Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Caldmore Primary Academy
Number of pupils in school	415
Proportion (%) of pupil premium eligible pupils	40.3%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	3 Year Year 1 of 3
Date this statement was published	December 1st 2021
Date on which it will be reviewed	Spring 2022
Statement authorised by	Principal Mrs Mitchell H.K. Mitchell
Pupil premium lead	Pupil Premium leads: Principal Mrs Mitchell and Mr Balance (Year 6 teacher and maths lead)
Governor / Trustee lead	tbc

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£209,820
Recovery premium funding allocation this academic year	£22,620
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£232,440

| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | |

Part A: Pupil premium strategy plan

Statement of intent

Our aim at Caldmore Primary Academy is to use Pupil Premium and Recovery Funding to help us improve and sustain higher attainment for disadvantaged pupils at our school that is comparable with that of non disadvantaged pupils nationally. The strategy represents a 3 year plan where we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well: vocabulary deficit, school readiness, speech and language needs, safeguarding vulnerable pupils including those with social-emotional concerns manifesting as attachment needs, gaps in curriculum and lack of life experiences, attendance, punctuality and high mobility.

Our approach will be responsive to both common challenges and our pupils' individual needs, rooted in robust diagnostic assessment and underpinned by educational research to inform planned intervention. This approach is supported by the National Tutoring Programme, which will support the wider focus of educational recovery, post pandemic. At Caldmore Primary Academy we do not make assumptions about the impact of disadvantage but ensure that we get to know individual pupils and families through strong, well established relationships.

Our expectation at Caldmore Primary Academy is that all pupils, irrespective of background or the challenges they face, become confident and enthusiastic readers who love learning and challenge themselves in order to make excellent progress in all areas of the curriculum. We promote and enable a lifelong love of reading and learning alongside the skills they need in order to make good progress and become well rounded individuals. We also aim to broaden pupils' horizons and aspirations in order to become interested, interesting and proactive citizens. We provide a curriculum enriched with opportunities to learn beyond the classroom, broaden their horizons and to gain cultural capital experiences that go beyond their everyday demographic.

The approaches we have adopted complement each other to help pupils to excel. To ensure they are effective we will:

• ensure disadvantaged pupils are challenged in their work and have the opportunity to be immersed in new life experiences outside of the academy

• act early to intervene at the point need is identified and work as a team with parents/carers to offer support and engage outside agencies if needed

• adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	*Vocabulary deficit* Low levels of language acquisition and phonic knowledge upon entry to the Academy regardless of year group of entry. Our assessments, discussions and observations show underdeveloped oral language and vocabulary gaps for some disadvantaged pupils, from EYFS and through school to KS2. Our baseline assessments on entry to Reception class demonstrate that 50% of our disadvantaged pupils arrive below age-related expectations. This then leads to disadvantaged pupils attaining less well in the Y1 phonics check, impacting on their development as readers. Phonics baseline in Y1 indicate that 33% of our disadvantaged children are currently on track to pass the phonics screening.
2	*School readiness* Teacher feedback on pupil's readiness to learn across the Academy indicate that some disadvantaged pupils are not having their basic needs met such as arriving to school hungry, not having appropriate clothing and equipment, not being toilet trained, unable to concentrate for more than a few minutes, basic hygiene needs being unmet. Whilst this has been an ongoing challenge at the Academy, the Covid pandemic and resulting Partial Closures has resulted in these challenges becoming more pronounced.
3	*Speech & Language* A high % of pupils with underlying developmental language disorders, impacting on speech, language and communication. Of the current 2021 Nursery intake 37.5 % of all pupils have been identified as having speech and language difficulties which impact significantly on their access to the EYFS curriculum.

		Of the 2021 Reception intake 44% of our disadvantaged pupils have been identified as having speech and language difficulties which impact significantly on their access to the EYFS curriculum.
		In addition, a significant majority of children, particularly disadvantaged pupils, across the Academy have speech and language skills below their age related expectations.
4		*Safeguarding and Vulnerable pupils*
		Our assessments, discussions, observations and CPOMS logs have identified social and emotional / self-confidence issues for some disadvantaged pupils in addition to serious Safeguarding concerns. 62% of pupils on the Safeguarding Caseload are disadvantaged pupils.
		Since the pandemic, teacher referrals for support has increased.
5		*Gaps in curriculum and lack of life experiences*
		Our assessments, observations and discussions show that many of our disadvantaged pupils' education has been disproportionately impacted by partial school closures. These findings are further supported by a number of national studies on partial school closures.
		There is historical Socio-cultural & economic deprivation, leading to limited opportunities to widen a pupil's cultural capital without academy intervention.
6		*Attendance, punctuality and high mobility*
		PP PA in 20-21 was 63.75% for the year. Overall attendance PP for 20-21 was 91.69%
		Autumn 1 2021 indicated that of the 13.12% PA list 51% of the pupils are disadvantaged. Overall PP attendance Autumn 1 was 94.45%
		Our analysis shows some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance.

Intended outcomes

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

Intended outcome	Success criteria
Ch 1 Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language and vocabulary use among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including

	engagement in lessons, book scrutiny and ongoing formative assessment.
Ch 2 An increasing proportion of disadvantaged pupils to be school ready	All disadvantaged pupils in EYFS without additional needs are all toilet trained and parents are supported where necessary in achieving this. All disadvantaged pupils across the Academy are able to concentrate and engage in lessons as they have had a healthy breakfast and lunch. All disadvantaged pupils have access to the correct equipment and come to school with appropriate clothing Eg: a winter coat
Ch 3 Targeted support at the earliest stage for pupils identified with language difficulties and/or SEN needs. Leading to improved spoken language, oracy and general development.	Teacher, and S&L assessment of pupils will demonstrate a reduction of pupils requiring 1:1 or small group intervention as they move through the school.
Ch 4 Pupils are able to communicate clearly and express their emotions and feelings in a calm and restorative manner. This leads to reduced behaviour incidents, trusting relationships with staff members and better outcomes across all subjects.	Internal tracking data of behaviour and pastoral intervention demonstrates a reduced number of behaviour incidents and less pupils requiring 1:1 targeted support. Assessment data for these identified pupils shows improved attainment, comparable to that of non-disadvantaged pupils. CPOMS logs demonstrate that pupils feel confident to disclose any safeguarding needs and that these are dealt with appropriately across the academy. Continuously refined 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
Ch 5	Internal tracking data demonstrates that disadvantaged pupils are exposed to the

Pupils are not limited by the socio-cultural cycle they are in and have the ability, means & support to approach things differently. This leads to higher aspirations and an improved attitude to learning, resulting in better outcomes. Cultural capital experiences to be maximised through all aspects of the curriculum – exposing pupils to a large variety of subject areas and arts; promoting character-building qualities that lead to creating well-rounded, global citizens, offering experiences they can draw upon in later life. Pupils engage in extracurricular support and tutoring to support improved outcomes	same enriched opportunities as their non-disadvantaged peers. This includes Tutoring, Afterschool clubs, Breakfast club, trips & residential. Discussions with pupils, teachers & support staff indicate that these experiences are supporting improved outcomes across the curriculum. Discussions with pupils, parents, teachers & support staff indicate that pupils have higher expectations of themselves, with higher aspirations and an improved attitude towards learning. Aspects of the curriculum not covered due to Covid19 have been addressed through a targeted approach.
Ch 6 Attendance and PA Improved attendance and punctuality, maximising the opportunity to engage in learning, maximising progress and improving outcomes in all subject areas particularly for our disadvantaged pupils.	Whole school attendance to be inline if not better that national 96% + PA to decrease and to be in line if not below national (10.9%), England (8.2%) & LA Walsall (8.5%) Improved punctuality, to ensure all children are in school and ready to learn on time.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhance and embed the development of language in EYFS through play by providing effective CPD for all EYFS staff.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years	1,3
Develop the use of Reading champions throughout the Academy and implement Maths champions to further promote a positive view of Maths and Reading across the Academy particularly for Disadvantaged pupils.	There is strong evidence to suggest that a tiered approach to the teaching of literacy and maths in Primary schools is needed. Part of this is to engage pupils in their learning through bespoke interventions, development of vocabulary, development of independence and motivation and increasing challenge. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports	1, 5
Develop the roles of the Safeguarding and Pastoral Assistant and the Senco assistant to ensure that all	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	2,4,6

vulnerable pupils, particularly those that are disadvantaged, are supported fully through a range of strategies and liason with Outside Agencies.	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Further develop the use of ELSA strategies throughout the Academy through the SENCO Assistant supporting all staff to support pupils with their emotional literacy.	
Train all teaching staff in the development of outdoor skills making effective use of the whole school Outdoor Area in order to develop language skills.	Strong evidence shows that providing collaborative activities to promote opportunities to learn/hear language often also provide opportunities for wider learning through talk. Skills such as social awareness, relationship skills and problem solving are developed, as well as knowledge. https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy	1,3,5
Continue to purchase additional SEND CPD for all staff.	Research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils. For example: flexible grouping; cognitive and metacognitive strategies; explicit instruction; using technology to support pupils with SEND; and scaffolding. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send?utm_source=/education-evidence/guidance-reports/send&utm_medium=search&utm_campaign=site_search&search_term=special	3
CPD for all teaching staff on providing the	Considering a tiered approach to Pupil Premium spending can help schools	All

best strategies to ameliorate any barriers for disadvantaged pupils.	balance approaches to improving teaching, targeted academic support, and wider strategies. All staff who work in school need up to date training on the most effective strategies and time to implement them effectively. https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf	
Attendance Officer to work with Admin assistant and SLT to continue to improve attendance and punctuality across the Academy particularly for disadvantaged pupils	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. The Education Endowment Foundation is currently undertaking a rapid evidence assessment on attendance interventions and programmes. Poor school attendance is a significant problem in the UK and many other countries across the world. In 2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). The DFE published a report on the links between attendance and attainment in 2014. https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014	6

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

Budgeted cost: £ *[50,000]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
S&L interventions in EYFS in the afternoon, such as Early Talk Boost, individual 1:1 sessions to work on SALT targets set by the S&L Therapist, to be delivered by S&L TA and class based TAs	Oral language interventions can provide progress of +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Small group tutoring proves highly effective progress +3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Wellcom internal data at Caldmore Primary Academy over a 2-year period on average provides +9 months in just 3 months of intervention https://www.ndcs.org.uk/information-and-support/being-deaf-friendly/information-for-professionals/assessments-for-deaf-children-and-young-people/early-communication-skills/wellcomm-early-years-the-complete-speech-and-language-toolkit/ Early communication and language interventions can provide +6 months progress https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches https://ican.org.uk/training-licensing/i-can-programmes/talk-boost-ks1/	1,3
Use of digital platforms to set HL and projects such as Nessy, Reading Eggs and Doodle maths for targeted English and maths support; for	Home Learning provision can provide +6 months of progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework Individual instruction in through various mediums including digital can provide +4 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction Digital technology use in EYFS can provide +4 months progress	5

home reading and comprehension development. All can be used as intervention programs to supplement in-class teaching and for home learning.	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/digital-technology	
Tutoring internally for Phonics, maths and comprehension skills, targeted pupils' afterschool across Y1 to Y6	1:1 tutoring proves highly effective progress +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Small group tutoring proves highly effective progress +3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools Extending the school day for things such as tutoring or boosters +3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time Early Phonic intervention provides +5 months progress	5
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition	EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition	Toolkit Strand	Education Endowment Foundation	EEF	5

the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.		
Develop the use of Reading Champions and introduce Maths Champions to, monitor the use of online learning platforms and run targeted intervention groups across the academy.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition	EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition	Toolkit Strand	Education Endowment Foundation	EEF Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves (see also metacognition and self-regulation). Strategies are often taught to a class and then practiced in pairs or small groups (see also collaborative learning approaches). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	5

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

Budgeted cost: £80,000

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

Whole staff training on behaviour management and attachment/ ELSA approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions	EEF (educationendowmentfoundation.org.uk) Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2,4
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures. Attendance Officer and Admin assistant to work with families on reducing PA and improve Whole	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. The Education Endowment Foundation is currently undertaking a rapid evidence assessment on attendance interventions and programmes. Poor school attendance is a significant problem in the UK and many other countries across the world. In 2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). The DFE published a report on the links between attendance and attainment in 2014. https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014	6

school attendance		
Attendance officer to work on reducing PA and improve Whole school attendance, carrying out home visits, liaising with the LA regarding prosecution for PA.		
Admin Assistant in school to support children and families to improve their attendance.		
Admin Assistant, holding parent meetings and organising in-house sanctions and rewards.		
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	all

Breakfast club and lunchtime and afterschool activities	1. https://educationendowmentfounda-tion.org.uk/pdf/generate/?u=https://educationendow-mentfoundation.org.uk/pdf/toolkit/?id=133&t=Teach-ing%20and%20Learning%20Toolkit&e=133&s= http://www.lotc.org.uk/wp-content/uploads/2011/03/G1.-LOtC-Manifesto.pdf	2
All pupils are exposed to first-hand experience of the outside world, through rich vocabulary opportunities and language acquisition. The Artsmark award to continue to enable pupils, particularly those that are disadvantaged, to develop enjoyment of creative arts and appropriate skills. Pupils build confidence in public, gaining valuable life experiences, through	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	5

educational and enrichment visits including STEM.		
Prizes to encourage pupils to take part in home learning projects and competitions. Supporting the consolidation of in-school learning. As well as building stronger links with parents, getting them involved is school projects alongside their children £1,000	Parental engagement through things such as home work projects particularly in EYFS can provide +4 months progress https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement	5
Provide opportunities for all pupils (including disadvantaged) to learn how to keep themselves safe and how to access support	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-	4, 6

when needed. E.g. Street Teams, mental health awareness, anti-bullying, Careless Talk (Prevent)	sel&utm_medium=search&utm_campaign=site_searchh&search_term	
Enhance the academy environment in order to further develop pupils' vocabulary.	https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy?utm_source=/guidance-for-teachers/literacy&utm_medium=search&utm_campaign=site_searchh&search_term	1,3

Total budgeted cost: £230,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Please see separate Pupil Premium Review of 20-21 outcomes.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Reading Tutoring 20-21	Fischer Family Trust

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

We are basing this strategy on a 3 year model, with 21-22 acting as the first year. Recovery Premium allocated to Tutoring is based on a one year model in the first instance. This will ensure we can monitor the income is available in 22-23 and no Government cuts have been made.