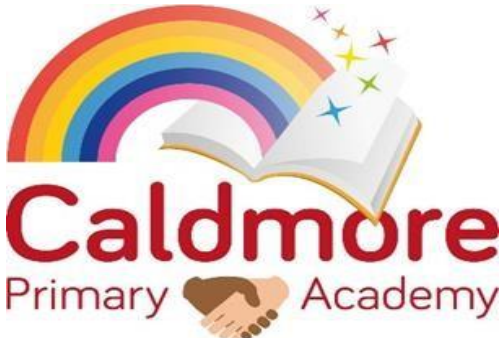


Pupil Premium Strategy

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	441 (including Nursery)
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	1 st December 2022
Date on which it will be reviewed	Spring 2 2023
Statement authorised by	Hilary Mitchell (Principal) <i>H.K. Mitchell</i>
Governor / Trustee lead	Tania Craig (ATT Trustee)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£256,673.74 (Based on 41% PP – EYFS)

Recovery premium funding allocation this academic year	£26,535
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
National Tutor Funding	£27,702
Total budget for this academic year	£310,910.74

Part A: Pupil premium strategy plan

Statement of intent

At Caldmore Primary Academy, we aim to ensure that any, and all, barriers that pupils face to access learning are removed. The Pupil Premium funding is ring fenced for this purpose in order to ensure support for pupils who;

- Are, or have been from low income families
- Live with families who are serving members of the armed forces
- Looked after, or previously looked after

We recognise that children who fall into these three categories face significant barriers to their learning.

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; 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	<p>Vocabulary deficit</p> <p>Low levels of language acquisition and phonic knowledge upon entry to the Academy regardless of year group of entry.</p> <p>Our assessments, discussions and observations show underdeveloped oral language and vocabulary gaps for some disadvantaged pupils, from EYFS and through school to KS2.</p> <p>Our baseline assessments of Receptive and expressive language on entry to Reception demonstrate that 50% of our disadvantaged pupils arrive below age-related expectations compared to only 63% of others.</p> <p>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 61% of our disadvantaged children are currently on track to pass the phonics screening.</p>
2.	<p>School readiness</p> <p>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.</p> <p>Whilst this has always been an ongoing challenge at the Academy, the Covid pandemic resulted in these challenges becoming more pronounced. In addition, the current economic climate/cost of living crisis is predicted to impact more significantly on disadvantaged pupils and their families.</p>

3	<p>Speech & Language</p> <p>Of the current 2022 Nursery intake 18% of all pupils who attend AM and 26% of those who attend PM, have been identified as having speech and language difficulties which impact significantly on their access to the EYFS curriculum.</p> <p>Of the 2022 Reception intake 41% of our disadvantaged pupils have been identified as having speech and language difficulties which impact significantly on their access to the EYFS curriculum.</p> <p>(35% of all the pupils in Reception have been identified as having speech and language difficulties but we are not yet fully aware of how many pupils are actually PP as parents are reluctant to access the support on offer until they realise the free dinners stop if they don't. There could be more pupils with speech and language difficulties that will be PP in the future.)</p> <p>In addition, a significant majority of children, particularly disadvantaged pupils, across the Academy have speech and language skills below their age-related expectations. 37 pupils currently have speech and language targets set by Annie Teather our Speech and Language Therapist and 19 of these children are Pupil Premium. (8.4% of all pupils are under SALT and 51.3% of these children are PP)</p>
4	<p>Safeguarding and Vulnerable pupils</p> <p>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. 69% of pupils on the Safeguarding Caseload are disadvantaged pupils.</p> <p>Since the pandemic, teacher referrals for support has increased significantly. 47 pupils are on the Safeguarding Caseload (November 2022) and are receiving pastoral intervention.</p>
5	<p>Gaps in curriculum and lack of life experiences</p> <p>There is historical Socio-cultural & economic deprivation, leading to limited opportunities to widen a pupil's cultural capital without academy intervention.</p> <p>Our assessments, observations and discussions show that many of our disadvantaged pupils' education were disproportionately impacted by Covid as further supported by a number of national studies.</p>
6	<p>Attendance, punctuality and high mobility</p> <p>PP PA in 21-22 was 21.5% for the year. Overall attendance PP for 2022 was 92.6% Autumn 1 2022 indicated that of the PA list, 36% of the pupils are disadvantaged. Overall PP attendance Autumn 1 was 90%</p> <p>Our analysis shows some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance.</p>

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.

<i>Intended outcome</i>	<i>Success criteria</i>
<p>Ch 1</p> <p>Improved oral language skills and vocabulary among disadvantaged pupils</p>	<p>Teacher assessment and observations of pupils' oral language will demonstrate a reduction in the attainment gap between disadvantaged pupils and their peers in school. This is within a context of high attainment for all. External school improvement support will verify these findings in pupils' day to day learning.</p>
<p>Ch 2</p> <p>An increasing proportion of disadvantaged pupils to be school ready</p>	<p>All disadvantaged pupils in EYFS without additional needs are all toilet trained as soon as possible and parents are supported where necessary in achieving this.</p> <p>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 E.g: a winter coat, P.E kit, sturdy, sensible school shoes.</p>
<p>Ch 3</p> <p>Targeted support at the earliest stage for pupils identified with language difficulties and/or SEN needs. Leading to improved spoken language, oracy, reading and writing skills and general development.</p>	<p>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.</p>

<p>Ch 4</p> <p>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 learning outcomes across all subjects.</p>	<p>Internal tracking data of behaviour and pastoral intervention demonstrates a reduced number of behaviour incidents and less pupils requiring 1:1 targeted support.</p> <p>Assessment data for these identified pupils shows improved attainment, comparable to that of non-disadvantaged pupils.</p> <p>CPOMS logs demonstrate that pupils feel confident to disclose any safeguarding needs and that these are dealt with appropriately across the academy.</p> <p>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.</p>
<p>Ch 5</p> <p>Disadvantaged pupils are not limited by the sociocultural 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.</p> <p>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.</p> <p>Disadvantaged pupils engage in extracurricular support and tutoring to support improved outcomes.</p>	<p>Internal tracking data demonstrates that disadvantaged pupils are exposed to the same enriched opportunities as their non-disadvantaged peers.</p> <p>This includes Tutoring, Afterschool clubs, Breakfast club, trips & residential.</p> <p>Pupil, parents and staff voice shows that these experiences are supporting improved outcomes across the curriculum.</p> <p>Pupil, parents and staff voice shows that pupils have higher expectations of themselves, with higher aspirations and an improved attitude towards learning.</p> <p>Ongoing repercussions of the Covid pandemic continue to be addressed through a targeted approach.</p>

<p>Ch 6</p> <p>Attendance and PA</p> <p>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.</p>	<p>Whole school attendance to be inline if not better than national and PA to decrease and to be in line if not below national.</p> <p>Improved punctuality, to ensure all children are in school and ready to learn on time.</p>
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Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £78,000

Activity	Estimated Cost	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional staffing in EYFS to ensure smaller ratios enhancing quality first provision, alongside a Mastery model.</p> <p>Enhance and embed the development of language in EYFS through play by providing effective CPD for all EYFS staff.</p>	<p>£4,082.47</p>	<p>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:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/literacy-early-years</p> <p>All of these methods will be deployed across EYFS as a result of increased teaching capacity within the room.</p> <p>Reduction in class size +2 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p> <p>Teaching Assistant Interventions +4 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Mastery Teaching model in class +5 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	<p>1,2 & 3</p>
<p>Develop the use of Reading</p>	<p>£20,000</p>	<p>There is strong evidence to suggest that a tiered approach to the teaching of literacy and maths in</p>	<p>1</p>

<p>champions throughout the Academy and implement a Maths champion to further promote a positive view of Maths and Reading across the Academy particularly for Disadvantaged pupils.</p> <p>Develop CPD for all staff.</p>		<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/literacy-ks2</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p>	
<p>Develop the roles of the Safeguarding and Pastoral Assistant, child and family support worker and the Senco assistant to ensure that all vulnerable pupils and their families, particularly those that are disadvantaged, are supported fully through a range of strategies and liaison with Outside Agencies.</p>	<p>£46,936 .66</p>	<p>Both targeted interventions and universal approaches can have positive overall effects on pupil behaviour and relationships:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Further develop the use of ELSA strategies, throughout the Academy, with the SENCO Assistant supporting all staff to support pupils with their emotional literacy.</p> <p>Liaise with the Reflexions Team to support pupils identified with mental health needs.</p>	<p>4, 6</p>

Continue to purchase additional SEND CPD for all staff.	£6,944.70	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/send?utm_source=/educationevidence/guidancereports/send&utm_medium=search&utm_campaign=site_search&search_term=special</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p>	1,3

Targeted academic support

Budgeted cost: £ 29,500

Activity	Estimated Cost	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	£5000	<p>Oral language interventions can provide progress of +6 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Small group tutoring proves highly effective progress +3 months</p>	1&3

<p>targets set by the S&L</p> <p>Therapist, to be delivered by S&L TA and class-based TAs</p>		<p>https://educationendowmentfoundation.org.uk/education-on-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Wellcom internal data at Caldmore Primary Academy over a 2-year period on average provides +9 months in just 3 months of intervention</p> <p>https://www.ndcs.org.uk/information-and-support/being-deaf-friendly/information-for-professionals/assessments-for-deaf-children-and-young-people/early-communication-skills/wellcom-early-years-the-complete-speech-and-language-toolkit/</p> <p>Early communication and language interventions can provide +6 months progress</p> <p>https://educationendowmentfoundation.org.uk/education-on-evidence/early-years-toolkit/communication-and-language-approaches</p> <p>https://ican.org.uk/training-licensing/ican-programmes/talk-boost-ks1/</p>	
<p>Use of digital platforms to set HL and projects such as Nessy, Reading software (to be selected during Autumn 2022) and Doodle maths for targeted English and maths support; for home reading and comprehension development. All can be used as intervention programs to supplement in-class teaching</p>	<p>£6500</p>	<p>Home Learning provision can provide +6 months of progress</p> <p>https://educationendowmentfoundation.org.uk/education-on-evidence/teaching-learning-toolkit/homework</p> <p>Individual instruction in through various mediums including digital can provide +4 months progress</p> <p>https://educationendowmentfoundation.org.uk/education-on-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>Digital technology use in EYFS can provide +4 months progress</p> <p>https://educationendowmentfoundation.org.uk/education-on-evidence/early-years-toolkit/digital-technology</p>	<p>1, 3 & 5</p>

and for home learning.			
Tutoring internally for Phonics, maths and comprehension skills, targeted pupils' afterschool across Y1 to Y6	£18,000	<p>1:1 tutoring proves highly effective progress +5 months https://educationendowmentfoundation.org.uk/education-on-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Small group tutoring proves highly effective progress +3 months https://educationendowmentfoundation.org.uk/education-on-evidence/teaching-learning-toolkit/summer-schools</p> <p>Extending the school day for things such as tutoring or boosters +3 months https://educationendowmentfoundation.org.uk/education-on-evidence/teaching-learning-toolkit/extending-school-time</p> <p>Early Phonic intervention provides +5 months progress</p>	1, 3
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.	Costed in Teaching section.	<p>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)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>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).</p>	1,3

		<p>Strategies are often taught to a class and then practiced in pairs or small groups (see also)</p> <div style="text-align: center;"> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;">self-regulation</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">metacognition and</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;">learning approaches</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">collaborative</div> </div> </div> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	
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Wider Strategies

Budgeted cost: £180,000

Activity	Estimated Cost	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures.</p> <p>Attendance Lead and Child and Family Support Worker to work with families on</p>	£70,000	<p>The Education Endowment Foundation is currently undertaking a rapid evidence assessment on attendance interventions and programmes.</p> <p>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).</p> <p>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</p>	6

<p>reducing PA and improve whole school attendance carrying out home visits, liaising with the LA regarding prosecution for PA.</p> <p>Rewards for improved attendance and 100% attendance. Certificates and books for improved and above 95%. Termly reward such as bouncy castle for 100%. Yearly reward for 100% is a trip and a raffle for a new bike.</p>			
<p>Whole staff training on behaviour Management and attachment/ ELSA approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>£3,000</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Effective behaviour intervention can improve academic outcome by +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Metacognition and self-regulation approaches to teaching, support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and</p>	<p>2, 5,6</p>

		<p>evaluating their learning and regulating their behaviour. This approach can improve progress by +6 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. This approach can produce +4 months progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	
<p>Additional pastoral support and good role models through working with outside agencies including: Judo, Walsall FC (Aspire and Assist programme), Basketball (Violence reduction unit), Lingotots.</p>	£5,700	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Estimated progress +4 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Systematic review of the health benefits of physical activity and fitness in school-aged children and youth</p> <p><i>Kirsch, Claudine. 2008. Teaching Foreign Languages in the Primary School: Principles and Practice. London: Continuum. ISBN 9780826489494 [Book]</i></p>	2,4,5,6
<p>Breakfast club staffing, food and games.</p> <p>Food and fruit for pupils at snack time.</p>	£4,000	<p>Breakfast Club is staffed by 8 members of staff (2 of which do bagels for all of the children to eat in class, whilst the other 6 members of staff ensure the children eat Breakfast and take part in an assortment of activities. All children can access Breakfast Club if they wish, but we currently have around 40 who attend.</p> <p>We are a member of Fruits for School's therefore have fresh fruit delivered directly to school twice per</p>	2,4,5,6

		<p>week. We are also linked with Magic Breakfast, who provide us with bagels and cereal on a weekly basis. Bagels are both offered to all children in classes at registration and all EYFS and KS1 children are encouraged to eat the fruit daily.</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 & concentration. Evidence suggests hungry children are unable to sustain concentration over sustained periods of time.</p> <p>https://www.kelloggs.co.uk/content/dam/europe/kelloggs_gb/pdf/R5_Kelloggs%20Breakfast%20Club%20Audit%20APSE.pdf</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf</p> <p>https://www.gov.uk/government/news/funding-boost-to-give-more-children-healthy-start-to-the-day</p>	
<p>All pupils are exposed to first-hand experience of the outside world, through rich vocabulary opportunities and language acquisition. Pupils build confidence in public, gaining valuable life experiences, through educational and</p>	<p>£22,000 £5,000 + £2,000 £8,000</p>	<p>Ensure that pupils develop the detailed knowledge and skills needed, across a broad range of subjects, to apply what they know with increasing fluency and independence thus ensuring they achieve or exceed end of year expectations.</p> <p>Ensure that all children regardless of circumstance have the opportunity to take part in enrichment programs that broaden their cultural capital and experience.</p> <p>http://www.lotc.org.uk/wp-content/uploads/2011/03/G1.-LOtC-Manifesto.pdf</p>	<p>4,5,6</p>

enrichment visits.		https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/	
Provide opportunities for all pupils (including disadvantaged) to learn how to keep themselves safe and how to access support when needed. E.g. Street Teams, mental health awareness, antibullying, Careless Talk (Prevent)	£1000	When Adults Change, Everything Changes Book By Paul Dix Published by Independent Thinking Press	4
Provide access to up-to-date technology giving life skills for modern life and work.	£30,000	Digital technology approaches employ computer or digital technologies to support children's development and learning within early years settings. This can add +4 months of progress. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/digital-technology	1,5
Provision of uniform bank to be kept on site and offered to families of children who are impacted by cost of living crisis and unable to afford	£1000	NA	2, 4, 6
Provision of food parcels, holiday hampers to support families	£8000	NA	2, 4, 6

experiencing food deprivation			
Contingency fund for acute issues.	£20 000	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. To be spent by the end of the year on notional amounts currently not planned for.	

Total budgeted cost: £ 288, 000

Part B: Review of outcomes in the previous academic year

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 **2021 to 2022** academic year.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £230,000 Actual Spend: £134,674.98

Activity	Impact of this approach	Actual Spends
Enhance and embed the development of language in EYFS through play by providing effective CPD for all EYFS staff.	Enhancing and embedding language development through play has been significantly impactful in regards to promoting speech and language across the setting. This has been evidenced with the significant impact of the Welcomm Intervention. Reception - 75% Expected for Listening and Attention (43% baseline) - 64% Expected for Speaking (43% baseline) Nursery - 50% Expected (11% baseline)	£10,599.28
Develop the use of Reading champions throughout the Academy and implement Maths	Reading champions continue to support pupils, particularly disadvantaged pupils by leading after school interventions to promote a love of reading for pleasure. They also stock and	£4269.34

<p>champions to further promote a positive view of Maths and Reading across the Academy particularly for Disadvantaged pupils.</p>	<p>manage the school library which is a welcome environment for all pupils.</p> <p><i>'Reading is clearly valued at Caldmore as the environment is text rich with inviting reading areas all around the school, as well as a reading shed in the playground where pupils are free to read for pleasure during their breaks'</i> (ATT Full Academy Review May 2022)</p> <p><i>'Children have a clear love for reading and engage well when their teacher or peers are reading aloud. They are enthusiastic to finish a text and discover future events within the story. It was a pleasure to see that, despite different starting points, all pupils were keen to learn new information to understand and develop their reading'.</i> (FAR May 2022)</p> <p><i>'The reading lead, although newly appointed to cover maternity leave, had a clear passion for reading which has disseminated to the pupils. There has been a significant amount of time invested in enhancing pupils' cultural capital in relation to reading with visits from editors and links with local grammar schools'</i> (FAR May 2022)</p> <p>KS2 reading VA was +2 for all pupils (DFE preliminary figures) and +2.4 for Disadvantaged pupils</p> <p>KS1 reading mean scaled scores</p> <p>FSM6 92.3 Non FSM6 R 88.4 (FFT early results)</p> <p>KS1 Maths mean scaled scores</p> <p>FSM6 95.2 Non FSM6 92.7</p> <p>A Maths champion is yet to be appointed but is a priority for 2022-23</p>	
<p>Develop the roles of the Safeguarding and Pastoral Assistant and the Senco assistant to ensure that all vulnerable pupils, particularly</p>	<p>The SENCo Assistant has further developed the use of ELSA strategies throughout the Academy through supporting individual pupils and through providing support and mentoring for other staff.</p> <p>Both the SENCo Assistant and the Safeguarding and Pastoral Assistant have worked closely with Outside agencies to support vulnerable pupils and we now have an EMHP (Emotional and Mental Health Practitioner) from the Reflexions Team to ensure targeted support for children</p>	<p>£21244.11</p>

those that are disadvantaged, are supported fully through a range of strategies and liaison with Outside Agencies.

suffering from Tier 1/2 mental health needs. 4 pupils were referred by school in Summer Term.
The Academy was awarded the Silver and Gold Awards for its work on Attachment and Trauma informed approaches with vulnerable pupils.

Cpoms and Caseload Data

70% of the current Safeguarding caseload (31.10.22) are Disadvantaged pupils.

Our main risk factors continue to be neglect, Domestic and Physical abuse and online safety. We have seen a rise in this particularly due to the inappropriate use of social media by Year 6. The DDSL liaises regularly with the Community Futures Team, in order to access 1:1 sessions for pupils who may be at risk of online exploitation.

We have seen an increase in the number of children on CP/CIN plans this academic year. Some of these children came to us already on plans, however some we have managed to get on to plans thanks to disclosures made directly as a result of our safeguarding curriculum.

Staff feel more confident to log HSB concerns on cpoms. The safeguarding team are able to categorise correctly and action appropriately thanks to Brook Traffic Light tool training and also liaising with the HSB social worker for Walsall LEA.

Early Help referrals have increased with the DDSL, now trained as the Early Help Lead professional in this Academy.

	Number of referrals to CADS/MASH/MARF	Number of Early Help Referrals		Number of New Child in Need Plans	Total number of Child in Need Plans	Number of New Child Protection Plans	Total number of Child Protection Plans	Total number of pupils on a Part-time Timetable	Total number of pupils at an Alternative Provision
		Academy Leading	LA Leading						
Academic Year 2021-22	20 MASH 10 MARF's	1	1	10	10	7	7	3 SEN	0

	Total number of incidents recorded on CPOMS	Of the total number		
		Safeguarding	Mental Health	Pastoral Concern
Academic Year 2021-22	604	188	18	277

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.	<p>Nursery use the Outdoor area weekly for Forest Thursdays.</p> <p>EYFS - Physical Development % age related – 97% for Gross motor skills and 9) % for fine motor skills which are both above Walsall and National averages.</p> <p>Training staff will be a priority in 2022-23. The Nursery teacher had Outdoor training in November 2022 (5-day course) which she will cascade to the rest of the teaching staff.</p>	

Continue to purchase additional SEND CPD for all staff.	<p>Ongoing training through Cadmus has resulted in teachers developing a more varied repertoire of 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.</p> <p>CPD training for TAs carried out E.g.: Dyscalculia, Dyslexia, Plan, Do Review training.</p> <p>KS2 SEND Progress</p> <p>Reading -0.94 Writing -0.67 Maths + 0.6 GPS +1.6</p> <p>KS1 SEND Attainment – mean scaled score</p> <p>Reading 85.3 Maths 87.7</p>	£6,944.70
CPD for all teaching staff on providing the best strategies to ameliorate any barriers for	<p>Attachment training for all staff run by Walsall Council SEND 21-22</p> <p>The Principal led whole staff training as part of the Attachment and Trauma awards where the impact of disadvantage and</p>	£8480.08

<p>disadvantaged pupils.</p>	<p>ACEs on pupils was made explicit. Whole school strategies that are initiated always try to address these issues.</p> <p>Mark Rowland – Addressing Educational Disadvantage online course attended by pupil premium lead</p> <p>TLAC (Teach Like A Champion) strategies with all staff. Teaching and Learning Lead appointed – September 2022 with a focus on using up to date and relevant research to inform our teaching practices.</p>	
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<p>Attendance Officer to work with Admin assistant and SLT to continue to improve attendance and punctuality across the Academy particularly for disadvantaged pupils</p>	<p>We finished the academic year on 92.9% (93.3 exc Covid)</p> <p>The attendance of disadvantaged pupils (92.6%) is broadly in line with non - disadvantaged pupils (93.9%) The percentage of disadvantaged pupils who are classed as PA (21.48%) is in line with the percentage of non-disadvantaged pupils (21.27%)</p> <p>This year we invited all the parents that have PA children in school to a meeting to offer support and offer Early help. Not all parents attended, but we did have some positive meetings and where these meetings took place most of the children did improve.</p> <p>SEN EHCP – Attendance 83.8% PA (4 pupils) 50%, SEN School Support- Attendance 92.7% PA (2 pupils) 20.59%.</p> <p>During the academic year we have had 72 children take a holiday abroad for up to 20 days. This has had a negative impact on our whole school attendance. Holidays are always unauthorised and FPNs are issued.</p>	<p>£24683.85</p> <p>Total spent £78,621.36</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £42,000 Actual Spend: £12,825.50

Activity	Impact of this approach	Actual Spend																																														
<p>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</p>	<p>In September 2021, we had 28/60 children in Reception who scored well below their recommended age in the Welcomm screener. (Red) Children received this intervention 3 times a week for the academic year.</p> <p>In July 2022 only 8 pupils were on Red.</p> <p>In Nursery: 11/26 pupils were Red. In July 2022 5/45 pupils were Red. Some of these pupils arrived in Nursery in Spring and Summer Term.</p> <p><u>WELLCOMM data also should be celebrated:</u></p> <table border="1" data-bbox="488 887 1240 1285"> <thead> <tr> <th rowspan="2">Class</th> <th colspan="3">September</th> <th colspan="3">July</th> </tr> <tr> <th>Red</th> <th>Amber</th> <th>Green</th> <th>Red</th> <th>Amber</th> <th>Green</th> </tr> </thead> <tbody> <tr> <td>Nursery</td> <td>42%</td> <td>42%</td> <td>16%</td> <td>11%</td> <td>47%</td> <td>42%</td> </tr> <tr> <td>RTB</td> <td>52%</td> <td>6%</td> <td>42%</td> <td>11%</td> <td>10%</td> <td>61%</td> </tr> <tr> <td>RMB</td> <td>45%</td> <td>38%</td> <td>17%</td> <td>14%</td> <td>39%</td> <td>46%</td> </tr> </tbody> </table> <p>*Amber is just below ARE</p> <p><u>Headlines from Early Years Data – July 2022</u></p> <table border="1" data-bbox="488 1444 1240 1901"> <thead> <tr> <th>Area of learning</th> <th>School (CPA)</th> <th>Walsall</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Listening, Attention and understanding</td> <td>75%</td> <td>77%</td> <td>82%</td> </tr> <tr> <td>Speaking</td> <td>67%</td> <td>77%</td> <td>83%</td> </tr> </tbody> </table>	Class	September			July			Red	Amber	Green	Red	Amber	Green	Nursery	42%	42%	16%	11%	47%	42%	RTB	52%	6%	42%	11%	10%	61%	RMB	45%	38%	17%	14%	39%	46%	Area of learning	School (CPA)	Walsall	National	Listening, Attention and understanding	75%	77%	82%	Speaking	67%	77%	83%	<p>£3750</p>
Class	September			July																																												
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<p>Use of digital platforms to set HL and projects such as Nesy for</p>	<p>Nesy – 20 SEND pupils have accessed the software this academic year. The average amount of progress made by this group is detailed below.</p>	<p>Moved to Cluster payments resulted in</p>																																														

<p>targeted English support; for home reading and comprehension development. All can be used as intervention programs to supplement in-class teaching and for home learning.</p>	<p>Spelling- Average 7 months improvement Reading- Average 10 months improvement</p> <p>Doodle- all children from Year 1 to Year 6 have access to Doodle Maths. Doodle maths has been used to consolidate learning in class and for homework tasks. 280,483 targeted questions have been answered by pupils in the academic year 2021/22. This gives an average of 779 questions per pupil.</p> <p>Shine- is used to analyse termly assessments. This is used from Year 1 to Year 6 and includes GAPS, Reading and Maths platform. The resources are used by teachers to plan accordingly for their classes and TAs to lead interventions.</p> <p>Shine and Doodle have contributed to an increase in the progress and attainment of children across the school. End of year figures are as follows:</p> <p>EYFS GLD Literacy W:58% EYFS GLD Maths N:63%</p> <p>Year 1 Reading: 50% PP 33% Year 1 Maths: 68% PP 59% Year 2 Reading: 30% PP 36% Year 2 Maths: 45% PP 43% Year 3 Reading: 50% PP 38% Year 3 Maths: 76% PP 71% Year 4 Reading: 60% PP 60% Year 4 Maths: 62% PP 60% Year 5 Reading: 63% PP 68% Year 5 Maths:77% PP 76%</p> <p>Year 6 Reading: 57% +1.0 prog PP 56% +1.8 prog Year 6 Maths: 62% +3.3 prog PP 62% +4.0 prog</p>	<p>reduced cost for PP</p> <p>£2160 Reading eggs Purple Mash £2425 £1212 Nessy £ 2160 Doodle maths</p>
<p>Tutoring internally for Phonics, targeted pupils' afterschool across Y1 & Y2. Recovery</p> <p>Literacy tutoring Academic Mentor</p>	<p>14 School led target groups took place over the Academic Year. 82% of these pupils were disadvantaged. The focus of these groups were phonics, maths, and literacy and targeted pupils from Year 1 to Year 6.</p> <p>The Academic Mentor was in place from April – July 2022 and worked with pupils in Years 5 and 6 (85% PP) within lessons and after school with a Literacy focus.</p>	<p>Shine £624 £494.50 Phonic books</p>

<p>NTP as well as in-class support for Literacy– Subsidised by Recovery</p>	<p>Assessments showed that 74% of PP pupils targeted made at least good progress in their end of year assessments. The pupils who did not were often unable to attend the sessions due to family constraints or had other identified needs which were subsequently addressed E.g.: SEN assessments to take place, Safeguarding issues.</p>	<p>Recovery premium NTP Academic Support Mentor contribution £3,584.35</p> <p>School led tutoring £4,486.12</p> <p>Total spend £12,825.50</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ Actual Spend: £35,157.65

Activity	Impact of this approach	Actual Spend
<p>Whole staff training on behaviour management and attachment/ ELSA approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>When the Adults Change, Everything Changes – Paul Dix was the basis for whole staff training on behaviour management.</p> <p>Three school rules – Ready, Respectful and safe were introduced along with Positive notes home, Recognition Boards and Hot Chocolate Fridays. Pupil Voice collected through JLT felt that the rules were easy to remember and follow.</p> <p>Pupil Quotes: <i>“Ready, Respectful and Safe is much easier to remember than the old school rules,”</i> <i>“I love being the Star of the Week and getting to go to the Hot Chocolate Friday.”</i> <i>“It is nice when a teacher notices something special or kind that you have done.”</i></p> <p>They were communicated to parents, referred to in Stars of The Week assemblies and displayed throughout the school. Staff refer to them around the site to reinforce</p>	<p>N/A</p>

	<p>positive behaviour. Pupils liked the positive notes home.</p> <p>Pupil Quote</p> <p><i>“My parents were proud of me when I took a positive note home.”</i></p> <p>More work on Recognition Boards needs to be done next Academic Year.</p> <p>Year 6 had some vulnerable pupils who benefited from an ELSA approach and staff became more willing to ‘pick up their own tab’ rather than referring the pupils to SLT at all times when their behaviour needed addressing. This resulted in improved relationships between Y6 staff and pupils. This was evidenced in far fewer minutes of learning lost from having to take time out of the classroom and pupils reporting a much more positive attitude towards school.</p> <p>1:1 ELSA sessions with 2 Upper KS2 boys to reduce the likelihood of exclusion. Behaviour has improved in both boys and neither received an FTE.</p> <p>1:1 ELSA support to support one LAC child. In Spring Term, he received one FTE but in Summer Term his behaviour started to improve as more positive relationships with staff developed. An EHCP referral for Social and Emotional needs has been made.</p> <p>There is no official data, but the work is captured in the intervention books. ELSA was a successful tool in encouraging pupils to talk about their feeling which lead to a disclosure. The one child and his family were provided with a social worker. ELSA has also led to families receiving Early Help, Street Teams intervention, Black Country Women’s Aid and further support with their Mental Health.</p> <p>The impact can also be seen in how well pupils accessed the learning in class, as they</p>	
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	<p>did not need to be excluded from class due to the strategies put in place.</p> <p>Pupil voice also was evidence of the impact. Pupils commented that the 'Rainbow Room' is a safe place where they feel they can go and talk when they have worries and concerns. One pupil said through his interactions with adults he knew he had the right to feel safe and he disclosed because he hadn't felt at home.</p>	
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures.</p> <p>Attendance Officer and Admin assistant to work with families on reducing PA and improve Whole school attendance, carrying out home visits, liaising with the LA regarding prosecution for PA.</p> <p>Admin Assistant in school to support children and families to improve their attendance.</p> <p>Admin Assistant, holding parent meetings and organising in-house sanctions and rewards.</p>	<p>Admin Assistant left April 2022 so the Academy had no admin staff to lead attendance. We have now replaced this role in July 2022 and the new Attendance Lead is beginning to work closely with the Principal, ATT Attendance Officer, SENCo, and DSL to support pupils and families whose attendance is low.</p> <p>Raising attendance is now a Key Line of Improvement (KLI) for 2022-23.</p> <p>We continued the Rainbow pencil cases for half termly 100% attendance and had a Reception parents meeting which was well attended. This was led by the Attendance Officer and talked about the importance of daily attendance. 87% of pupils received a prize for 100% attendance following this. This year we had 39 children who achieved 100% for the year despite the impact of Covid at the start of the academic year. 79 pupils received Silver Award (99.9 – 98%) and 70 pupils received Bronze Award. (97.9 – 96%)</p>	<p>£3141.49 rewards</p> <p>£250 vouchers</p>
<p>Breakfast club and lunchtime and afterschool activities</p>	<p>Breakfast Club is staffed by 7 members of staff (2 of which do bagels for all of the children to eat in class), whilst the other 5</p>	<p>£395.17</p> <p>£1000 for magic Breakfast</p>

	<p>members of staff ensure the children eat Breakfast and take part in an assortment of activities. All children can access Breakfast Club if they wish, but we currently have around 40 who attend.</p> <p>We are a member of fruits for school's therefore have fresh fruit delivered directly to school twice per week. We are also linked with Magic Breakfast, who provide us with Bagels and Cereal on a weekly basis. Bagels are both offered to all children in classes at registration and all EYFS and KS1 children are encouraged to eat the fruit daily.</p>	<p>£500 vouchers £654.84 B.C Games</p>
<p>All pupils are exposed to first-hand experience of the outside world, through rich vocabulary opportunities and language acquisition.</p> <p>The Artsmark award to continue to enable pupils, particularly those that are disadvantaged, to develop enjoyment of creative arts and appropriate skills.</p> <p>Pupils build confidence in public, gaining valuable life experiences, through educational and enrichment visits including STEM. Music Hub</p>	<p>Trips and visits are an enormous part of School life at CPA. We encourage all children to attend trips from Nursery to Year 6. We offer the children 2 -3 trips per year which must link in with the topic they are learning about in class. In addition to this, we offer our Year 6 children the opportunity of attending a day residential trip, as well as activity days for our other KS2 classes. We also offer enrichment trips to the Theatre at Christmas, as well as a cycle of visitors to the Academy. All trips are subsidised by School, but we ask for a parental contribution of a maximum of £10 from parents/carers.</p> <p>Our 3-year commitment to gaining the Artsmark accreditation was completed this year. Our Statement of Impact was submitted in July and in Sept 2022 we were notified by the Arts Council England that we had been awarded with Silver. Some of the feedback we received stated: 'You have set down solid foundations for the Arts as part of your school's approach to curriculum delivery and extra-curricular enrichment. This has led to increased participation of boys in arts activities, particularly in dance and in singing. You are committed to ensuring children have the chance to experience live arts in cultural settings beyond school and continue to work with local theatres to provide such opportunities.</p>	<p>Pantomime – £5396.67 Forest Arts SLA - £3966.48 £1800 theatre production £515 Hobgoblin £330 Punch and Judy £320 Farm on wheels £350 Animaltastic £220 Animal Man</p> <p>£5648 trips</p> <p>£500 - Artsmark</p>

	<p>CPD has helped teachers improve their confidence and skills in dance, with one teacher changing the emphasis of their current MA as a result of participating. Children's disposition to learning seems to have improved in some areas - teachers are noting that as a result of engaging in the Arts there is a deeper connection to learning opportunities and wanting to do their best rather than lose focus. The school sees the benefit that the Arts has had on pupil's behaviour and also on attendance, which was one of your strategic aims. With these foundations laid you are in a strong position to move forward.”</p> <p>Aston University workshops – 2 half days with Y5 raising their aspirations and understanding of what a university is.</p>	
<p>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 in school projects alongside their children</p>	<p>Homework projects are set each half term holiday and pupils are encouraged to bring these in where they are displayed in the link corridor. These can be research, creative work, writing etc and pupil voice shows that parents support their children with these.</p> <p>Pupils also take a Forms quiz about their previous project and take home their new Word Aware words to encourage pre-teaching at home.</p>	
<p>Provide opportunities for all pupils (including disadvantaged) to learn how to keep themselves safe and how to access support when needed. E.g. Street Teams, mental health awareness, antibullying, Careless Talk (Prevent)</p>	<p>The Academy continue to be pro-active in its ruthless endeavour to provide opportunities for pupils to keep themselves safe.</p> <p>Termly Healthy Body, Healthy Mind days complement the Safeguarding and Pastoral Curriculum and the PSHE Curriculum (Jigsaw)</p>	<p>£550 Careless Talk</p>

Enhance the academy environment in order to further develop pupils' vocabulary.	Outtoreach have been commissioned to carry out internal and external displays to enhance the environment thus further develop vocabulary. This work will be carried out in the Autumn Term.	Outtoreach £10,120
		Total spent £35,157.65

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
<i>Academic Support Mentor 2021-22</i>	<i>National Tutoring Program (NTP)</i>

Further information (optional)