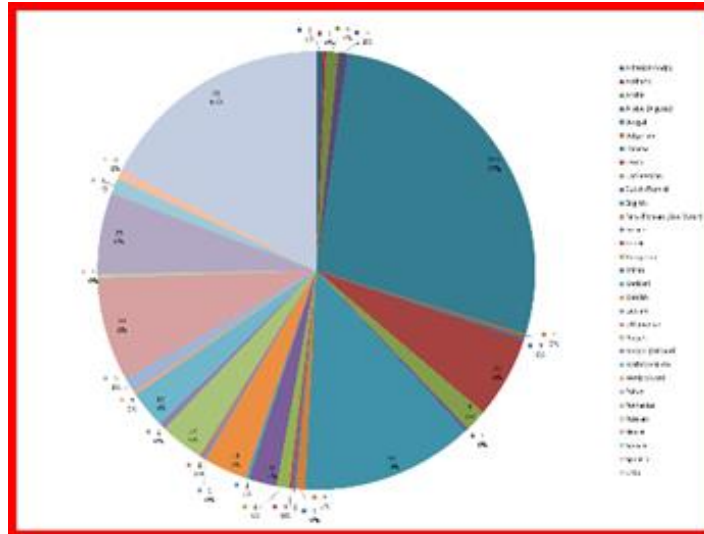
**Pupil Information**

Caldmore Primary Academy serves pupils from a very deprived area of Walsall; within the 10% most deprived nationally. Just over a third of children on roll are in receipt of pupil premium, although many more pupils should be entitled to it.



The academy is situated in the centre of the specific location with the highest rates and intensity of criminal activity across the local authority, identified as a 'hotspot' by West Midlands Police:

Attainment on entry to the academy is significantly below the national average. A rapidly increasing number of pupils are new to the country and speak no English when they arrive; often having had no previous schooling. Mid-year admissions are extremely high. The population comprises pupils mainly of Pakistani, Bangladeshi and Eastern European families. There are currently 32 languages spoken:



<b>Historic Performance Indicators</b>								
	<b>National all 2017</b>	<b>National all 2018</b>	<b>Academy 2017</b>	<b>Academy 2018</b>	<b>National PP 2017</b>	<b>National PP 2018</b>	<b>Academy PP 2017</b>	<b>Academy PP 2018</b>
<b>% achieving at or above ARE combined by the end of Y6:</b>	<b>61</b>	<b>64</b>	<b>57</b>	<b>59</b>	<b>43</b>	<b>51%</b>	<b>60</b>	<b>60</b>
<b>% achieving at or above ARE in reading by the end of Y6:</b>	<b>71</b>	<b>75</b>	<b>68</b>	<b>69</b>	<b>60</b>	<b>64%</b>	<b>67</b>	<b>60</b>
<b>% achieving at or above ARE in writing by the end of Y6:</b>	<b>76</b>	<b>78</b>	<b>69</b>	<b>76</b>	<b>66</b>	<b>67%</b>	<b>73</b>	<b>80</b>
<b>% achieving at or above ARE in maths by the end of Y6:</b>	<b>76</b>	<b>76</b>	<b>75</b>	<b>79</b>	<b>63</b>	<b>63.5%</b>	<b>93</b>	<b>73</b>
<b>% achieving at or above ARE in SPAG by the end of year 6</b>	<b>77</b>	<b>78</b>	<b>82</b>	<b>79</b>	<b>66</b>	<b>67</b>	<b>80</b>	<b>73</b>
<b>% achieving at or above ARE in reading by the end of Y2:</b>	<b>76</b>	<b>75</b>	<b>42</b>	<b>55</b>	<b>61</b>	<b>60</b>	<b>40</b>	<b>47</b>
<b>% achieving at or above ARE in writing by the end of Y2:</b>	<b>68</b>	<b>70</b>	<b>37</b>	<b>30</b>	<b>52</b>	<b>53</b>	<b>40</b>	<b>28</b>
<b>% achieving at or above ARE in maths by the end of Y2:</b>	<b>75</b>	<b>76</b>	<b>40</b>	<b>42</b>	<b>60</b>	<b>61</b>	<b>40</b>	<b>41</b>
<b>% passing the phonics screening in Y1</b>	<b>81</b>	<b>82</b>	<b>65</b>	<b>78</b>	<b>84</b>	<b>70</b>	<b>68</b>	<b>64</b>
<b>% achieving GLD in Rec</b>	<b>70.7</b>	<b>71.5</b>	<b>55</b>	<b>65</b>	<b>0%</b>	<b>58</b>	<b>62</b>	<b>71</b>

<b>Attendance</b>	<b>96</b>	<b>95.8</b>	<b>95.03</b>	<b>96.2</b>	<b>92.7</b>	<b>92.4</b>	<b>94.9</b>	<b>95.8</b>
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<b>Current Performance Indicators</b>					
	<b>National all 2019</b>	<b>Academy 2019</b>	<b>National PP 2019</b>	<b>Academy PP 2019</b>	<b>Variation</b>
<b>% achieving at or above ARE combined by the end of Y6:</b>	<b>64</b>	<b>53</b>	<b>51</b>	<b>41</b>	<b>-12</b>
<b>% achieving at or above ARE in reading by the end of Y6:</b>	<b>73</b>	<b>58</b>		<b>48</b>	<b>-10</b>
<b>% achieving at or above ARE in writing by the end of Y6:</b>	<b>78</b>	<b>72</b>		<b>63</b>	<b>-9</b>
<b>% achieving at or above ARE in maths by the end of Y6:</b>	<b>79</b>	<b>71</b>		<b>64</b>	<b>-7</b>
<b>% achieving at or above progress in SPAG by the end of year 6</b>	<b>78</b>	<b>72</b>		<b>67</b>	<b>-5</b>
<b>% achieving at or above ARE in reading by the end of Y2:</b>	<b>75</b>	<b>43</b>		<b>42</b>	<b>-1</b>
<b>% achieving at or above ARE in writing by the end of Y2:</b>	<b>70</b>	<b>48</b>		<b>42</b>	<b>-6</b>
<b>% achieving at or above ARE in maths by the end of Y2:</b>	<b>76</b>	<b>58</b>		<b>58</b>	<b>0</b>
<b>% passing the phonics screening in Y1</b>	<b>82</b>	<b>61</b>		<b>71</b>	<b>+10</b>
<b>% achieving GLD in Rec</b>	<b>71</b>	<b>61</b>		<b>57</b>	<b>-4</b>
<b>Attendance:</b>		<b>95.3</b>		<b>95.1</b>	<b>-0.2</b>



## 2018-2019 Review

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll (not including nursery)	398
Total number of pupils eligible	147
Amount PPG received per pupil	£1320
Total amount of PPG received	£191,400
Total amount of PPG spent	£ 187,800

Review of expenditure				
Academic Year		2018-19		
i. Quality of teaching for all				
Desired outcome	Chosen action/ approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
PP children have a love of reading. Including PP children who may be able to reach Above ARE.	Accelerated Reader, <ul style="list-style-type: none"> <li>Purchase high quality books that will interest all groups of learners.</li> </ul>	Over the past year the Academy has relaunched the way we do reading. Accelerated reader did not have the desired impact intended due to the time it took for the children to get onto the system and work independently. We no longer use it.	This will not continue and the new reading strategy will take its place.	£7000 over 3 years = £2500 per annum Plus £2000 £15,000 on new books
Challenge for all ability groups in particular the PP children that need to catch up quickly in order to reach age-related expectations.	<ul style="list-style-type: none"> <li>Maths No Problem</li> </ul>	2019 KS 2 Maths % Progress score +2.23 Disadvantaged pupils - 2019 KS 2 Maths % Progress score +1.21  2018 -19 KS1 58.3% ARE 13.3 % GDS Disadvantaged pupils 55.6% ARE 11.1% GDS 2017 KS1 Maths 42% ARE 0% GDS 2016 KS1 Maths 40% ARE 0% GDS 'Outcomes have an improving trend. Maths is a strength across the academy with a progress score that places the	Progress in maths has continued to accelerate across all key stages. The Academy has continued to develop staff training and the Maths No Problem principles have been adopted in Reception.  This has been a very successful programme and will continue and develop in 2019-20.	£7474.28

		academy in the top 20% of schools. Disadvantaged pupils perform better than all children nationally.' FAR Review March 2019		
Early Years Challenge for all ability groups in particular the PP children that need to catch up quickly in order to reach age-related expectations.	Communication and language resources Partial funding of L3 TA Maths resources (Ten Town) Visitors and experiences  •	A high proportion of PP children enter below ARE in EYFS in all areas. Targeted support and strategies in class enable them to make at least expected progress.  <b>GLD</b> Numbers 73.2% Expected + Exceeded 14.3% Shape, Space and Measures 67.9% Expected + Listening and Attention 76.8% Expected + Exceeded 10.7 % Understanding 71.4 % Expected + Exceeded 8.9% Speaking 71.4 % Expected + Exceeded 10.7% <b>Disadvantaged children</b> Numbers 64.3% Expected + Exceeded 7.1% Shape and Space 64.3 Expected + Listening and Attention 78.6% Expected + Exceeded 14.3 % Understanding 85.7 % Expected + Exceeded 7.1% Speaking 85.7 % Expected + Exceeded 7.1 %	The Speech and language therapist continues to support the Academy with Communication and Language Resources. All children are Wellcomm screened on entry to the Academy in EYFS and an action plan is devised. This will continue to develop in 2019/20.  The extra support in EYFS will continue as will the exposure to the children of visitors and experiences.	£6500
PP can access a range of Interactive Education Resources on the Internet that support their learning. Where pupils cannot access this at home opportunities are given to access them at school.	Mathletics, Little Bridge Linguascope Oxford Owl Purple Mash	2019 KS 2 Maths % Progress score +2.23 <b>Disadvantaged pupils</b> - 2019 KS 2 Maths % Progress score +1.21  <b>EAL pupils</b> +2.35  2019 KS 2 Reading % Progress score +0.57 <b>Disadvantaged pupils</b> - 2019 KS 2 Reading -% Progress score -0.18 <b>EAL pupils</b> +0.32  2019 KS 2 Writing % Progress score +1.64 <b>Disadvantaged pupils</b> - 2019 KS 2 Writing -% Progress score +1.21	These will be continued in 2019-20 as they give children chance in and out of school to consolidate their basic skills.	Mathletics - £2189.38 Little Bridge - £600.00 Linguascope - £360.00 Oxford Owl - £198.00 Purple Mash - £1140.00

		<b>EAL pupils + 2.13</b>		Ten Town - £108.00
PP children's wellbeing is supported through a clear PSHE/R.E curriculum which targets self –esteem, resilience, identity, healthy body and mind, peer relationships	Jigsaw PSHE Discovery R.E	<p>Children are taught PSHE/R.E themes consistently and rigorously throughout the Academy.</p> <p>This has been a very successful scheme which has been introduced and developed in 2018-19 across the Academy in order to provide a structured and sequenced scheme of work for R.E and P.S.H.E which the Academy did not have before.</p> <p>The recent FAR report in March 2019 graded P,D,B,W as Outstanding.</p> <p>'The academy recently (September 2018) introduced 'Jigsaw' as its scheme for PSHE/SMSC across all year groups. This has been driven by a newly appointed lead, who is highly effective and inspirational in her commitment and desires moving forward. She was able to talk with confidence about what the academy needs to do next and how the pupils at the academy are going to support to drive this. The success of its introduction could be seen by how the pupils spoke with adults around their aspirations and beliefs and throughout their books. Year 6 were able to demonstrate how Maslow's Hierarchy of Needs impacted upon their own development and wellbeing.' FAR Review March 2019</p>	This model will continue in 2019/20 as it proved so successful.	Jigsaw - £4056.00  Discovery RE - £996.00
PP children's well- being and safety is supported through Safeguarding Visitors to the Academy	Careless Talk Street teams Saltmine Theatre	<p>Children are taught how to keep themselves self (internet safety, Prevent)</p> <p>'Safeguarding practice within the academy is effective, with CPOMS being used as their reporting tool by all staff.'</p> <p>'The academy safeguarding lead works well with outside agencies to bring in support groups to help to develop children's understanding further. These include Street Teams and Careless Talk. Both groups carry out drama-related workshops to ensure that the PREVENT message reaches all within the community.'</p>	<p>The Safeguarding Curriculum continued to be developed by the DSL throughout 2018/19.</p> <p>The visitors that supported the Safeguarding Curriculum throughout the year have been booked for 2019/20 and the DSL is developing the range of visitors ( £5000 Safeguarding/SMSC budget)</p> <p>A budget of £5000 will be set for this.</p>	Careless talk - £550.00 Saltmine Theatre £620 Street Teams £400

FAR Review March 2019

**ii. Targeted Support**

	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Pupil Premium pupils make at least expected progress. Parents of pupil premium children are engaged with the academy in order to support their child's learning.	<ul style="list-style-type: none"> <li>Partial funding of Inclusion Manager and Learning Mentor</li> </ul>		This model will continue in 2019/20 as it proved so successful. The Safeguarding manager and SEN LSP will be running Lego therapy clubs at lunchtime for children who find	£50 000
Pupil Premium pupils make at least expected progress in Reading, Writing and Maths. Measured by termly assessment data.	<ul style="list-style-type: none"> <li>Speech and Language Service</li> </ul>	<p>2019 KS 2 Maths % Progress score +2.23 Disadvantaged pupils - 2019 KS 2 Maths % Progress score +1.21</p> <p>2019 KS 2 Reading % Progress score +0.57 Disadvantaged pupils - 2019 KS 2 Reading % Progress score -0.18</p> <p>2019 KS 2 Writing % Progress score +1.64 Disadvantaged pupils - 2019 KS 2 Writing % Progress score +1.21</p> <p>8 children were discharged from Walsall SALT as they were now in line with ARE in Speaking and Listening.</p>	Due to long term sickness of Walsall's Speech and language therapist some children were identified as needing assessment in the Summer Term but were not assessed. Because of this, we are buying in 1 days SALT instead of half a day during Autumn 2019.	£4000

Targeted support of PP pupils who are not on track to make at least expected progress. In class and group teaching.	<ul style="list-style-type: none"> <li>Partial funding of HLTA</li> </ul>	<p>2019 KS 2 Maths % Progress score +2.23 Disadvantaged pupils - 2019 KS 2 Maths % Progress score +1.21</p> <p>2019 KS 2 Reading % Progress score +0.57 Disadvantaged pupils - 2019 KS 2 Reading -% Progress score -0.18</p> <p>2019 KS 2 Writing % Progress score +1.64 Disadvantaged pupils - 2019 KS 2 Writing -% Progress score +1.21</p>	This will continue although for 2019/20 we are funding a HLTA for 3 days not 5 due to other staffing costs.	£8450
Barriers to learning for specific PP pupils are addressed promptly.	<ul style="list-style-type: none"> <li>Examples of spending include: a dehumidifier, alarm clocks, counselling</li> </ul>	Two pupils received 1: 1 counselling from House on The Corner. Both of these pupils, despite ongoing concerns at home, were able to access available learning opportunities and made at least expected progress in Reading, Writing and Maths.	This has proved a successful strategy and will continue next year on a needs must basis.	£2000
PP pupils who are SEN / New To English / SPLD receive targeted, expert support within class and through intervention 1to1s or groups.	<p>Funding of SEN LSP.</p> <p>Rushall Inclusion</p> <ul style="list-style-type: none"> <li></li> </ul>	<p>The Academy had 1 FTE during 2018/9 which was a newly arrived to the country pupil. With the support of the Safeguarding manager (Learning mentor) this pupil has settled well and is no longer at risk of exclusion.</p> <p>93% of SEN pupils achieved at least expected progress for Writing and Maths and 85% in Reading.</p>	Rushall Inclusion SLA will not be continued due to the service being over subscribed. However we will be able to buy in their services on a half termly basis if they have the capacity.	£14,000 £2100.00
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

Pupil Premium children develop a love of reading.	<ul style="list-style-type: none"> <li>Funding of KS1 and KS2 Reading Champions.</li> </ul>	<p>2019 KS 2 Reading % Progress score +0.57 Disadvantaged pupils - 2019 KS 2 Reading -% Progress score - 0.18</p> <p>'There are incentives in place to encourage reading. The reading ambassadors, (specifically trained staff) were enthused and knowledgeable about their roles and how they feel it is impacting on the children. Whilst the children talk positively about reading and shared their love of reading, it is too soon to measure the impact of the incentives.' FAR Review March 2019</p>	<p>The Academy has changed our approach to reading from Group Guided Reading to Class Guided Reading. New Home Readers and sets of high quality texts for each year group have been bought for across the Academy and the Reading champions have been crucial in embedding this new system in 2018/19.</p> <p>The funding of them will continue in 2019/20 as it has proved a successful approach.</p>	£6000
Pupil Premium children experience a variety of enriching activities throughout their time at our academy.	<p>Music Specialist to provide after school music club. All Y6 pupils to learn an instrument.</p> <ul style="list-style-type: none"> <li>Arts Quality mark</li> </ul>	<p>The year 3 and 4S took part in various performances across the academic year as part of the Artsmark award and grew in confidence when performing.</p> <p>All year 4 and 6 children were able to learn a musical instrument during the year.</p>	<p>The Music Specialist is no longer in post so after school provision will be unable to continue. The Y6 pupils were not engaged and motivated in the clarinet so we will not continue this in 2019/20.</p> <p>We will fund weekly music tuition for Year 4 from Forest Arts.</p>	<p>£2000 + £1578.67 £1578.69</p>
Pupil Premium children experience a variety of enriching activities throughout their time at our academy.	<p>Subsidise educational visits and visitors to the school. (theatre groups, university visits, author visits, international day visitors)</p> <ul style="list-style-type: none"> <li>Half of residential visit</li> </ul>	<p>'The academy has a clear wider curriculum policy, as discussed by staff and throughout their AIP and SEF. Themed days, safeguarding and SMSC is a thread throughout all of their curriculum and is not taught in isolated subjects. The introduction of the Caldmore SMSC heart logo ensures that all strategies used and subjects covered are visible and there as a constant reminder, should pupils need to be reminded. In one lesson, a pupil was able to use prior learning to make comparisons between the academy and a school in Yemen and discuss how privileged they were to be getting the level of education they were.' FAR Review March 2019</p>	<p>20 children from Year 5 and 6 attended the Residential Trip to Bryntissilio in July 2019. Of these children 8 were PP children.</p> <p>The school will run this trip in 2019/20 and continue to fund half of the cost for all children.</p>	<p>£2000 £ 1338.48 coach hire - £425.00</p>

<p>Pupil Premium pupils make at least expected progress in Reading, Writing and Maths. Measured by termly assessment data.</p>	<ul style="list-style-type: none"> <li>Release of teaching staff to discuss progress of Pupil Premium children.</li> </ul>	<p>2019 KS 2 Maths % Progress score +2.23 Disadvantaged pupils - 2019 KS 2 Maths % Progress score +1.21</p> <p>2019 KS 2 Reading % Progress score +0.57 Disadvantaged pupils - 2019 KS 2 Reading -% Progress score -0.18</p> <p>2019 KS 2 Writing % Progress score +1.64 Disadvantaged pupils - 2019 KS 2 Writing -% Progress score +1.21</p>	<p>This approach will continue in 2019/20 as it proved so successful and all staff were aware of which children needed targeted interventions and what barriers to learning there were for PP children.</p>	<p>12 days of supply £2160</p>
<p>All PP pupils have access to a free nutritious breakfast daily.</p>	<ul style="list-style-type: none"> <li>Staffing and resourcing to support the National School Breakfast Programme.</li> </ul>	<p>The Magic Breakfast scheme was introduced in January 2019. All children have access to a free breakfast at Breakfast club or a free bagel in class daily. In June 2019 238 children ate a free breakfast at school on a specific day and 106 of these were PP children.</p>	<p>This will continue in 2019/20 as it has proved extremely successful.</p>	<p>£2000 supervision +£2000 cooks £5000 additional food and activities</p>
<p>All PP pupils feel happy, safe and well supported in their pastoral needs by all members of staff.</p>	<ul style="list-style-type: none"> <li>Training for all staff in 'Attachment Awareness.'</li> </ul>	<p>Attachment Awareness Training for all teaching and support staff took place in November 2019 by Dr Jenny Nock. Since then there have been 0 FTE and staff now have a better awareness of how to support children who have attachment needs.</p> <p>The DSL led 5 -10 minute drip feed sessions in weekly INSETS and the Deputy DSL led an additional session with TAs in the summer term.</p> <p>PDBW was judged as Outstanding in the FAR review March 2019 'There were very few incidents of low level disruption within classrooms and where they did take place they were dealt with swiftly and effectively by the staff. There was a clear consistency of approach showing effective use of the behaviour policy throughout. Pupil surveys reflected how well pupils believe behaviour is dealt with 'Good to be green' driving this success.'</p>	<p>The DSL will continue to raise awareness of all staff of Attachment needs across the Academy in 2019/20.</p>	<p>£1000</p>

Attendance of PP children continues to improve	<ul style="list-style-type: none"> <li>Funding of EWO</li> </ul>	Attendance for PP children has risen from 94.61% in 2016/17 to 95% in 17/18 and 18/19. This is above National for PP children.	In 2019/20 the Pupil Welfare Manager will lead on attendance as the Academy will no longer employ the EWO. This is because the PWM's skills and knowledge are exceptional and she is supporting with attendance across two other Academies.  Part of her salary will be funded by PP funding instead of the EWO.	£4032.00
PP children will have access to and will be targeted for lunchtime clubs	<ul style="list-style-type: none"> <li>Lunchtime clubs run by WFC</li> </ul>	The WFC coaches ran lunchtime and after school clubs for which PP children were targeted.	This will continue in 2019/20 with a continued drive to target PP children.	£4427.50
PP children will be supported if needed with their behaviour. Targeted sessions with year groups with develop resilience across the school.		Stella Wynn from IBSS supported with 3 children across the Academy in 2018/19. One child no longer attends the Academy. The other 2 children's behaviour has improved greatly throughout the year including one child who is no longer at risk of exclusion.	IBSS no longer exist.	£4424

#### Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

<https://www.gov.uk/government/publications/the-pupil-premium-an-update>  
[http://www.ican.org.uk/What\\_is\\_the\\_issue/Latest%20policy%20and%20research/How-many-children-have-language-impairment.aspx](http://www.ican.org.uk/What_is_the_issue/Latest%20policy%20and%20research/How-many-children-have-language-impairment.aspx)  
<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/>  
<https://educationendowmentfoundation.org.uk/news/the-teaching-and-learning-toolkit-a-complex-summary/>  
<https://www.gov.uk/government/publications/the-pupil-premium-an-update>  
<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/summer-schools/>  
<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/>  
<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/>  
<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit>  
<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mentoring/>  
<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/>  
<https://www.gov.uk/government/news/funding-boost-to-give-more-children-healthy-start-to-the-day>  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/379249/Below\\_20the\\_20radar\\_20-20low-level\\_20disruption\\_20in\\_20the\\_20country\\_E2\\_80\\_99s\\_20classrooms.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/379249/Below_20the_20radar_20-20low-level_20disruption_20in_20the_20country_E2_80_99s_20classrooms.pdf)



<https://www.gov.uk/government/news/new-data-highlights-true-picture-of-school-absence>

<http://www.lotc.org.uk/wp-content/uploads/2011/03/G1.-LOIC-Manifesto.pdf><http://www.publicfinance.co.uk/news/2016/07/sutton-trust-academies-are-not-helping-disadvantaged-children-enough>

<https://www.suttontrust.com/newsarchive/small-but-increasing-number-of-schools-are-using-their-pupil-premium-funding-to-offset-budget-cuts-new-sutton-trust-and-education-endowment-foundation-polling>

<b>Barriers to future attainment and progress (for pupils eligible for PP)</b>	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Poor oral language of the majority of pupils. This has an impact on their Receptive and Expressive language which in turn limits their progress across the Curriculum. The academy has 13 out of 17 possible ethnic groups (IDSR)
<b>B.</b>	Attainment in Reading, although improving are still below national Averages. Some pupils are not reading widely enough at home due to lack of parental engagement, deprivation and language barriers.
<b>C.</b>	A majority of children come into the Academy below ARE in all areas and need to catch up quickly in order to make accelerated progress, close the gap and reach ARE.
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>D.</b>	Attendance – Absence remains an ongoing issue. (2016/17 5.2%, 2017/18 3.8%, 2018/19 4.6%) Although there has been a proactive approach involving rigorous processes these need to be maintained and built on.
<b>G.</b>	Lack of life experiences. The academy is in the highest 10% for deprivation nationally. However, current figures for pupils eligible for PP across our school, does not accurately reflect our demographic. This leads to limited experiences which impacts on the children's literacy skills and knowledge of the wider world.
<b>H.</b>	High prevalence of safeguarding issues. (403 safeguarding referrals made by staff September '18 – March '19) This can impact on children's well being and achievement. A significant number of Pupil Premium Pupils do not arrive at school ready to learn. There is a need to provide breakfast, uniform and resources so they are ready to access the learning opportunities provided.
<b>I.</b>	Mobility including from other countries Pupils arriving part way through the primary age with little or no prior education from other countries. They are not always 'school ready' and need pastoral support so that they are 'ready to learn'

Desired Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A	Children leave EYFS ready for KS1 having closed the ARE gap to ensure GLD is secure and children have secure oral and language acquisition to access and make good progress, in-line if not better than national. Increase the number of PP pupils achieving ELG in spoken communication, closing the gap on national standards and where necessary making accelerated progress.	<ul style="list-style-type: none"> <li>• Accurate baseline data</li> <li>• Regular assessment points throughout the year to identify gaps</li> <li>• Quality first teaching</li> <li>• Increased parental engagement and home link support</li> <li>• Targeted interventions for precision teaching SALT interventions</li> <li>• Quality first phonics teaching</li> </ul>
B	Children will leave reception having closed the attainment gap and achieving GLD through accelerated progress.	<ul style="list-style-type: none"> <li>• Performance management targets allow for data driven accountability and understanding of the EYFS framework is secure</li> <li>• Targeted intervention groups across Nur &amp; Rec to ensure good if not accelerated progress</li> <li>• Parental support which enables parents to support learning of sounds at home</li> <li>• 1:1 provision and small group intervention to work on identified targets</li> <li>• Accurate baselining</li> <li>• Use of high-quality resources</li> <li>• Curriculum allows for depth, breadth and the ability to revisit throughout their education journey</li> </ul>
C	To ensure all children who achieve GLD go on to pass the phonics screening in Y1 and of those who don't pass the resit in Y2. To enable children who don't achieve GLD to make strong progress in Y1 enabling them to pass the phonics screening.	<ul style="list-style-type: none"> <li>• Performance management targets allow for data driven accountability and understanding is secure</li> <li>• Targeted intervention groups across years 1&amp;2 to ensure good if not accelerated progress is made to ensure a pass on the phonics screening</li> <li>• Staff CPD for ongoing professional development</li> <li>• Parental support which enables parents to support learning of sounds at home</li> </ul>

D	<p>Increase the number of PP pupils who make at least expected progress in Reading, Writing and Maths as measured by termly assessment data.</p>	<ul style="list-style-type: none"> <li>• Accurate baseline data</li> <li>• Regular assessment points throughout the year to identify gaps</li> <li>• Quality first teaching</li> <li>• Increased parental engagement and home link support</li> <li>• Targeted interventions for precision teaching</li> <li>• SALT interventions</li> <li>• Quality first phonics teaching</li> </ul>
E	<p>To reduce PA for PP and non-PP pupils bringing figures in-line with national if not better. To close the whole school attendance gap to national. Ensuring pupils are maximising the education experience available to them.</p>	<ul style="list-style-type: none"> <li>• Target PP children for breakfast club</li> <li>• Attendance officer to monitor pupils and follow up quickly on absences</li> <li>• Clear mapping of actions following an absence.</li> <li>• Use of rewards to encourage attendance</li> <li>• Attendance officer to hold weekly meetings with pupils regarding PA and overall attendance</li> <li>• In-class monitoring system</li> <li>• Ensure school is fun and safe so that children want to attend</li> </ul>

<b>F</b>	To ensure all children regardless of the socioeconomic demographic, benefit from a healthy balanced lifestyle. To ensure all pupils are able to take part in first-hand life experiences, otherwise not available to them. To ensure families feel included and supported by the school and are in turn able to support their child's learning experience.	<ul style="list-style-type: none"> <li>• Every class participates in a high-quality enrichment opportunity to support learning at least once a term with a range of experiences subsidised by the school.</li> <li>• Increase the percentage of Y5&amp;Y6 pupils attending the annual residential</li> <li>• Link with Aston University including visits.(Year 5 and 6)</li> <li>• Ensure every pupil and staff member in the school receives a free breakfast bagel and in KS1 a piece of fruit at snack time</li> <li>• Continue to build upon the success of cooking club and gardening club – promoting a healthy lifestyle</li> <li>• Booster groups for pupils with a lower starting point. Afterschool clubs to include sport, music, gardening, dance and drama.</li> </ul>
<b>G</b>	Pupil Premium children develop a love of reading and make at least expected progress in Reading.as measured by termly assessment data, in order to raise Attainment.	<ul style="list-style-type: none"> <li>• All children can access the school library regularly and borrow books.</li> <li>• All children are taught in an environment that fosters a love of reading.</li> <li>• All classrooms have a good selection of age-appropriate books.</li> <li>• Children are able to talk about what they have read recently and express preferences and opinions.</li> <li>• Children's vocabulary is being enriched by our language development strategy including Word Aware and Word of the Week.</li> <li>• Three 'Reading Champions' promote a love of reading with specific groups of learners and improve parental engagement.</li> </ul>
<b>H</b>	All PP children feel safe at home and in school and know what to do if they need support. All adults in school understand how to support children with vulnerabilities To ensure that all pupils basic needs are met so that they are 'ready to learn' and able to access learning.	<ul style="list-style-type: none"> <li>• The safeguarding curriculum and PSHE is taught effectively throughout the school and monitored by the safeguarding team and SMSC lead</li> <li>• The Safeguarding Team receive regular up-to-date training which is then cascaded to the rest of the staff.</li> </ul>
<b>I</b>	Newly arrived pupils (including from other countries) settle quickly into the school and parents are well informed about the school's expectations and how to support their child.	<ul style="list-style-type: none"> <li>• Induction meetings (with a translator if possible).</li> <li>• Baseline assessments on arrival.</li> <li>• Wellcomm Screening for EYFS which informs planning.</li> <li>• Parent Workshops offered regularly.</li> <li>• Best practice NTE strategies employed in all classes.</li> <li>• NTE language groups.</li> <li>• Case studies evidence progress</li> </ul>

A small but growing number of schools are using their funding for disadvantaged pupils to offset budget cuts elsewhere, according to polling. The survey of 1,607 teachers, conducted by the National Foundation for Educational Research as part of their Teachers' Voice Omnibus survey, found that one in five didn't know what the main priorities for their pupil premium funding was. The most common priority for spending, identified by over a quarter of teachers (28%), was on early intervention schemes. 13% said that more 1:1 tuition was a priority and 10% said teaching assistants. However, virtually all of the senior leaders surveyed believe that the pupil premium has allowed them to target resources at raising the attainment of their poorest pupils. 98% of primary and secondary leaders and four out of five classroom teachers (79%) agreed with this statement to either a great extent, to some extent or to a little extent. <https://www.suttontrust.com/newsarchive/small-but-increasing-number-of-schools-are-using-their-pupil-premium-funding-to-offset-budget-cuts-new-sutton-trust-and-education-endowment-foundation-polling/>

Sutton Trust: Academies are not helping disadvantaged children enough: The think-tank examined the performance of disadvantaged students – those entitled to [the pupil premium](#) – in sponsored academies in 39 chains from 2013-2015. The report, *Chain Effects 2016*, it found that 8 out of 39 schools were substantially underperforming compared to the national average for disadvantaged pupils. <http://www.publicfinance.co.uk/news/2016/07/sutton-trust-academies-are-not-helping-disadvantaged-children-enough> <http://educationendowmentfoundation.org.uk> provide a teaching and learning tool kit that maps out impact vs spend, this document supports the forecasted use of funding within this document.

As such the following strategy outlines precise spending to ensure pupil premium funding is balanced and meets the needs of all pupil premium children within the academy, whilst complimenting and enriching the existing curriculum.

## 2019-2020 Strategy

Planned expenditure					
Academic year	2019-2020				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of Education for all					
Desired outcome (A-H above)	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date

<p>A Children leave EYFS ready for KS1 having closed the ARE gap to ensure GLD is secure and children have secure oral and language acquisition to access and make good progress, in-line if not better than national. Increase the number of PP pupils achieving ELG in spoken communication, closing the gap on national standards and where necessary making accelerated progress.</p>	<p>TA training at supporting school – encouraging collaborative learning and shared good practice.</p> <p>EYFS update training and moderation throughout the year.</p> <p>Data analysis training – identify gaps and next steps</p> <p>Continued development of the outdoor learning experience to promote oral development</p> <p>Communication and language resources</p> <p>Partial funding of L3 TA £6500</p> <p>Visitors and experiences £3000</p>	<p>The impact of collaborative approaches on learning is consistently positive. However, the size of impact varies, so it is important to get the detail right. Effective collaborative learning requires much more than just sitting pupils together and asking them to work in a group; structured approaches with well-designed tasks lead to the greatest learning gains. There is some evidence that collaboration can be supported with competition between groups, but this is not always necessary, and can lead to learners focusing on the competition rather than the learning it aims to support. Approaches which promote talk and interaction between learners tend to result in the best gains.</p> <p><a href="https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=152&amp;t=Teaching%20and%20Learning%20Toolkit&amp;e=152&amp;s=">https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=152&amp;t=Teaching%20and%20Learning%20Toolkit&amp;e=152&amp;s=</a></p> <p>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion. The potential impact of these approaches is high, but can be difficult to achieve in practice as they require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</p> <p><a href="https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=138&amp;t=Teaching%20and%20Learning%20Toolkit&amp;e=138&amp;s=">https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=138&amp;t=Teaching%20and%20Learning%20Toolkit&amp;e=138&amp;s=</a></p>	<p>EYFS lead will complete an EIP which will be evaluated half termly</p> <p>VP/AP will conduct learning walks</p> <p>BlueSky will monitor CPD</p>	<p>EYFS Lead</p>	<p>Half Termly</p>
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<p><b>B</b> Children will leave reception having closed the attainment gap and achieving GLD through accelerated progress.</p>	<p>A training at supporting school – encouraging collaborative learning and shared good practice.</p> <p>EYFS update training and moderation throughout the year.</p> <p>Data analysis training – identify gaps and next steps</p> <p>Continued development of the outdoor learning experience to promote oral development</p> <p>1000 Stories Project £1000</p> <p>Mini Class Family Adventures</p> <p>Fine Motor Boxes £500 Finger Gym station</p>	<p>EYFS lead to attend regular training at North Star Inclusion</p> <p><a href="https://www.gov.uk/government/publications/the-pupil-premium-an">https://www.gov.uk/government/publications/the-pupil-premium-an</a></p> <p>-update OFSTED 2014 Pupil Premium Update found that: In general, pupils eligible for the pupil premium were making poor progress, in the 15 schools that were inadequate for overall effectiveness, attainment gaps were typically wider than average or closing too slowly.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/early-years">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/early-years</a></p> <p>1000 Stories will give the children in EYFS access to high quality text so that all parents can choose a book each day to read to their child at home. The Wow word in the text will be highlighted to parents. This has been chosen in order to develop the children's vocabulary and close the word gap, particularly for PP children.</p>	<p>EYFS lead will complete an EIP which will be evaluated half termly</p> <p>AP will conduct learning walks</p> <p>BlueSky will monitor CPD</p> <p>Half termly PP meetings</p>	<p>EYFS lead</p>	<p>Half Termly</p>
<p><b>D</b> Increase the number of PP pupils who make at least expected progress in Reading, Writing and maths as measured by termly assessment data.</p>	<p>Release of teaching staff to discuss progress of Pupil Premium children.</p> <p>£1200</p>	<p>To identify barriers to learning for PP pupils who are not making at least expected progress. Identify key actions to address these concerns.</p>	<p>Termly assessment data</p>	<p>Principal/VP/ AP Class teachers</p>	<p>Half termly</p>

<p><b>G</b> Pupil Premium children develop a love of reading and make at least expected progress in Reading, as measured by termly assessment data, in order to raise Attainment.</p>	<p>Funding of KS1 and KS2 Reading Champions.</p> <p>£6000</p>	<p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils are taught a range of techniques which enable them to comprehend the meaning of what they read.</p> <p>On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</a></p>	<p>NFER reading assessments termly.</p> <p>Pupil interviews, feedback from teachers and parents</p>	<p>Reading Lead</p>	<p>Half termly</p>
<p><b>Total budgeted cost</b></p>					<p><b>£18,200</b></p>

**ii. Targeted support**

Desired outcome (A-H above)	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date
<p><b>A</b> Children leave EYFS ready for KS1 having closed the ARE gap to ensure GLD is secure and children have secure oral and language acquisition to access and make good progress, in-line if not better than national. Increase the number of PP pupils achieving ELG in spoken</p>	<p>Speech and Language Service</p> <p>£4,500</p>	<p>A report has been released offering important information about how many children have language impairment in primary school. The findings are based on the Surrey Communication and Language in Education Study (SCALES) project, led by University College London, and tells us that:</p> <p>-Language impairment is seven times more common than other developmental conditions such as autism.          -This means that <b>approximately two children - 7.58%</b> - in every Year 1 class will have a significant language impairment that impacts learning.          -These children with language impairment</p>	<p>EYFS lead will complete an EIP which will be evaluated half termly</p> <p>VP will meet with SALT</p> <p>BlueSky will monitor CPD</p> <p>Half termly PP meetings</p>	<p>EYFS lead</p>	<p>Half Termly</p>

communication, closing the gap on national standards and where necessary making accelerated progress.		have higher social, emotional and behavioural problems, with <b>88% failing to achieve early curriculum targets</b>  <a href="http://www.ican.org.uk/What_is_the_issue/Latest%20policy%20and%20research/How-many-children-have-language-impairment.aspx">http://www.ican.org.uk/What_is_the_issue/Latest%20policy%20and%20research/How-many-children-have-language-impairment.aspx</a>			
<b>B</b> Children will leave reception having closed the attainment gap and achieving GLD through accelerated progress.	<p>Targetted action plan to identify children who are not making expected progress and actions put in place to address this.</p> <p>Managing feelings and behaviour</p> <p>Ten Town maths resources</p> <p>Fine Motor Control</p> <p>£5000</p>	<p>Small group tuition is defined as one teacher or professional educator working with two, - five pupils. This arrangement enables the teacher to focus exclusively on a small number of learners, usually on their own in a separate classroom or working area. Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three, but slightly lower impact compared to one to one tuition. Moderate cost, moderate impact, +3 months EEF toolkit.</p> <p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/the-teaching-and-learning-toolkit-a-complex-summary/">https://educationendowmentfoundation.org.uk/news/the-teaching-and-learning-toolkit-a-complex-summary/</a></p>	<p>EYFS lead will complete an EIP which will be evaluated half termly</p> <p>Half termly PP meetings</p>	EYFS lead	Half Termly
<b>C</b> To ensure all children who achieve GLD go on to pass the phonics screening in Y1 and of those who don't pass the resit in Y2. To enable children who don't	Individual learning approaches through in - class interventions	For classroom-based approaches, it appears that the role of the teacher may become more managerial, with the increased requirements for organising and monitoring learning activities leaving less time for high quality pedagogical interaction. This may explain some of the variation in impact. Because of this, individualised instruction may be better	<p>Phonics lead will complete an EIP which will be evaluated half termly</p> <p>VP + Phonics lead will conduct learning walks</p> <p>BlueSky will monitor CPD</p>	VP and Phonics lead	Half Termly

achieve GLD to make strong progress in Y1 enabling them to pass the phonics screening.		used as a supplement to usual class teaching, rather than a standard replacement. <a href="https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=133&amp;t=Teaching%20and%20Learning%20Toolkit&amp;e=133&amp;s=3">https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=133&amp;t=Teaching%20and%20Learning%20Toolkit&amp;e=133&amp;s=3</a>	Pupil progress meetings every half term Book-looks half termly Children raised by RWI teachers will be assessed to accelerate progress		
<b>D</b> Increase the number of PP pupils who make at least expected progress in Reading, Writing and maths as measured by termly assessment data.	Partial funding of HLTA £8450 Booster groups TA intervention groups identified at Pupil Progress meetings £14,000	Small group tuition is defined as one teacher or professional educator working with two, - five pupils. This arrangement enables the teacher to focus exclusively on a small number of learners, usually on their own in a separate classroom or working area. Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three, but slightly lower impact compared to one to one tuition. Moderate cost, moderate impact, +3 months EEF toolkit. <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/</a> <a href="https://educationendowmentfoundation.org.uk/news/the-teaching-and-learning-toolkit-a-complex-summary/">https://educationendowmentfoundation.org.uk/news/the-teaching-and-learning-toolkit-a-complex-summary/</a>	Pupil progress meetings. TAs have a target regarding PP progress in Performance Management reviews.	Pupil premium Leads	Half termly
<b>G</b> Pupil Premium children develop a love of reading and make at least expected progress in Reading.as measured by termly assessment data, in order to raise Attainment.	Reading champion Groups	Small group tuition is defined as one teacher or professional educator working with two, - five pupils. This arrangement enables the teacher to focus exclusively on a small number of learners, usually on their own in a separate classroom or working area. Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three, but slightly lower impact compared to one to one tuition.	Pupil progress meetings.	Reading Lead and class teachers	Half termly

Commented [h1]:

		<p>Moderate cost, moderate impact, +3 months EEF toolkit.</p> <p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/the-teaching-and-learning-toolkit-a-complex-summary/">https://educationendowmentfoundation.org.uk/news/the-teaching-and-learning-toolkit-a-complex-summary/</a></p>			
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**Total budgeted cost**

**£31,950**

**iii. Other approaches**

<b>Desired outcome (A-H above)</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review Date</b>
<p><b>E</b> To reduce PA for PP and non-PP pupils bringing figures in-line with national if not better. To close the whole school attendance gap to national. Ensuring pupils are maximising the education experience available to them.</p>	<p>Offer a free breakfast club to all pupils – staffing</p> <p>£2000 supervision</p> <p>+£2000 cooks</p> <p>£5000 additional food and activities</p> <p>Improved Attendance Award for PA children who manage a 5% or 10% improvement on the previous terms attendance rate.</p>	<p>45% of schools recently survey said that their club has improved attendance.</p> <p><a href="https://www.kelloggs.co.uk/content/dam/europe/kelloggs_gb/pdf/R5_Kelloggs%20Breakfast%20Club%20Audit%20APSE.pdf">https://www.kelloggs.co.uk/content/dam/europe/kelloggs_gb/pdf/R5_Kelloggs%20Breakfast%20Club%20Audit%20APSE.pdf</a></p> <p>More positive evidence comes from Magic Breakfast's head teacher survey in which 76% of the respondents reported a perception that attendance at school was substantially or somewhat better than before having the breakfast club. In the case study visits, most of the parents surveyed/interviewed strongly agreed or tended to agree with the statement that</p>	<p>Half termly review by the pastoral lead, figures collected termly by the DFE as part of the project funding.</p> <p>Principal receives a half termly update on figures and characteristic breakdown</p>	<p>Pupil Welfare Manager</p>	<p>Half Termly</p>

	<p>Reward for 100% children termly</p> <p>£1000</p> <p>Mini rewards for 100% attendance – Attendance assemblies</p> <p>In school attendance lead to manage all of the above</p>	<p>their children were less likely to take time off school.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf</a></p>			
<p><b>F</b></p> <p>To ensure all pupils are able to take part in first-hand life experiences, otherwise not available to them. Children's lives are enriched and have the opportunity experience activities outside of school hours.</p> <p>To ensure families feel included and supported by the school and are in turn able to support their child's learning experience.</p>	<p>Every class participates in a high quality enrichment opportunity to support learning at least once a term with a range of experiences subsidised by the school. In addition, a number of free enrichment opportunities will be initiated in conjunction with the local community e.g. libraries and other public services</p> <p>Afterschool, lunch time and before school clubs linked to enriching the curriculum and children's lives.</p> <p>Enter national or network competitions such as spellings bee's and times table challenges.</p>	<p>Enrichment throughout the curriculum is key to inspiring learning and promoting enjoyment of school-life and education in general. If children are engaged and inspired then they want to be in school learning.</p> <p>Afterschool clubs extend learning and nurture PP children's interest in specific areas</p> <p><a href="http://www.lotc.org.uk/wp-content/uploads/2011/03/G1.-LOTC-Manifesto.pdf">http://www.lotc.org.uk/wp-content/uploads/2011/03/G1.-LOTC-Manifesto.pdf</a></p> <p>Much has been learnt in recent years about how the brain works and the different ways</p>	<p>The Principal and VP lead on enrichment and complete an on-going trip tracker. The office manager books all trips ensuring a minimum of 3 per year.</p> <p>Pupil voice will be taken termly</p> <p>Staff voice taken mid-point and endpoint of the academic year</p>	<p>Principal and Curriculum Lead AP (Enrichment leads)</p> <p>All staff contribute</p>	<p>Half Termly</p>

	<p>Improve Out of the classroom learning such as school trips and enrichment opportunities All pupils are exposed to first-hand experience. Pupils are exposed to the outside world through rich vocabulary opportunities and language acquisition Pupils build confidence in public, gaining valuable life experiences. School Trips In-School enrichment opportunities community links</p> <p>Residential experiences. Children develop and refine skills in specific areas promoting improved progress and attainment within the given area of the curriculum</p> <p>To ensure all children receive a healthy balanced packed lunch on school trips</p> <p>£2000</p> <p>£ 1338.48</p> <p>coach hire - £425.00</p>	<p>in which we prefer to learn. Research suggests the need to re-engage learners with the world as they actually experience it.</p> <p>OFSTED 2019 –PD.28</p> <p>The curriculum extends beyond the academic, technical or vocational. It provides for learners’ broader development, enabling them to develop and discover their interests and talents.</p> <p>The curriculum and the provider’s wider work support learners to develop their character – including their resilience, confidence and independence –and help them know how to keep physically and mentally healthy.</p> <p>OFSTED 2019 - Quality of Education.26</p> <p>Leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf</a></p> <p>American Studies show: High-potential students from low-income families are at an academic disadvantage compared with their more affluent peers.</p>			
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		<p>To address this issue, researchers have suggested novel approaches to mitigate gaps in student performance, including out-of-school enrichment programs. Longitudinal mixed effects modelling was used to analyse the growth of elementary students from low-income families on a Midwestern state achievement test in mathematics and English/language arts performance after attendance at an enrichment camp in the Midwest. The results of the analysis showed that camp attendance had a positive effect on the state standardised scores in both math and English/language of these students. <a href="https://journals.sagepub.com/doi/abs/10.1177/1932202X17715304?journalCode=joac">https://journals.sagepub.com/doi/abs/10.1177/1932202X17715304?journalCode=joac</a></p> <p>The Council for Learning Outside the Classroom: The 'places' where learning happens can have a significant effect on how a young person engages with a subject or an idea. Learning outside the classroom can happen at almost any time and almost anywhere – outdoors or indoors: in the school grounds, on the high street, in the local park, in museums and art galleries, on mountain tops and rivers, in Britain's remote places, or elsewhere in the world. <a href="https://www.lotc.org.uk/what-is-lotc/">https://www.lotc.org.uk/what-is-lotc/</a></p> <p>Research, such as the Sutton Trust's report on life skills in October 2017[1], also overwhelmingly shows that children thrive in a learning environment and develop better future life chances if they can extend their learning outside the classroom. The sense of self, aspiration, ability to self-direct and the social skills and networks</p>			
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		<p>gained from this activity enables them to thrive both in and out of the classroom, as well as in later life. Without this, they do not reach their full potential and they are significantly less likely to attend University or access a skilled career.</p> <p>[1] . Sutton Trust. Life Lessons: Improving essential life skills for young people: <a href="http://www.suttontrust.com/researchpaper/life-lessons/">http://www.suttontrust.com/researchpaper/life-lessons/</a></p>			
<p>H All PP children feel safe at home and in school and know what to do if they need support. All adults in school understand how to support children with vulnerabilities To ensure that all pupils basic needs are met so that they are 'ready to learn' and able to access learning.</p>	<p>Partial funding of Inclusion Manager and Safeguarding Manager</p> <p>£50,000</p>	<p>Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. Moderate impact, Moderate cost</p> <p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit</a></p>	<p>Safeguarding team will monitor impact through CPOMs safeguarding referrals.</p> <p>Well-being / SDQ questionnaires.</p>	Safeguarding Team	Monthly meetings
<p>I Newly arrived pupils (including from other countries) settle quickly into the school and parents are well informed about the school's expectations and how to support their child.</p>	<p>Funding of SEN LSP.</p> <p>£14,000</p> <p>North Star Inclusion</p> <p>£1,500</p>	<p>Pupils are quickly identified and barriers to learning are addressed. LSP has expertise in working with children with a range of specific needs in mainstream and Special education. This expertise is used to support all teaching staff.</p>	<p>IEPs, Pupil Progress meetings</p>	Inclusion Manager	Half termly

	<b>Total budgeted</b> £ 79,500
<b>Additional Information:</b>	