

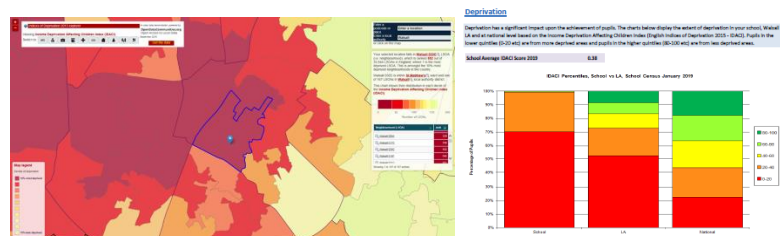
Pupil premium strategy statement (Primary)



School overview

School name	Caldmore Primary Academy
Pupils in school	412 (As of 280920)
Proportion of disadvantaged pupils	148/410* 36%
Pupil premium allocation this academic year	£221,925
Academic year or years covered by statement	N-Y6
Publish date	18.09.20
Review date	December 2020
Statement authorised by	Hilary Mitchell
Pupil premium lead	Hilary Mitchell and Andy Ballance
Governor lead	Adele Fanshawe

* The academy serves pupils from a very deprived area of Walsall; within the 10% most deprived nationally. Whilst just over a third of pupils on roll are in receipt of pupil premium, many more pupils would be entitled if their residency, leave to remain and/or time on roll were not limiting factors.



Ofsted, 2019:

'Pupils who are disadvantaged and those with special educational needs and/or disabilities (SEND) achieve well because staff identify any barriers to learning quickly and put the right support in place. Parents and carers of these pupils appreciate the support they receive.'

Disadvantaged pupils' performance - progress overview for last academic year

Measure	Score Value Added Progress (FFT TA)
Reading	+0.4 PP +0.4 Non-PP
Writing	0 PP +0.9 Non-PP
Maths	+ 0.5 PP + 3.0 Non-PP

Disadvantaged pupils' performance – attainment overview for last academic year

Measure	Score (FFT TA)		Measure	Score (FFT TA)	
Meeting expected standard at KS2 Combined	44% PP 46% NPP	0% VA PP -5% VA NPP	Met expected standard at KS1 Combined	27% PP 41% NPP	-19% VA PP -3% VA NPP
Meeting expected standard at KS2 Reading	56% PP 62% NPP	0% VA PP -2% VA NPP	Achieved expected standard at KS1 Reading	36% PP 47% NPP	-15% VA PP -5% VA NPP
Meeting expected standard at KS2 Writing	50% PP 58% NPP	-1% VA PP +2% VA NPP	Achieved expected standard at KS1 Writing	36% PP 50% NPP	-16% VA PP +5% VA NPP
Meeting expected standard at KS2	53% PP	+2% VA PP	Achieved expected standard at KS1	55% PP	-2% VA PP

Maths	69% NPP	+ 9 % VA NPP	Maths	66% NPP	+13 % VA NPP
Achieving higher standard at KS2 Combined	3% PP 4% NPP	-1% VA PP +1 % VA NPP	Achieving higher standard at KS1 Combined	5% PP 0% NPP	+2% VA PP -3% VA NPP
Achieving higher standard at KS2 Reading	21% PP 12% NPP	+6 % VA PP 0 % VA NPP			
Achieving higher standard at KS2 Writing	6% PP 4% NPP	-1% VA PP -2% VA NPP	Achieving higher standard at KS1 Reading	14% PP 6% NPP	+7% VA PP +1% VA NPP
Achieving higher standard at KS2 Maths	12% PP 15% NPP	+3 % VA PP +9 % VA NPP	Achieving higher standard at KS1 Writing	5% PP 3% NPP	-1% VA PP 0 % VA NPP
			Achieving higher standard at KS1 Maths	9% PP 19% NPP	+3% VA PP +20 % VA NPP

2020-21 Executive Summary

Identified Barriers	Desired outcomes	Teaching Priorities		Targeted Academic Support		Wider Support	
		Strategy Summary	Cost	Strategy Summary	Cost	Strategy Summary	Cost
<p>P 1 Children entering EYFS are working well below the national standard for reading, writing, speaking and listening.</p> <p>KLI3/4</p>	<p>Increase the percentage of children achieving GLD at the end of EYFS</p>	<p>P1:1 Additional staffing model in EYFS to ensure smaller ratios enhancing quality first provision</p> <p>P1.2 HLTA with EYFS teaching experience to cover Nursery PPA and Rec NQT time.</p> <p>P 1.3 Reception teacher moved from Nursery to ensure a smooth transition into Reception</p>	<p>£15,706</p> <p>£11,949</p>	<p>P1.1. S&L interventions such as Early talk boost etc by Early years TAs</p>	<p>£6500</p>	<p>P1.1. EYFS Lead attends EYFS Strategic Development Group (SDG) to ensure that good practise across Primary West is shared and implemented</p>	<p>N/A</p>

<p>P 2 Low levels of language acquisition and phonic knowledge upon entry to the Academy</p> <p>KLI 2/3/4/7</p>	<p>Increase the language base in children's long term memory – closing the language gap between children in the top and bottom quartiles.</p>	<p>P2.1 Additional Staffing in Nursery to support small group sizes to enhance quality first provision</p>	<p>Costed in P1</p>	<p>P2:1 S&L interventions such as talk boost etc by S&L TA</p>	<p>Costed in P1</p>	<p>P2.1. 1000 stories in Reception to engage parents in reading to their child</p>	<p>£1000</p>
	<p>Enabling children to draw upon the relevant 'schema' in their Long Term Memory.</p> <p>Increase the proportion of pupils passing the phonics screening in Y1</p> <p>Increase the proportion of pupils passing the phonics screening in Y1 & resit in Y2.</p>	<p>P2:2 Phonics Lead regularly assesses children in RWI in order to accelerate progress</p> <p>P 2.3 Phonics Lead to support Y3 and 4 teaching staff to close gaps in phonics that have developed as a result of Partial Closure</p>	<p>£2,500 TLR</p>	<p>P2.2 Smaller groupings for RWI phonics in EYFS&KS1</p> <p>P2:2 EYFS (MB) teacher to support Y1 transition following COVID time lost to ensure GLD outcomes are secured during the Aut term.</p> <p>P2.3 Y1 teacher (SF) to support year group colleague with EYFS framework</p>	<p>P2.2 Phonics Lead to be supported by Executive Principal/RED to ensure best practice</p>	<p>N/A</p> <p>£800</p>	

	<p>Increase progress over time by increasing the percentage of children achieving a positive progress score in reading writing and maths in Y6.</p>	<p>P 2.4 Strategic lead for English to enhance language acquisition and development across the Academy through training for staff and monitoring of strategies</p> <p>QFT All staff re-trained in Word Aware and Colourful Semantics</p> <p>P 2.5 The use of Flashbacks across the Academy to ensure taught targeted vocabulary is retained. (AP/English</p>	<p>£5000 TLR</p>	<p>P2:4 S&L interventions such as Colourful Semantics and Word Aware £7474.28 Maths no problem</p>		<p>ATT blended learning strategy to be implemented across the Academy</p>	<p>Mathletics - £2189.38</p> <p>Little Bridge - £600.00</p> <p>Linguascope - £360.00</p> <p>Oxford Owl - £198.00</p> <p>Purple Mash - £1140.00</p> <p>Ten Town - £108.00</p>
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		Strategic lead to monitor					£600
<p>3. Curriculum content amendment as a result of Covid19</p> <p>KLI 2/3/4</p>	<p>3.1. Aspects of the curriculum not covered due to Covid19 will be addressed through a Blended Learning approach.</p> <p>3.2. Pupils will have the opportunity to engage in a broad and knowledge rich curriculum.</p> <p>3.3. Pupils in Years 2 and 3 who didn't sit the phonic screening will pass the screening at the end of the Autumn term.</p> <p>3.4. Pupils in Year 1 who achieved GLD and the pupils who achieved the expected standard at the end of KS1 will be working at the expected standard at the end of the Autumn Term.</p>	<p>P3.1: Use of Dojo and digital platforms to set Home Learning and projects</p> <p>P3.2: CPD for quality first teaching and learning</p> <p>P3.3: Allocate staffing to support with targeted phonics teaching</p>	<p>£6,000</p> <p>£3,000</p> <p>Costed in P1</p>	<p>P3.1: Targeted same day interventions from teachers and teaching assistants</p> <p>P3.3: Targeted interventions from teachers and teaching assistants</p> <p>P3.4: Targeted interventions from teachers and teaching assistants</p>		<p>P3.3: Engagement of parents and carers through phonics workshops and home learning packs</p> <p>P3.4: Additional learning resources</p>	<p>Costed in P2</p> <p>£600</p>

<p>4. Attendance and PA KLI 5/6</p>	<p>Whole school attendance to be inline if not better than national 96% +</p> <p>PA to decrease to be inline if not below national (10.9%), England (8.2%) & LA Walsall (8.5%)</p> <p>Improve punctuality, to ensure all children are in school and ready to learn on time.</p> <p>Continuously refine approaches to ensure pupils behave consistently well, demonstrating high levels of metacognition and self-regulation; enabling pupils to maintain positive attitudes and commitment to their education.</p>	<p>P4.1 Teachers use PSHE sessions to support a positive view of school attendance and address barriers that children may be facing that impact upon their attendance.</p> <p>P4.2 Children have the opportunity to engage in a broad and balanced knowledge rich curriculum, which entices them to want to come to school.</p>	<p>NA</p> <p>Costed in P3</p>	<p>P4.1 Attendance officer to conduct late gates, support parent meetings and conduct home visits</p> <p>P4:2 Attendance lead & deputy lead to promote and monitor whole school attendance through assemblies, displays and family support</p>	<p>£15,000</p> <p>£5,800</p>	<p>P4.1. Rewards for improved attendance and 100% attendance</p> <p>P5:2 Offer a free Breakfast club (when Covid restrictions allow) and class room bagels to support both punctuality and attendance. Free Bagels for all pupils and staff.</p>	<p>£3,000</p> <p>£2000 supervision +£2000 cooks £10000 additional food and activities</p>
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<p>P 5 Low socio-economic demographic – limited Cultural Capital</p> <p>KLI 1/2/3/4/5</p>	<p>P5.1. Ensure that all pupils, including those that are disadvantaged, develop the detailed knowledge and skills needed, across a broad range of subjects, to apply what they know with increasing fluency and independence so that they achieve or exceed end of year expectations.</p>	<p>P5.1: Quality first teaching of a knowledge rich curriculum 'Teach Like a Champion' Training</p> <p>Curriculum subject Knowledge training</p>	N/A	<p>P5.1: Enrichment activities for particular cohorts and target groups of pupils</p>	£1,000	<p>P5.1. Afterschool, lunch time and before school clubs linked to enriching the curriculum and children's lives.</p>	£3000
	<p>P5.2 Ensure that all pupils, including those who are disadvantaged, have access to a wide, rich set of experiences in a coherently planned way to broaden their cultural capital and experience.</p>	<p>P5.2. Through quality first texts and teaching, ensure children have then opportunity to visit the theatre or are exposed to theatrical performances.</p> <p>P5.2 Planned real experiences across the curriculum available for all pupils</p>	£3,000	<p>P5.2. Residential experiences in Y5/6.</p> <p>(If Covid 19 restrictions allow)</p> <p>Children develop and refine skills in specific areas promoting improved progress and attainment within the given area of the curriculum. Additionally subsidised through SP.</p>	£2,000	<p>P5:2 Lunch Time clubs to engage in sports. WFC</p> <p>P5:2 Improve Out of the classroom learning such as school trips and enrichment opportunities</p> <p>5.2 All pupils are exposed to first-hand experience. Pupils are exposed to the</p>	

						outside world through rich vocabulary opportunities and language acquisition. Pupils build confidence in public, gaining valuable life experiences.	
P6. Basic needs not met KLI 1/5/6	P6.1. All pupils' basic needs will be met so that they are 'ready to learn' and able to access the learning opportunities. P6.2 All staff to have an in depth knowledge of Attachment Awareness through the Walsall Attachment Awareness project	P6: 1 All teachers and teaching assistants aware of vulnerable pupils and know how to report any concerns and how to access strategies and support P6.2 CPD and cover costs	£15,613 (SEND support) £18,417 (Safeguarding) £20,000 (SEND) £2000	P6:1 Safeguarding manager, Vice Principal, SEN support and Pastoral Support Manager officer to support Pupils, staff and families Support from Cadmus And Stella Wynn	£3000 £3000	P6:1 Provision of healthy breakfast snacks and uniform as needed	Costed in P4 £300
P 7 . Limited access to books and reading	P7.1. Pupils will be able to talk about the books that they have read and speak with enthusiasm about reading	P7.1 Summer house contents	£500	P7.1: Promote reading through events and author visits	£1500	P7.1: Develop the school library	£1500

KLI 3/4	<p>P7.2. More pupils will reach the expected standard in reading at the end of key stage with the gap between PP and NPP reducing</p> <p>P7.3. Pupils who are not reading at the expected standard will make accelerated progress</p> <p>P7.4. More pupils will achieve the higher standard in reading at the end of KS1 and KS2</p>	<p>P7.2: CPD to embed whole school approach to teaching reading</p>		<p>Reading Champions</p> <p>P7.3: 1:1 reading and intervention for PP pupils who are not making expected progress</p> <p>P7.4: Targeted interventions from teachers and teaching assistants</p>	<p>£6000</p>	<p>P7.1: Purchase high quality texts for whole class reading</p>	<p>£1500</p>
		£103,685		£43,800		£30,895	

Teaching priorities for current academic year

Aim	Target	Target date
1.To raise attainment in EYFS	<ul style="list-style-type: none"> • There is coherence and consistency across EYFS with highly effective teaching and consistent expectations in every classroom • All pupils achieve highly, particularly the most disadvantaged and pupils with SEND, so that the proportion of pupils achieving the expected standards continue to improve towards national averages. • The percentage of children achieving GLD at the end of EYFS increases 	July 2020
2. Raise attainment and progress in phonics	<ul style="list-style-type: none"> • There is coherence and consistency across the school with highly effective teaching and consistent expectations in every classroom • All pupils achieve highly, particularly the most disadvantaged and pupils with SEND, so that the proportion of pupils achieving the expected standards continue to improve towards national averages. • Children in KS2 who did not achieve the expected standard catch up quickly 	
3. To raise attainment and accelerate progress in reading ,writing and maths.	<ul style="list-style-type: none"> • There is coherence and consistency across the school with highly effective teaching and consistent expectations in every classroom. • Assessment information is used by leaders to evaluate the impact of current curriculum practice and identify appropriate next steps. • In Key Stage 1, pupils are able to read, write and use mathematical knowledge, ideas and operations so they are able to access a broad and balanced curriculum at Key Stage 2. • All pupils achieve highly, particularly the most disadvantaged and pupils with SEND, so that the proportion of pupils achieving the expected standards and greater depth, continue to improve towards national averages. 	May 2021
4. To ensure that pupils have high attendance and come to school on time.	<ul style="list-style-type: none"> • Pupils have high attendance and come to school on time. • The number of pupils who are persistently absent is below the national average for all groups of pupils. 	July 2021
5. To ensure that all pupils, including those who are disadvantaged, have access to a wide, rich set of experiences in a	<ul style="list-style-type: none"> • Pupils' work across the curriculum is consistently of a high standard. • All pupils, including those who are disadvantaged, have access to a wide, rich set of experiences in a coherently planned way that considerably strengthens the academy's offer. • 2. Ensure that all pupils, including those that are disadvantaged, develop the detailed knowledge and skills needed, across a broad range of subjects, to apply what they know with increasing fluency and independence so that they achieve or exceed end of year expectations. 	July 2021

coherently planned way.	<ul style="list-style-type: none"> All pupils are ready for the next stage in their education, equipped to make the transition successfully with additional support provided for pupils with additional needs. 	
6. To ensure that all pupils' basic needs are met so that they are 'ready to learn' and able to access the learning opportunities.	<ul style="list-style-type: none"> Pupils who may need early help and who are at risk of harm are identified and the help that Pupils need is secured, referring in a timely way to those who have the expertise to help. The impact of this support is monitored and evaluated. 	July 2021
7. To raise attainment and accelerate progress in reading.	<ul style="list-style-type: none"> There is coherence and consistency across the school with highly effective teaching and consistent expectations in every classroom. All pupils, including the weakest readers, make sufficient progress to meet or exceed age-related expectations. Assessment information is used by leaders to evaluate the impact of current curriculum practice and identify appropriate next steps. Pupils read widely and often, with fluency and comprehension appropriate to their age and with enjoyment. In Key Stage 1, pupils are able to read, write and use mathematical knowledge, ideas and operations so they are able to access a broad and balanced curriculum at Key Stage 2. All pupils achieve highly, particularly the most disadvantaged and pupils with SEND, so that the proportion of pupils achieving the expected standards and greater depth, continue to improve towards national averages. 	May 2021

Teaching Strategies for Current Academic year

Measure	Activity	Predicted cost
Priority 1: Increase the percentage of children achieving GLD.	P1:1 Additional staffing model in EYFS to ensure smaller ratios enhancing quality first provision	£15,706
	P1.2 HLTA with EYFS teaching experience to cover Nursery PPA and Rec NQT time.	£11,949

	<p>P 1.3 Reception teacher moved from Nursery to ensure a smooth transition into Reception</p> <p>https://www.gov.uk/government/publications/the-pupil-premium-an</p>	
<p>Priority 2 Increase the language base in children's long term memory – closing the language gap between children in the top and bottom quartiles.</p> <p>Enabling children to draw upon the relevant 'schema' in their Long Term Memory.</p> <p>Increase the proportion of pupils passing the phonics screening in Y1</p> <p>Increase the proportion of pupils passing the phonics screening in Y1 & resit in Y2.</p>	<p>P2.1 Additional Staffing in Nursery to support small group sizes to enhance quality first provision</p> <p>P2:2 Phonics Lead regularly assesses children in RWI in order to accelerate progress</p> <p>P 2.3 Phonics Lead to support Y3 and 4 teaching staff to close gaps in phonics that have developed as a result of Partial Closure</p> <p>P 2.4 Strategic lead for English to enhance language acquisition and development across the Academy through training for staff and monitoring of strategies</p> <p>QFT All staff re-trained in Word Aware and Colourful Semantics</p>	<p>Costed in P1</p> <p>£2,500 TLR</p>

<p>Priority 4: Whole school attendance to be inline if not better than national 96% +</p> <p>PA to decrease to be inline if not below national (10.9%), England (8.2%) & LA Walsall (8.5%)</p> <p>Improve punctuality, to ensure all children are in school and ready to learn on time.</p> <p>Continuously refine approaches to ensure pupils behave consistently well, demonstrating high levels of metacognition and self-regulation; enabling pupils to maintain positive attitudes and commitment to their education.</p>	<p>P4.1 Teachers use PSHE sessions to support a positive view of school attendance and address barriers that children may be facing that impact upon their attendance.</p> <p>P4.2 Children have the opportunity to engage in a broad and balanced knowledge rich curriculum, which enthuses them to want to come to school.</p>	<p>NA</p> <p>Costed in P3</p>
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<p>Priority 5 Low socio-economic demographic – limited Cultural Capital</p> <p>P5.1. Ensure that all pupils, including those that are disadvantaged, develop the detailed knowledge and skills needed, across a broad range of subjects, to apply what they know with increasing fluency and independence so that they achieve or exceed end of year expectations.</p>	<p>P5.1: Quality first teaching of a knowledge rich curriculum 'Teach Like a Champion' Training</p> <p>Curriculum subject Knowledge training</p> <p>P5.2. Through quality first texts and teaching, ensure children have then opportunity to visit the theatre or are exposed to theatrical performances.</p>	<p>N/A</p>
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<p>P5.2 Ensure that all pupils, including those who are disadvantaged, have access to a wide, rich set of experiences in a coherently planned way to broaden their cultural capital and experience.</p>	<p>P5.2 Planned real experiences across the curriculum available for all pupils</p>	<p>£3,000</p>
<p>Priority 6. Basic needs not met</p> <p>P6.1. All pupils' basic needs will be met so that they are 'ready to learn' and able to access the learning opportunities.</p> <p>P6.2 All staff to have an in depth knowledge of Attachment Awareness through the Walsall Attachment Awareness project</p>	<p>P6: 1 All teachers and teaching assistants aware of vulnerable pupils and know how to report any concerns and how to access strategies and support</p> <p>P6.2 CPD and cover costs</p>	<p>£15,613 (SEND support)</p> <p>£18,417 (Safeguarding)</p> <p>£20,000 (SEND)</p> <p>£2000</p>
<p>Priority 7 Limited Access to books and reading</p> <p>P7.1. Pupils will be able to talk about the books that they have read and speak with enthusiasm about reading</p> <p>P7.2. More pupils will reach the expected standard in reading at the end of key stage with the gap between PP and NPP reducing</p> <p>P7.3. Pupils who are not reading at the expected standard will make accelerated progress</p> <p>P7.4. More pupils will achieve the higher standard in reading at the end of KS1 and KS2</p>	<p>P7.1 Summer house contents</p> <p>P7.2: CPD to embed whole school approach to teaching reading</p>	<p>£500</p>
<p>Projected cumulative spending</p>		<p>£103,685</p>

Targeted academic support for current academic year

Measure	Activity	Predicted cost
<p>Priority 1: Increase the percentage of children achieving GLD.</p>	<p>P1.1. S&L interventions such as Early talk boost etc by Early years TAs</p>	<p>£6500</p>
<p>Priority 2 Increase the language base in children's long term memory – closing the language gap between children in the top and bottom quartiles.</p> <p>1. To increase the language base in pupils' long-term memory – closing the language gap between pupils in the top and bottom quartiles</p> <p>2. More pupils will achieve positive progress scores in reading, writing and maths at the end of KS2.</p> <p>3. More pupils will achieve the higher standard in reading and maths at the end of KS1 and KS2.</p>	<p>P2:1 S&L interventions such as talk boost etc by S&L TA</p> <p>P2.2 Smaller groupings for RWI phonics in EYFS&KS1</p> <p>P2:2 EYFS (MB) teacher to support Y1 transition following COVID time lost to ensure GLD outcomes are secured during the Aut term.</p> <p>P2.3 Y1 teacher (SF) to support year group colleague with EYFS framework</p> <p>P2:4 S&L interventions such as Colourful Semantics and Word Aware</p> <p>.Maths no problem</p>	<p>Costed in P1</p> <p>£7474.28</p>

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<p>Priority 3: 1. Aspects of the curriculum not covered due to Covid19 will be addressed through a Blended Learning approach.</p> <p>2. Pupils will have the opportunity to engage in a broad and knowledge rich curriculum.</p> <p>3. Pupils in Years 2 and 3 who didn't sit the phonic screening will pass the screening at the end of the Autumn term.</p> <p>4. Pupils in Year 1 who achieved GLD and the pupils who achieved the expected standard at the end of KS1 will be working at the expected standard at the end of the Autumn Term.</p>	<p>P3.1: Targeted same day interventions from teachers and teaching assistants</p> <p>P3.3: Targeted interventions from teachers and teaching assistants</p> <p>P3.4: Targeted interventions from teachers and teaching assistants</p>	
<p>Priority 4: 1. Whole school attendance will be at least 96%.</p> <p>2. PA will be in line with if not below national (10.9%), England (8.2%) and Walsall (8.5%)</p> <p>3. All pupils will have high attendance and come to school on time.</p>	<p>P4.1 Attendance officer to conduct late gates, support parent meetings and conduct home visits</p>	<p>£15,000</p>

	<p>P4:2 Attendance lead & deputy lead to promote and monitor whole school attendance through assemblies, displays and family support</p>	<p>£5,800</p>
<p>Priority 5: 1. All pupils, including those who are disadvantaged, will have access to a wide, rich set of experiences in a coherently planned way to broaden their cultural capital and experience.</p> <p>2. All pupils, including those that are disadvantaged, will develop the detailed knowledge and skills needed, across a broad range of subjects, to apply what they know with increasing fluency and independence so that they achieve or exceed end of year expectations.</p>	<p>P5.1: Enrichment activities for particular cohorts and target groups of pupils</p> <p>P5.2. Residential experiences in Y5/6. (If Covid 19 restrictions allow)</p> <p>Children develop and refine skills in specific areas promoting improved progress and attainment within the given area of the curriculum. Additionally subsidised through SP.</p>	<p>£1000</p> <p>£2000</p>

<p>Priority 6:</p>		<p>£3000</p>
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<p>1. All pupils' basic needs will be met so that they are 'ready to learn' and able to access the learning opportunities.</p>	<p>P6:1 Safeguarding manager, Vice Principal, SEN support and Pastoral Support Manager officer to support Pupils, staff and families</p> <p>Support from Cadmus And Stella Wynn</p>	<p>£3000</p>
<p>Priority 7: 1. Pupils will be able to talk about the books that they have read and speak with enthusiasm about reading.</p> <p>2. More pupils will reach the expected standard in reading at the end of key stage with the gap between PP and NPP reducing.</p> <p>3. Pupils who are not reading at the expected standard will make accelerated progress.</p> <p>4. More pupils will achieve the higher standard in reading at the end of KS1 and KS2.</p>	<p>P7.1: Promote reading through events and author visits</p> <p>Reading Champions</p> <p>P7.3: 1:1 reading and intervention for PP pupils who are not making expected progress</p> <p>P7.4: Targeted interventions from teachers and teaching assistants</p>	<p>£1500 £6000</p>
<p>Barriers to learning address by priorities above</p>	<ol style="list-style-type: none"> 1. Curriculum content amendment as a result of Covid19 2. Low levels of spoken language and vocabulary acquisition 3. Limited access to books and reading 4. Standards in writing, reading and maths not improving quickly enough 5. Low attendance, persistent absence and lateness 6. Basic needs not met 7. Low socio-economic demographic – limited Cultural Capital 	
<p>Barriers to learning address by priorities above</p>	<ol style="list-style-type: none"> 1. Curriculum content amendment as a result of Covid19 2. Low levels of spoken language and vocabulary acquisition 3. Limited access to books and reading 4. Standards in writing, reading and maths not improving quickly enough 5. Low attendance, persistent absence and lateness 6. Basic needs not met 	

	7. Low socio-economic demographic – limited Cultural Capital	
<i>Projected cumulative spending</i>		£43,800

Wider strategies for current academic year

Measure	Activity	Predicted cost
<p>Priority 1: Increase the percentage of children achieving GLD.</p>	<p>P1.1. EYFS Lead attends EYFS Strategic Development Group (SDG) to ensure that good practise across Primary West is shared and implemented https://www.lotc.org.uk/what-is-lotc/ https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/</p>	N/A.
<p>Priority 2: 1. Increase the language base in children's long term memory – closing the language gap between children in the top and bottom quartiles.</p> <p>2. More pupils will achieve positive progress scores in reading, writing and maths at the end of KS2.</p> <p>3. More pupils will achieve the higher standard in reading and maths at the end of KS1 and KS2.</p>	<p>P2.1. 1000 stories in Reception to engage parents in reading to their child</p> <p>P2.2 Phonics Lead to be supported by Executive Principal/RED to ensure best practice</p>	<p>£1000</p> <p>N/A</p>
<p>Priority 3: 1. Aspects of the curriculum not covered due to Covid19 will be addressed through a Blended Learning approach.</p> <p>2. Pupils will have the opportunity to engage in a broad and knowledge rich curriculum.</p> <p>3. Pupils in Years 2 and 3 who didn't sit the phonic screening will pass the screening at the end of the Autumn term.</p>	<p>P3.3: Engagement of parents and carers through phonics workshops and home learning packs</p> <p>P3.4: Additional learning resources</p>	<p>Costed in P2</p> <p>£600</p> <p>£800</p>

<p>4. Pupils in Year 1 who achieved GLD and the pupils who achieved the expected standard at the end of KS1 will be working at the expected standard at the end of the Autumn Term.</p>	<p>ATT Blended Learning Strategy embedded across the academy</p>	<p>Mathletics - £2189.38</p> <p>Little Bridge - £600.00</p> <p>Linguascope - £360.00</p> <p>Oxford Owl - £198.00</p> <p>Purple Mash - £1140.00</p> <p>Ten Town - £108.00</p> <p>£600</p>
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<p>Priority 4:</p> <p>1. Whole school attendance will be at least 96%.</p> <p>2. PA will be in line with if not below national (10.9%), England (8.2%) and Walsall (8.5%)</p> <p>3. All pupils will have high attendance and come to school on time.</p>	<p>P4.1. Rewards for improved attendance and 100% attendance</p>	<p>£3000</p> <p>£2000 supervision</p>
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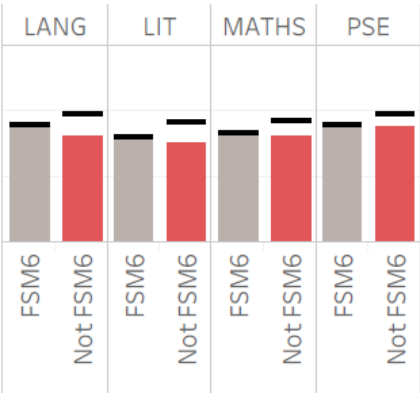
	<p>P5:2 Offer a free Breakfast club (when Covid restrictions allow) and class room bagels to support both punctuality and attendance. Free Bagels for all pupils and staff.</p>	<p>+£2000 cooks £10000 additional food and activities</p>
<p>Priority 5: 1. All pupils, including those who are disadvantaged, will have access to a wide, rich set of experiences in a coherently planned way to broaden their cultural capital and experience.</p> <p>2. All pupils, including those that are disadvantaged, will develop the detailed knowledge and skills needed, across a broad range of subjects, to apply what they know with increasing fluency and independence so that they achieve or exceed end of year expectations.</p>	<p>P5.1. Afterschool, lunch time and before school clubs linked to enriching the curriculum and children's lives.</p> <p>P5:2 Lunch Time clubs to engage in sports. WFC</p> <p>P52 Improve Out of the classroom learning such as school trips and enrichment opportunities</p> <p>5.2 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.</p> <p>https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=133&t=Teaching%20and%20Learning%20Toolkit&e=133&s=</p> <p>http://www.lotc.org.uk/wp-content/uploads/2011/03/G1.-LOtC-Manifesto.pdf</p>	<p>£3000</p>
<p>Priority 6: 1. All pupils' basic needs will be met so that they are 'ready to learn' and able to access the learning opportunities.</p>	<p>P6:1 Provision of healthy breakfast snacks and uniform as needed</p>	<p>Costed in P4 £300</p>
<p>Priority 7:</p>	<p>P7.1: Develop the school library</p>	<p>£1500</p>

<p>1. Pupils will be able to talk about the books that they have read and speak with enthusiasm about reading.</p> <p>2. More pupils will reach the expected standard in reading at the end of key stage with the gap between PP and NPP reducing.</p> <p>3. Pupils who are not reading at the expected standard will make accelerated progress.</p> <p>4. More pupils will achieve the higher standard in reading at the end of KS1 and KS2.</p>	<p>P7.1: Purchase high quality texts for whole class reading.</p>	<p>£1500</p>
<p>Barriers to learning address by priorities above</p>	<p>1. Curriculum content amendment as a result of Covid19</p> <p>2. Low levels of spoken language and vocabulary acquisition</p> <p>3. Limited access to books and reading</p> <p>4. Standards in writing, reading and maths not improving quickly enough</p> <p>5. Low attendance, persistent absence and lateness</p> <p>6. Basic needs not met</p> <p>7. Low socio-economic demographic – limited Cultural Capital</p>	
<p>Projected cumulative spending</p>		<p>£30,895</p>

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders
Targeted support	<p>Ensuring that interventions are purposeful and are closely monitored by teachers and subject leaders</p> <p>Timetabling constraints</p>	<p>Pupil progress meetings</p> <p>Monitoring of interventions to be led by subject leads and SENCO</p>
Wider strategies	<p>Engaging the families facing most challenges</p> <p>Constraints on enrichment posed by COVID19</p>	<p>Safeguarding manager and Pastoral Support manager</p> <p>Safeguarding Team</p> <p>Use of Dojo and digital platforms to engage parents</p> <p>Virtual assemblies</p>

Review: last year's aims and outcomes

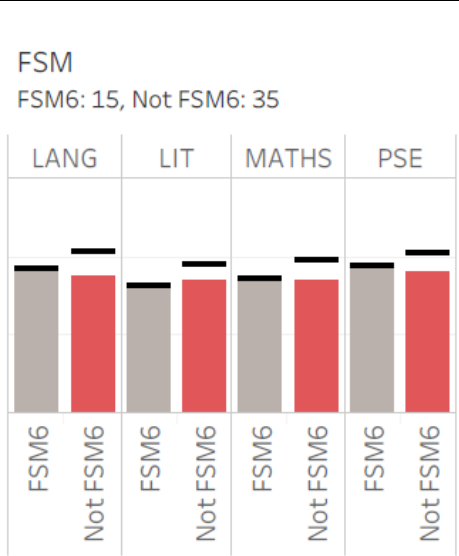
Aim	Cost	Outcome	Evaluative Summary																																																																																																				
<p>Children leave EYFS ready for KS1 having closed the ARE gap to ensure GLD is secure and children have secure oral and language acquisition to access and make good 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</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>FSM FSM6: 18, Not FSM6: 38</p>  <p>Average Score EYFS 2020: 1.7</p> <p>National: 1.9</p> <p>(-0.2)</p>	<p>Steady improvement in disadvantaged pupil progress from 2018 to 2019. On track towards aim.</p> <table border="1" data-bbox="1296 507 2022 1217"> <thead> <tr> <th></th> <th>No. of children Attaining ARE (Autumn)</th> <th>No. of children Attaining ARE SPRING 40-60 securing</th> <th>No. of children Attaining ARE SPRING 40-60 Developing and above</th> </tr> </thead> <tbody> <tr> <td>CLL</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Listening & Attention</td> <td>26 (45%)</td> <td>26 (46%)</td> <td>39 (70%)</td> </tr> <tr> <td>Understanding</td> <td>28 (48%)</td> <td>27 (48%)</td> <td>38 (68%)</td> </tr> <tr> <td>Speaking</td> <td>26 (45%)</td> <td>32 (57%)</td> <td>41 (68%)</td> </tr> <tr> <td>Literacy</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Reading</td> <td>28 (48%)</td> <td>28 (50%)</td> <td>38 (68%)</td> </tr> <tr> <td>Writing</td> <td>27 (47%)</td> <td>28 (50%)</td> <td>38 (68%)</td> </tr> <tr> <td>Maths</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number</td> <td>29 (50%)</td> <td>30 (55%)</td> <td>38 (68%)</td> </tr> <tr> <td>Space, Shape & Measures</td> <td>26 (45%)</td> <td>29 (51%)</td> <td>37 (66%)</td> </tr> <tr> <td>PD</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Moving & handling</td> <td>34 (59%)</td> <td>37 (66%)</td> <td>43 (77%)</td> </tr> <tr> <td>Health & Self Care</td> <td>36 (61%)</td> <td>36 (64%)</td> <td>44 (79%)</td> </tr> <tr> <td>PSED</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Making Relationships</td> <td>28 (48%)</td> <td>31 (55%)</td> <td>40 (71%)</td> </tr> <tr> <td>Self Com & Self awareness</td> <td>29 (50%)</td> <td>30 (54%)</td> <td>40 (71%)</td> </tr> <tr> <td>Manage Feelings & Behaviour</td> <td>28 (48%)</td> <td>32 (57%)</td> <td>40 (71%)</td> </tr> <tr> <td>UfW</td> <td></td> <td></td> <td></td> </tr> <tr> <td>People</td> <td>23(40%)</td> <td>30 (53%)</td> <td>36 (64%)</td> </tr> <tr> <td>The World</td> <td>23 (40%)</td> <td>30 (53%)</td> <td>36 (64%)</td> </tr> <tr> <td>Technology</td> <td>23 (40%)</td> <td>33 (59%)</td> <td>40 (71%)</td> </tr> <tr> <td>EAD</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Media and Materials</td> <td>33 (57%)</td> <td>34 (61%)</td> <td>39 (70%)</td> </tr> <tr> <td>Being Imaginative</td> <td>27 (47%)</td> <td>32 (57%)</td> <td>38 (68%)</td> </tr> </tbody> </table> <p>Spring 2020 Data shows high % of expected or above.</p>		No. of children Attaining ARE (Autumn)	No. of children Attaining ARE SPRING 40-60 securing	No. of children Attaining ARE SPRING 40-60 Developing and above	CLL				Listening & Attention	26 (45%)	26 (46%)	39 (70%)	Understanding	28 (48%)	27 (48%)	38 (68%)	Speaking	26 (45%)	32 (57%)	41 (68%)	Literacy				Reading	28 (48%)	28 (50%)	38 (68%)	Writing	27 (47%)	28 (50%)	38 (68%)	Maths				Number	29 (50%)	30 (55%)	38 (68%)	Space, Shape & Measures	26 (45%)	29 (51%)	37 (66%)	PD				Moving & handling	34 (59%)	37 (66%)	43 (77%)	Health & Self Care	36 (61%)	36 (64%)	44 (79%)	PSED				Making Relationships	28 (48%)	31 (55%)	40 (71%)	Self Com & Self awareness	29 (50%)	30 (54%)	40 (71%)	Manage Feelings & Behaviour	28 (48%)	32 (57%)	40 (71%)	UfW				People	23(40%)	30 (53%)	36 (64%)	The World	23 (40%)	30 (53%)	36 (64%)	Technology	23 (40%)	33 (59%)	40 (71%)	EAD				Media and Materials	33 (57%)	34 (61%)	39 (70%)	Being Imaginative	27 (47%)	32 (57%)	38 (68%)
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making accelerated progress.

Communication and language resources

Partial funding of L3 TA £6500

Visitors and experiences £3000



Average Score EYFS 3 year trend

	Exp. & Above
Listening and attention	26 46.4%
Understanding	27 48.2%
Speaking	32 57.1%
Moving and handling	37 66.1%
Health and self-care	36 64.3%
Making relationships	31 55.4%
Self-confidence and self-awareness	30 53.6%
Managing feelings and behaviour	32 57.1%
Reading	28 50%
Writing	28 50%
Numbers	30 53.6%
Space, shape and measure	29 51.8%

Children will leave reception having closed the attainment gap and achieving GLD through accelerated progress.

A training at supporting school – encouraging collaborative learning and shared good practice.

EYFS update training and moderation throughout the year.

Data analysis training – identify

Ofsted, 2019:
Children get off to a good start in early years. Staff make the children feel safe and confident and develop their independence. The children are happy. They learn with their friends in a stimulating environment. The curriculum is well planned. There is a key focus on developing children’s early speaking skills. They are well equipped and ready to move into Year 1.

gaps and next
steps

Continued
development of
the outdoor
learning
experience to
promote oral
development

1000 Stories
Project £1000

Mini Class Family
Adventures

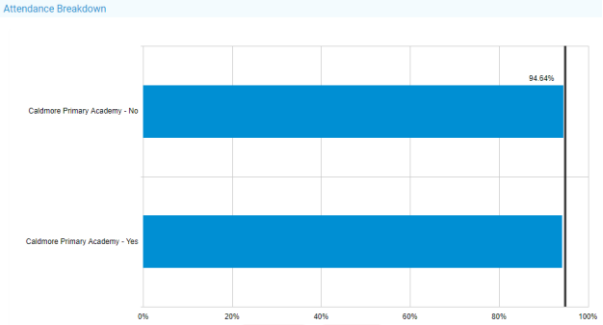
Fine Motor Boxes
£500
Finger Gym
station

<p>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.</p>	<p>Partial funding of HLTA £8450</p>	<p>75%</p>			<p>2019: 25 of 49 pupils were on roll from EYFS. Of this cohort, 88% (22) passed Y1 phonics screening, 93% by the end of Y2 (Above national average.)</p> <p>Ofsted, 2019: Leaders have made the teaching of reading an important priority. Children in Nursery and the Reception class begin learning phonics. Pupils who are struggling to read get the right support from their teachers and well-trained teaching assistants. They catch up quickly.</p>
<p>Increase the number of PP pupils who make at least expected progress in Reading, Writing and Maths as measured by termly</p>	<p>Mathletics - £2189.38 Little Bridge - £600.00 Linguascope - £360.00 Oxford Owl - £198.00</p>	<p>Meeting expected standard at KS2 Combined</p>	<p>44% PP 46% NPP</p>	<p>0% VA PP -5% VA NPP</p>	<p>Where standards have declined, this is due partly to the unprecedented Partial School Closure between March and July 2020. The academy's 'Quality First Teaching, Access and Inclusion: A Tiered Approach,' details the measures in place in response to this.</p>
<p>Meeting expected standard at KS2 Reading</p>	<p>56% PP 62% NPP</p>	<p>0 % VA PP -2 % VA NPP</p>			
<p>Meeting expected standard at KS2 Writing</p>	<p>50% PP</p>	<p>-1% VA PP</p>			

assessment data.	Purple Mash - £1140.00		58% NPP	+2 % VA NPP
	Ten Town - £108.00	Meeting expected standard at KS2 Maths	53% PP 69% NPP	+ 2 % VA PP + 9 % VA NPP
	£7474.28. Maths no problem	Achieving higher standard at KS2 Combined	3% PP 4% NPP	-1% VA PP +1 % VA NPP
	Release of teaching staff to discuss progress of Pupil Premium children. 12 days of supply	Achieving higher standard at KS2 Reading	21% PP 12% NPP	+6 % VA PP 0 % VA NPP
	£2160	Achieving higher standard at KS2 Writing	6% PP 4% NPP	-1% VA PP -2% VA NPP
		Achieving higher standard at KS2 Maths	12% PP 15% NPP	+3 % VA PP +9 % VA NPP

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

Pastoral Support manager
 £15,000
 Offer a free breakfast club to all pupils – staffing
 £2000 supervision
 +£2000 cooks
 £5000 additional food and activities
 Improved Attendance Award for PA children who manage a 5% or 10% improvement on the previous terms attendance rate.



80% of all pupils now above 95%, 82% of PP pupils. (+2% variation)

Variation between PP and non-PP has reduced significantly (to -0.3%) over the period of 01.09.19 until 28.02.20 when all schools were then subject to partial closure as a result of COVID-19. This is also the case for PA pupils.

Robust systems are in place to tackle absence and lateness. The attendance of Eastern European pupils has risen by 6% over the last 2 years and the percentage of pupils persistently absent has decreased by 5%. The academy adopts a stringent approach with the Pupil welfare Manager and Academy Safeguarding Manager ensuring that circumstances are discussed and often completing home visits themselves- 50 – 60 visits having taken place in the last year. 63 fixed penalty notices were issued in the last academic year, with 58 being issued this year so far. Parent workshops have had a direct impact upon the improvement in attendance with approximately 80% of all pupils now above 95%, 82% of PP pupils. (+2% variation.) The importance of attendance and punctuality is celebrated with pupils with clear incentives being used to reward pupils and classes for improved attendance.

	<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>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</p>	<p>Saltmine Theatre £620</p> <p>Subsidise educational visits and visitors to the school.(theatre groups, university visits, author visits, international day visitors) £2000</p>		<p>Ofsted, 2019:</p> <p>Leaders' work to develop pupils' personal and social skills is excellent. The curriculum develops pupils' understanding of the world and their rights as citizens. Staff give pupils leadership opportunities, such as those of playground buddies and eco-warriors. Pupils are respectful and thoughtful towards others. They work well together and this helps their learning.</p> <p>There are many opportunities for pupils to develop their talents and interests. Pupils take part in sports competitions and choir performances. The school has a junior leadership team. The team takes suggestions from pupils on how to improve school life.</p> <p>The school provides pupils with a good quality of education. Leaders have designed an exciting curriculum. Pupils go on trips to broaden their experiences.</p>

<p>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.</p>	<p>Half of residential visit £ 1338.48 coach hire - £425.00 Lunchtime clubs run by WFC £4427.50</p>		<p>Caldmore Primary is a welcoming, caring and inclusive school. It is at the heart of the local community. Parents and carers are happy with the school. They say their children love learning.</p> <p>Pupils come from lots of different backgrounds. They speak a range of languages. They all get on well with each other. Many pupils join part-way through the school year. They settle in well because of the support they receive. Leaders and staff do everything they can to make sure that pupils are safe and happy. Pupils enjoy their time here.</p> <p>Pupils rise to teachers' high expectations. The school's motto of 'Aspire, Believe, Achieve' is central to everything it does.</p>
<p>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 SEN LSP. £14,000 Rushall Inclusion £2100.00 Funding of KS1 and KS2 Reading Champions.£6000</p>		<p>Ofsted, 2019: Leaders have made the teaching of reading an important priority. Children in Nursery and the Reception class begin learning phonics. Pupils who are struggling to read get the right support from their teachers and well-trained teaching assistants. They catch up quickly. Leaders have invested considerable resources in developing pupils' reading.</p>
<p>All PP children feel safe at home and in</p>	<p>Partial funding of Inclusion Manager and</p>		<p>Ofsted, 2019:</p>

<p>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>Learning Mentor £50,000 Staffing and resourcing to support the National School Breakfast Programme £2000 supervision +£2000 cooks £5000 additional food and activities</p>		<p>Staff are clear about the procedures to follow if they have a concern about a pupils' safety. They are well trained and report any concerns they may have about a pupil's wellbeing.</p> <p>Pupils learn to keep themselves safe, including when using the internet. Pupils know how to keep safe when playing in the local community. They are aware of the risks that they face.</p> <p>Leaders work well with experts from outside the school when more help is needed.</p> <p>Caldmore Primary is a welcoming, caring and inclusive school. It is at the heart of the local community. Parents and carers are happy with the school. They say their children love learning.</p>
<p>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.gress in</p>			<p>Ofsted, 2019:</p> <p>Pupils who are disadvantaged and those with special educational needs and/or disabilities (SEND) achieve well because staff identify any barriers to learning quickly and put the right support in place. Parents and carers of these pupils appreciate the support they receive.</p> <p>Pupils come from lots of different backgrounds. They speak a range of languages. They all get on well with each other. Many pupils join part-way through the school year. They settle in well because of the support they receive. Leaders and staff do everything they can to make sure that pupils are safe and happy. Pupils enjoy their time here.</p> <p>Leaders ensure that parents and carers are welcome to visit the school. Parents are confident to talk to their children's teachers if they need to. The school</p>

Reading and Writing			community works together to ensure that pupils succeed in their education.
Cumulative Cost	191,400		