

Pupil premium strategy statement (Primary)



School overview

School name	Caldmore Primary Academy
Pupils in school	410 incl Nursery (18.09.20)
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	tbc

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 Maths	53% PP 69% NPP	+2% VA PP +9% VA NPP	Achieved expected standard at KS1 Maths	55% PP 66% NPP	-2% VA PP +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>	£15,706	<p>P1.1. S&L interventions such as Early talk boost etc by Early years TAs</p>	£6500	<p>P1.1. EYFS Lead attends EYFS Strategic Development Group (SDG) to ensure that good practise across Primary West is shared and implemented</p>	N/A
		<p>P1.2 HLTA with EYFS teaching experience to cover Nursery PPA and Rec NQT time.</p>	£11,949				
		<p>P 1.3 Reception teacher moved from Nursery to ensure a smooth transition into Reception</p>					

P 2 Low levels of language acquisition and phonic knowledge upon entry to the Academy KLI 2/3/4/7	<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>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>Costed in P1</p> <p>£2,500 TLR</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>Costed in P1</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>ATT blended learning</p>	<p>£1000</p> <p>N/A</p> <p>£800</p>
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	<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 Strategic lead to monitor</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>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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							£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</p> <p>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</p> <p>+£2000 cooks</p> <p>£10000 additional food and activities</p>
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P 5 Low socio-economic demographic – limited Cultural Capital KLI 1/2/3/4/5	<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 outside world through rich</p>	

						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 KLI 3/4	P7.1. Pupils will be able to talk about the books that they have read and speak with enthusiasm about reading P7.2. More pupils will reach the expected standard in reading at the	P7.1 Summer house contents P7.2: CPD to embed whole school approach to teaching reading	£500	P7.1: Promote reading through events and author visits Reading Champions	£1500 £6000	P7.1: Develop the school library P7.1: Purchase high quality	£1500 £1500

	<p>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>P7.3: 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>texts for whole class reading</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>	
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Priority 2 Increase the language base in children’s long term memory – closing the language gap between children in the top and bottom quartiles.

Enabling children to draw upon the relevant ‘schema’ in their Long Term Memory.

Increase the proportion of pupils passing the phonics screening in Y1

Increase the proportion of pupils passing the phonics screening in Y1 & resit in Y2.

P2.1 Additional Staffing in Nursery to support small group sizes to enhance quality first provision Costed in P1

P2:2 Phonics Lead regularly assesses children in RWI in order to accelerate progress

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

£2,500 TLR

P 2.4 Strategic lead for English to enhance language acquisition and development across the Academy through training for staff and monitoring of strategies

QFT All staff re-trained in Word Aware and Colourful Semantics

Increase progress over time by increasing the percentage of children achieving a positive progress score in reading writing and maths in Y6.

P 2.5 The use of Flashbacks across the Academy to ensure taught targeted vocabulary is retained. (AP/English Strategic lead to monitor

		£5000 TLR
<p>Priority 3: 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>	<i>£6,000</i>
	<p>P3.2: CPD for quality first teaching and learning</p>	
	<p>P3.3: Allocate staffing to support with targeted phonics teaching</p>	<i>£3,000</i>
		<i>Costed in P1</i>

<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 entuses 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:</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 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.</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>	<p>£1000</p> <p>£2000</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 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>£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</p> <p>£6000</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>.5Low attendance, persistent absence and lateness</p> <p>6. Basic needs not met</p> <p>7. Low socio-economic demographic – limited Cultural Capital</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>.5Low attendance, persistent absence and lateness</p>	

	6. Basic needs not met 7. Low socio-economic demographic – limited Cultural Capital	
Projected cumulative spending		£43,800

Wider strategies for current academic year

Measure	Activity	Predicted cost
Priority 1: Increase the percentage of children achieving GLD.	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/	N/A.
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.	P2.1. 1000 stories in Reception to engage parents in reading to their child	£1000 N/A

<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>P2.2 Phonics Lead to be supported by Executive Principal/RED to ensure best practice</p>	
<p>Priority 3:</p> <p>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>P3.3: Engagement of parents and carers through phonics workshops and home learning packs</p> <p>P3.4: Additional learning resources</p> <p>ATT Blended Learning Strategy embedded across the academy</p>	<p>Costed in P2</p> <p>£600</p> <p>£800</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>

	https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=133&t=Teaching%20and%20Learning%20Toolkit&e=133&s= http://www.lotc.org.uk/wp-content/uploads/2011/03/G1.-LOtC-Manifesto.pdf	
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<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>	P6:1 Provision of healthy breakfast snacks and uniform as needed	Costed in P4 £300
<p>Priority 7: 1. Pupils will be able to talk about the books that they have read and speak with enthusiasm about reading. 2. More pupils will reach the expected standard in reading at the end of key stage with the gap between PP and NPP reducing. 3. Pupils who are not reading at the expected standard will make accelerated progress. 4. More pupils will achieve the higher standard in reading at the end of KS1 and KS2.</p>	<p>P7.1: Develop the school library</p> <p>P7.1: Purchase high quality texts for whole class reading</p>	<p>£1500</p> <p>£1500</p>
Barriers to learning address by priorities above	<p>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 .5Low attendance, persistent absence and lateness 6. Basic needs not met</p>	

	7. Low socio-economic demographic – limited Cultural Capital	
Projected cumulative spending		£30,895

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	Ensuring that interventions are purposeful and are closely monitored by teachers and subject leaders Timetabling constraints	Pupil progress meetings Monitoring of interventions to be led by subject leads and SENCO
Wider strategies	Engaging the families facing most challenges Constraints on enrichment posed by COVID19	Safeguarding manager and Pastoral Support manager Safeguarding Team

		Use of Dojo and digital platforms to engage parents Virtual assemblies
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Review: 2020-21 aims and outcomes

Aim	Cost	Outcome	Evaluative Summary
1. Increase the percentage of children achieving GLD at the end of EYFS	Funding of L3 TA £15,706 HLTA with EYFS experience to cover Nursery/EYFS £11,948 Visitors and experiences £3000 Punch and Judy £330 Caterpillars £30 Incubation for chicks £100 Plasma Car £109.90	Despite a Partial Closure January – March and several class bubble closures, speaking and listening skills developed well in EYFS as did pupils’ concentration and fine motor skills. Continued development of the outdoor learning experience led to a promotion of oral development Communication and language resources led to increase in vocabulary development Wellcomm was used effectively when possible but Talk Boost	47% of Rec pupils achieved expected for Communication and Language. 28% of pupils would have achieved GLD Y2 and Y6 was optional. In essence the pupils missed II of the Spring Term and half of the Summer term.

	<p>EYFS RWI £248.62</p> <p>EYFS books £270</p> <p><i>Danny Binns Phonic Home Readers £525</i></p>	<p>didn't take place due to Partial school closures</p> <p>EYFS home reading was funded to ensure phonics taught were in the EYFS home readers</p>	
<p>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>3. 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>RWI Training for 2 members of staff £460</p> <p>£2500 RWI TLR</p> <p>Strategic Lead for Literacy TLR £5000</p> <p>Writing day props £86</p> <p>RWI spelling scheme £772</p> <p>Little rainbow snacks - £223</p> <p>Home learning Packs £95</p> <p>Makaton Training £220</p> <p>Mathletics - £2189.38</p> <p>Little Bridge - £600.00</p>	<p>Makaton training for EYFS staff</p> <p>Regular RWI assessments so that pupils could move groups quickly when progress was made</p> <p>Wobbly wallets supported pupils who weren't making good progress</p> <p>Strategic Lead for English led staff training on Word Aware and worked closely with Reading Champions to develop vocabulary across the Academy. She also supported new writing lead.</p> <p>Year 5 group was developed for pupils leaving RWI but not yet ready to go into Literacy</p>	<p>Book studies showed that assessed pupils could use the vocabulary targeted through Word Aware whilst sharing their knowledge about the topic previously taught therefore demonstrating that it was in their long term memory.</p> <p>Caldmore primary supported other ATT schools to develop their vocabulary teaching.</p> <p>Teachers recorded daily lessons in all areas, RWI videos and reading of stories. This resulted in engagement in home learning in the second partial Closure being significantly increased with pupils using online platforms more regularly, completing prepared work packs and returning them to school.</p>

<p>Increase the proportion of pupils passing the phonics screening in Y1 & resit in Y2.</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>Linguascope - £360.00</p> <p>Oxford Owl - £198.00</p> <p>Purple Mash - £1140.00</p> <p>Ten Town - £108.00</p> <p>Maths no problem £7474.28</p> <p>Release of teaching staff to discuss progress of Pupil Premium children. 12 days of supply £2160</p> <p>IWBs £11,500</p>	<p>lessons. However this didn't take place due to pupils leaving RWI videos were posted on the website and class Dojo to support home learning during lockdown</p> <p>Home Learning packs were sent home to support home learning – Whiteboard pens, cubes, number cards etc.</p> <p>Pupil premium children were discussed individually at Pupil Progress meetings and interventions put in place if needed</p> <p>HLTA led an after school SPAG group for Year 6.</p>	<p>This was monitored daily and twice weekly KIT calls from staff where pupils and parents were able to ask about the work provided.</p> <p>Year 6 2021 - Of the 28 pupils who had KS1 data 81% achieved ARE in maths, 56% for Reading and 44% for Writing.</p>
<p>4. Aspects of the curriculum not covered due to Covid19 will be addressed through a Blended Learning approach.</p> <p>Pupils will have the opportunity to engage in a broad and knowledge rich curriculum.</p> <p>Pupils in Years 2 and 3 who didn't sit the phonic screening</p>	<p>£6,000 for Class Dojo</p> <p>£1000 postage for home learning packs</p>	<p>The use of class Dojo and digital platforms to set Home Learning and projects was developed successfully across the Academy. Pupils were able to present their work to their teacher and this was celebrated and assessed during Partial Closure.</p> <p>CPD for quality first teaching and learning took place throughout Partial Closure and resulted in</p>	<p>On return to full opening, Dojo was used to support with pupils isolating and to communicate with parents. This has led to parents being more informed about their child's learning.</p> <p>The use of flashbacks to access prior learning is now embedded consistently across the Academy as a result of staff CPD.</p>

<p>will pass the screening at the end of the Autumn term.</p> <p>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>£3,000 for CPD (Cadmus, Purple Mash)</p>	<p>staff confidence, skills and knowledge increasing in targeted areas.</p> <p>Where standards have declined, this is due partly to the unprecedented Partial School Closure between January and March 2021.</p>	<p>Teach Like a Champion training was delivered to enable staff to challenge pupils of all abilities to enable them to make rapid progress.</p> <p>After school interventions were set up and run for all pupils who needed additional support. Mathletics, Nessy and targeted maths, writing, phonics and comprehension groups enabled pupils to make rapid progress.</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</p>	<p>£3,000</p> <p>Improved Attendance Award for PA children who manage a 5% or 10% improvement on the previous terms attendance rate.</p> <p>Reward for 100% children termly</p> <p>£1000</p>	<p>Teachers used PSHE sessions to support a positive view of school attendance and address barriers that children may be facing that impact upon their attendance. Children had the opportunity to engage in a broad and balanced knowledge rich curriculum, which enthused them to want to come to school and encouraged home learning during partial Closure.</p> <p>KIT calls took place twice weekly with all pupils. These continued for bubble closures and</p>	<p>Whole school attendance in Autumn term 2020 was 94.5 % compared to Autumn term 2021 (up to 12.11.21) which was 95.3%. This shows that attendance has started to improve and children's attitudes to school attendance is getting better after the disruption of the Covid Pandemic.</p> <p>First day phone calls and Home visits continue to ensure that attendance is a priority.</p> <p>When needed First warning letters and Final warning letters are issued and parents are taken</p>

<p>and commitment to their education.</p>	<p>Mini rewards for 100% attendance – Attendance assemblies</p> <p>In school attendance lead to manage all of the above</p> <p>£4046 for pupil rewards (Home learning and attendance)</p>	<p>individuals who were self isolating.</p>	<p>to attendance panels when necessary.</p> <p>HERO (Here, Everyday, Ready and On time) has been introduced in Autumn 2021 to engage pupils in being here and on time. This will be developed further in 2021-22.</p>
<p>5. All pupils' basic needs will be met so that they are 'ready to learn' and able to access the learning opportunities.</p> <p>All staff to have an in depth knowledge of Attachment Awareness through the Walsall Attachment Awareness project</p>	<p>£10000 additional food – breakfast Club £15,613 (SEND support) £18,417 (Safeguarding) £20,000 (SEND) £2000</p>	<p>Breakfast Club: This did not take place but Classroom bagels took place during Partial Closure and full opening. PP families were able to collect cereals and bagels for free during partial Closure.</p> <p>Attachment and trauma informed schools Bronze award achieved.</p>	<p>All pupil could access a free healthy breakfast all year through. This enabled them to concentrate more fully in lessons as evidenced in Staff surveys</p> <p>Bronze Award - This has led to increased awareness by all staff of how to support vulnerable pupils through Emotion Coaching, for example. This has resulted in pupils feeling more trusting of school adults and less time wasted out of class due to emotional outbursts.</p> <p><i>Elsa has resulted in highly vulnerable pupils being able to</i></p>

		<i>One member of support staff is now trained in ELSA which supports vulnerable pupils manage their feelings</i>	<i>discuss their feeling with a key adult and this has resulted in several disclosures where the necessary Safeguarding support has been provided.</i>
<p>6. 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>P5.2 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>SenCO sessions £2300</p> <p>Cadmus £2040</p> <p>Speech and Language £2000</p> <p>Tom Palmer £100</p> <p>Music teaching Y4 Forest Arts £2368</p> <p>Theatre company £1800</p> <p>School Forum £200</p> <p>Development of quadrant SEN area £870</p> <p>Glockenspiels £419</p> <p>Votes For Schools £450</p> <p>Sports Days awards £100</p> <p>Forest Fridays £ 560</p>	<p><i>Teach Like a Champion strategies are being used in class to support all pupils and challenge them effectively.</i></p> <p><i>Forest Fridays have run fortnightly in Nursery which has led to Nursery pupils' vocabulary and social skills being developed.</i></p> <p><i>Residential visit could not take place due to Covid restrictions. Due to Covid, external trips did not take place.</i></p> <p><i>Theatre visits to school did and the Artmarks award which had Year 4 and 5 workshops and a virtual performance.</i></p> <p><i>EYFS had a seaside day with Punch and Judy etc and close links were further developed when pupils visited the Community Garden.</i></p> <p><i>Educational visits started up again Autumn 2021</i></p>	<p>Artsmark Dance performances enabled the pupils to develop confidence and performance skills.</p> <p>Where possible, authors and visitors were booked to provide wide and rich experiences for all pupils within the limitations of Covid restrictions.</p> <p>Parents welcomed a return to educational visits and any anxious parents were encouraged to send their children on trips. 100% of pupils have attended.</p> <p>Votes for Schools provided up to date and relevant topics and issues for staff and pupils to discuss. This resulted in some</p>

	<p>Virtual author visits £280</p> <p>Year 6 Leavers production £100</p> <p>Pupils Christmas presents £1200</p> <p>Bubble Machine £120</p> <p>Seaside Day £ 300</p> <p>Artsmark £500</p> <p>National Award SENCo £1820</p> <p>Jenny Nock Corses for vulnerable pupils £270</p> <p>Building Resilience MH Leads £796</p>	<p><i>Pupils took part in a virtual Christmas performance and the Quadrant was decorated for Christmas with all pupils having a virtual visit from Father Christmas, a present and fun in the bubbles from the bubble machine. Hot chocolate Fridays were introduced for Stars of the Week</i></p> <p><i>Year 6 author virtual visit took place which led to Y6 pupils interest in reading being increased.</i></p> <p><i>Change Your Mind workshops took place for Year 5 and 6 pupils which increased pupils awareness of digital detoxing and e- safety.</i></p>	<p>safeguarding disclosures from pupils. In addition pupils understanding and the world and their role in it continues to be developed.</p>
<p>7 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</p>	<p>Funding of SEN LSP. £14,000</p> <p>Rushall Inclusion £2100.00</p>	<p><i>Reading champions delivered library boxes to all classes whilst the library was shut due to Covid. Whilst school Reading areas were not able to be used children were encouraged by the Reading Champions to set up</i></p>	<p>Reading continued to be a high priority both in and out of Partial Closures. This resulted in pupils accessing through Partial Closure videos of stories being read by an adult, online books, comprehension activities, guided</p>

<p>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>Funding of KS1 and KS2 Reading Champions.£6000</p> <p>Library books – Increased Diversity £1000</p> <p>ATT Reading Training day</p>	<p><i>reading areas at home and send in their photos to be shared.</i></p> <p><i>Reading picnics took place when pupils were back in school. The Principal read stories to each class.</i></p> <p><i>During Partial Closure parents were able to take books home for their children</i></p> <p><i>Stories were read online for children during Partial Closure</i></p> <p><i>Marcus Rashford books were given to Year 5 and 6 PP pupils and pencil cases were accessed from NEU.</i></p>	<p>reading sessions, actual reading books, Word Aware words.</p> <p>When back in the Academy Reading Champions led intervention groups for targeted pupils,, developed Word of the Week and Word aware and staff ensured that Reading areas in class rooms were engaging with a wide variety of book.</p> <p>Whole staff training in February developed staff CPD and awareness of the importance of daily reading to overcome disadvantage and the need for pupils in the Academy to be reflected in the books that they read.</p> <p><i>Every class’s timetable now has a daily slot for staff to read to their class. This has resulted in a greater exposure to high quality text.</i></p> <p><i>Virtual author visits are continuing to be developed and the new Reading lead is working hard to promote diversity.</i></p>
<p>Cumulative Cost</p>	<p>£193,022, 18</p>		

