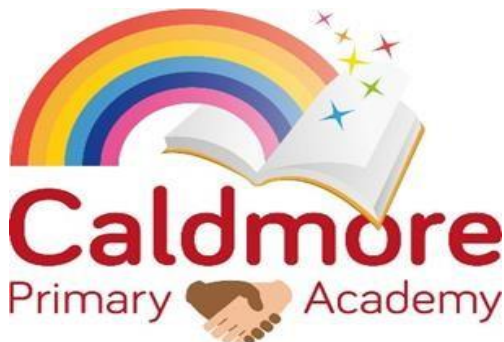



Pupil Premium Strategy

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	401 (not including Nursery)
Proportion (%) of pupil premium eligible pupils	48% (206 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 2023/2024 2024/2025
Date this statement was published	1 st November 2024
Date on which it will be reviewed	Spring 2 2025
Statement authorised by	Hilary Mitchell (Principal) 
Governor / Trustee lead	Tarra Simmons

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£300,440.00

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£300,440.00

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 can face significant barriers to their learning.

Our aim at Caldmore Primary Academy is to use Pupil Premium 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 some of 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. 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. Our expectation is that all pupils become numerate and confident in their mathematical ability and use of mathematical vocabulary to help them navigate real world situations. 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 all 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 any 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
 - quickly identify any disadvantaged pupils who are failing to make expected progress and ensure support is put in place to close any gaps in learning

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>Lower 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 30% of our disadvantaged pupils arrive below age-related expectations.</p> <p>This can lead to some disadvantaged pupils attaining less well in the Y1 phonics check, impacting on their development as readers. Phonics baseline in Y1 indicate that 48% of our disadvantaged children are currently on track to pass the phonics screening compared to 69% of non disadvantaged pupils.</p>
2.	<p>School readiness</p> <p>Teacher feedback on pupils' readiness to learn across the Academy indicate that it can be a challenge for some disadvantaged families to be able to meet their child's basic needs. This can lead to some disadvantaged pupils arriving to school hungry, having clothing and equipment issues, in need of toilet training, difficulties concentrating and/or hygiene issues.</p> <p>The current economic climate/cost of living crisis has impacted more significantly on disadvantaged pupils and their families.</p>

3	<p>Speech & Language</p> <p>Of the current 2024 -25 Nursery intake 36 % of all pupils who attend AM have been identified as having speech and language difficulties which impact significantly on their access to the EYFS curriculum.</p> <p>Of the 2024 -25 Reception intake 29% 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>In addition, a significant proportion of children in KS1 and 2 have speech and language skills below their age-related expectations with this being more prevalent among disadvantaged pupils. 33 pupils currently have speech and language targets set by our Speech and Language Therapist and 16 of these children are Pupil Premium. (7.7% of all pupils are under SALT and 48% of these children are PP) 55% of pupils with SEND are disadvantaged.</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 some serious Safeguarding concerns. 60% of pupils currently on the Safeguarding Caseload are disadvantaged pupils and can be impacted by issues such as poor quality housing and/or low family incomes.</p> <p>20 disadvantaged pupils are currently on the Safeguarding Caseload (October 2024) 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. The Academy must strive hard to provide quality opportunities to enrich all pupils life experiences.</p>
6	<p>Attendance, punctuality and high mobility</p> <p>PP PA in 23-24 was 11.4% for the year. Overall attendance PP for 2023-4 was 94.8%</p> <p>At the end of 2023-24 academic year, of the PA list, 62% of the pupils were disadvantaged.</p> <p>Due to this being a high priority for the Academy in 2023-24 and the employment of a new Admissions and Attendance Officer, the attendance of all pupils and of PP pupils had risen significantly (95.6% overall, 94.8% for PP pupils)</p> <p>However our analysis shows some disadvantaged pupils and families need additional support to maintain and further improve 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. The Caldmore Academy behaviour curriculum is embedded therefore pupils are able to demonstrate 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>High Quality First teaching including Teach Like A Champion Strategies ensures that all pupils, particularly disadvantaged pupils, make at least expected progress across the curriculum leading to improved 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 interventions 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>Progress data shows that Disadvantaged pupils are making at least expected progress and where this is not the case support and interventions are quickly put in place.</p> <p>Successful implementation of the PEIA and TLAC metacognition and self-regulation project strategies across the Academy ensure that pupils’ participation and thinking ratio increase to maximise learning opportunities.</p> <p>Disadvantaged pupils engage in interventions, Afterschool clubs, Breakfast club, trips and adventurous activities.</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>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>The academy's policies and practice are fully in line with the new regulations in Keeping Children Safe in Education.</p> <p>Attendance of Disadvantaged Pupils to be inline if not better than Non Disadvantaged pupils and the number of Disadvantaged Pupils who are PA to decrease and to be in line if not below that of Non disadvantaged pupils</p> <p>Improved punctuality, to ensure all children are in school and ready to learn on time.</p>

Activity in this academic year

Total Budgeted Spend – £300,139

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £111,000

Activity	Estimated Cost	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.	£3000	<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><i>'On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress'</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/literacy-early-years</p> <p><i>'Focusing on language and communication is especially important for young children and will support the development of a range of early literacy skills as well as their wider knowledge and understanding.¹ In addition, developing communication and language is linked to other important outcomes including children's self-regulation,⁵ socio-emotional development,⁶ and reasoning'</i></p> <p>All of these methods will be deployed across EYFS as a result of increased teaching capacity within the room.</p> <p>Teaching Assistant Interventions +4 months progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1,2 & 3

		<p><i>'Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class'.</i></p> <p>Mastery Teaching model in class +5 months progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p><i>'A high level of success should be required before pupils move on to new content – it is crucial to monitor and communicate pupil progress and to provide additional support for pupils that take longer to reach the required level of knowledge.'</i></p>	
<p>Develop CPD for all staff.</p> <p>Teach Like A Champion/PIEA project</p>	<p>Staffing £3565.45</p> <p>Elsa training £700</p> <p>RWI training £5000</p> <p>£10000 Supply to cover for coaching/staff CPD</p> <p>£1000 Moderation training</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/literacy-ks-1</p> <p><i>'Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children.</i></p> <p><i>Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary, modelling and extending children's language and thinking during interactions and activities such as shared reading.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/literacy-ks2</p>	1

		<p><i>'Purposeful speaking and listening activities support pupils' language development. Purposeful activities include:</i></p> <ul style="list-style-type: none"> <i>• collaborative learning activities where pupils can share their thought processes;</i> <i>• reading books aloud and discussing them, including use of structured questioning;</i> <i>• and pupils articulating their ideas verbally before writing.</i> <p><i>Promote high quality dialogue in the classroom, between the teacher and the pupils and between pupils, to support pupils to develop their thinking and use of language.</i></p> <p><i>Extend pupils' vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words'</i></p> <p><u>Improving Mathematics in the Early Years and Key Stage 1 EEF</u> <u>(educationendowmentfoundation.org.uk)</u></p> <p><i>'Professional development should be used to raise the quality of practitioners' knowledge of mathematics, of children's mathematical development, and of effective mathematical pedagogy. Developmental progressions show us how children typically learn mathematical concepts and can inform teaching. Practitioners should be aware that developing a secure grasp of early mathematical ideas takes time, and specific skills may emerge in different orders. The development of self-regulation and metacognitive skills are linked to successful learning in early mathematics.'</i></p> <p><i>'Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to</i></p>	
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		<p><i>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.'</i></p> <p><i>Strategies are often taught to a class and then practiced in pairs or small groups (see also) metacognition and self-regulation learning approaches collaborative</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p><i>'Reading comprehension strategies are high impact on average (+6 months).'</i></p> <p>One SLT member and 4 teachers from across all key stages are part of the team which will implement and embed strategies from the PEIA and TLAC Meta cognition and Self Regulation project. As part of this the team receives 4 days of high training from Doug Lemov's TLAC team, 2 monitoring visits from them and virtual training throughout the year.</p> <p>The CPA TLAC team will cascade this training throughout the year to the rest of the teaching staff resulting in improved pupil meta cognition and self regulation, increased pupil participation and thinking ratio which will lead to improved outcomes for all pupils, particularly those that are Disadvantaged.</p> <p>The use of Steblab to develop teachers as coaches within the Academy thus improving teaching and learning through the sharing of good practice and enhanced peer teacher feedback</p>	
Develop the roles of the Safeguarding and Pastoral	£76,068 Staffing	Both targeted interventions and universal approaches can have positive overall effects on pupil behaviour and relationships:	4, 6

<p>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>Regular Team Around The Child Meetings.</p>	<p>Ed Pysch £2000</p>	<p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p><i>‘Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning’</i></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/teachinglearning-toolkit/social-and-emotionallearning</p> <p><i>‘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.</i></p> <p>Further develop the use of ELSA strategies, throughout the Academy, with the SENCO Assistant and Child and Family Support Worker 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>Safeguarding team meet at least monthly to discuss vulnerable pupils on the Caseload. When necessary, extra TAC meetings take place to ensure full and targeted support for vulnerable pupils.</p>	
<p>Continue to purchase additional SEND CPD for all staff.</p>	<p>Cadmus £7000 Staffing £4455.90</p>	<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>1,3</p>

		https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/send?utm_source=/educationevidence/guidancereports/send&utm_medium=search&utm_campaign=site_search&search_term=special <i>'promote positive relationships, active engagement, and wellbeing for all pupils; ensure all pupils can access the best possible teaching; and adopt a positive and proactive approach to behaviour, as described in the EEF's guidance report.'</i>	
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Targeted academic support

Budgeted cost: £ 36,528

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 targets set by the S&L therapist, to be delivered by S&L TA and class-based TAs	£7500 SALT	<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><i>'Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.'</i></p> <p>Small group tutoring proves highly effective progress +3 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1&3

		<p><i>'This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.'</i></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-nearly-years-the-complete-speech-and-language-toolkit/</p> <ul style="list-style-type: none"> • <i>'Covers a good age range and starts very early from 6 months.</i> • <i>Involves families in the assessment, has little or no retest effect and can be used by a wide variety of practitioners without special training.'</i> <p>Early communication and language interventions can provide +6 months progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p><i>'Communication and language approaches involve intentionally acting to develop young children's understanding of language and their ability and confidence to use language, and other strategies, to communicate effectively. They are based on the idea that children's language development benefits from approaches that support communication through talking and non-verbal expression.'</i></p>	
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		https://ican.org.uk/training-licensing/icanprogrammes/talk-boost-ks1/	
Use of digital platforms such as Nessy, Reading software 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 and for home learning.	£10500	<p>Additional home learning provision can provide +6 months of progress https://educationendowmentfoundation.org.uk/education-on-evidence/teaching-learning-toolkit/homework</p> <p><i>'The quality of the task set appears to be more important than the quantity of work required from the pupil. There is some evidence that the impact of homework diminishes as the amount of time pupils spend on it increases. The studies reviewed with the highest impacts set homework twice a week in a particular subject.'</i></p> <p>Individual instruction in through various mediums including digital can provide +4 months progress https://educationendowmentfoundation.org.uk/education-on-evidence/teaching-learning-toolkit/individualisedinstruction</p> <p><i>'There is evidence that digital technology can be used effectively to provide individualised instruction. Many of these studies use digital technology alongside <u>small group tuition</u>, with teachers providing targeted instruction to the pupils that are not engaging with the technology.'</i></p> <p>Digital technology use in EYFS can provide +4 months progress</p>	1, 3 & 5
Tutoring through interventions internally for Phonics, maths writing and comprehension skills, targeting pupils' before, during and after school across Rec to	£15,000 Staff overtime	<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</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low</p>	1, 3

Y6		<p>attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</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><i>'Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.'</i></p> <p>Early Phonic intervention provides +5 months progress</p>	
Develop the use of the Reading Champion to engage pupils in reading for pleasure through developing the school library resources and ensuring all pupils have access to high quality text that engage and motivate them	Staffing £3528	<p>The library is open to pupils at lunchtime weekly and classes are brought during curriculum time.</p> <p>The Reading Champion ensures that all text are engaging, diverse and are by high quality authors.</p> <p>Curriculum boxes for each cross curricular topic are shared with classes with a range of fiction and non-fiction text linked to the topic.</p> <p>Children are directed to text that will engage, motivate and challenge them</p>	1,3

Wider Strategies

Budgeted cost: £152,610

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 all procedures.</p> <p>ATT attendance portal</p> <p>Attendance Lead and Child and Family Support Worker 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>Rewards for improved</p>	<p>Staffing £19,786.80</p> <p>£5174.95</p> <p>EWO £3050</p> <p>Rewards £4000</p>	<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> <p><i>'overall absence had a statistically significant negative link to attainment – i.e. every extra day missed was associated with a lower attainment outcome'</i></p>	6

attendance and 100% attendance. Certificates and books for improved and above 95%. Termly reward such as bouncy castle for 100%. Yearly rewards for 100%.			
<p>Additional pastoral support and good role models through working with outside agencies including: Judo, Walsall FC (Aspire and Assist programme), Latin</p> <p>All pupils, particularly PP pupils and pupils with SEN build their resilience and are able to overcome barriers and challenges in their lives in order to reach their full potential</p>	<p>Play therapy £200</p> <p>Counselling £1000</p> <p>Mental Health Champions £1000</p> <p>£12,400</p> <p>Commando Joe's £4000</p> <p>Music Hub SLA</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. 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>'Children and youth 5-17 years of age should accumulate an average of at least 60 minutes per day and up to several hours of at least moderate intensity physical activity. Some of the health benefits can be achieved through an average of 30 minutes per day.'</i></p> <p>KS 2 pupils are taught Latin so that they have an understanding of word roots and etymology and this will help to ameliorate the vocabulary gap between disadvantaged and non-disadvantaged pupils and support the pupils in their general understanding and comprehension.</p> <p>Commando Joe's will work with the Academy once a week. The member of staff will support Breakfast Club enhancement of provision, parent workshops on building</p>	2,4,5,6

		<p>resilience in children, targeted interventions and lunchtime clubs with vulnerable pupils, after school clubs re resilience and challenge plus providing a rolling programme of lessons for all pupils on building resilience and tackling challenges.</p> <p>The Academy works with Outside agencies such as Reflexions, Cadmus Counselling, Play therapists and One Goal Mental Health to ensure that all pupils understand the importance of looking after their own and each others' mental health and how to get support if needed.</p>	
<p>Breakfast club staffing, food and games.</p> <p>Food and fruit for pupils at snack time.</p>	<p>£8,500</p> <p>£3500 – SLA</p>	<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. Parents do not have to book places. All pupils are able to have classroom bagels when needed.</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>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/60</p>	2,4,5,6

		3946/Evaluation of Breakfast Clubs - Final Report.pdf https://www.gov.uk/government/news/funding-boost-to-give-more-children-healthy-start-to-the-day	
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 enrichment visits.	£45,000 trips and visitors £13,000 Curriculum	<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>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/</p>	4,5,6
Provide opportunities for all pupils (including disadvantaged) to learn how to keep themselves safe and how to access support when needed	£1000 Street Teams, mental health awareness, antibullying resources Careless Talk (Prevent)	<p>When Adults Change, Everything Changes Book By Paul Dix Published by Independent Thinking Press</p> <p>The Academy works hard to ensure all pupils, particularly vulnerable or disadvantaged pupils know how to keep themselves safe and we follow the principles of emotion coaching to support pupils with attachment and trauma needs. The Kindness Principle by Dave Whitaker</p>	4
Provide access to up-to-date technology	£30,000	Digital technology approaches employ computer or digital technologies to support children's	1,5

giving life skills for modern life and work.	IPADS and visualisers	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	
Contingency fund for acute issues. 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 Provision of food parcels, holiday hampers to support families experiencing food deprivation	£1, 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.	2,4,6

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 2023 to 2024 academic year.

Total spend: £251,666.94

Teaching (for example, CPD, recruitment and retention)

Activity/Challenge	Impact of this approach Budgeted cost: £86,827	Actual Spend Total £80,419.27 (adding up all green so far)
Additional staffing in EYFS to ensure smaller ratios enhancing quality first provision, alongside a Mastery model.	EYFS Data 53% GLD (2023 46%) (Target was 31%) PP 44% GLD Reception Wellcomm 38 out of 57 are ARE (13 children were ARE in Sept) 9 children 1 section below. 4 are 3 sections below. 3 are 4 sections below 2 are 5 sections below 2 are 8 sections below 32 children made 1 section progress 12 children made 2 sections progress 9 made 3 sections progress 3 made 4 sections progress 1 made 5 sections progress EYFS lead and a Reception teacher also attended the Billesley Research School Oracy project which focussed on the importance of Oracy in EYFS. This was cascaded to all EYFS staff. The impact of this project can be seen in Listening, attention and understanding which increased from 46% of pupils on track in September 2023 to 83% on track in July 2024. (PP 54% to 87%) Speaking increased from 46% to 74%. (PP 54% to 67%)	Staffing £5353.14
Enhance and embed the development of language in EYFS through play by providing effective CPD for all EYFS staff.		Supply cover £1760.40
		RWI training £2004
		Staffing £13,945.39
Develop the use of Reading champions throughout the Academy and implement a Maths champion to further promote a positive view of Maths and Reading	Y1 Phonics 60% met the standard (2023 was 57%) PP 52% met the standard KS1 Reading 49% met the expected standard (2023 was 37%) PP 53% met the expected standard (2023 was 23%)	

across the Academy particularly for Disadvantaged pupils.	KS2 Reading 57% Met the expected standard (2023 60%) PP 50% met the expected standard	
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.	ATT Safeguarding audit and review were rated as secure and the trust's Safeguarding Director commented that our co-ordinated and cohesive approach to supporting our vulnerable pupils and families was excellent. We were awarded the Sandwell Well being Charter Mark in June 2024 for showing a commitment to creating a school that promotes the well being of pupils, staff and parents	Staffing - £47,731.64
Implement Team Around The Child Meetings.	Weekly safeguarding meetings, safe and well calls, home visits and welfare checks, links with outside agencies and social care, support for vulnerable families. This will continue to be a priority 2024-2025 with a focus on Attachment and Trauma, Restorative Practice and ELSA support. Nurture provision remains a priority.	EP - £1980 Elsa £700
Continue to purchase additional SEND CPD for all staff	These are in addition to the weekly SG meetings and ensure that key staff discuss/challenge any barriers that SEN/vulnerable pupils may have and take effective action to ameliorate these. GLD 30% SEND pupils met the expected standard Y1 Phonics Check 25% of SEND pupils met the expected standard KS1 Maths 22% SEND pupils met the expected standard KS1 Reading 11% SEND pupils met the expected standard KS1 Writing 11% SEND pupils met the expected standard Y4 MTC 25% SEND pupils achieved a score of 21+	SEN £6,944.70 (Cadmus)

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

Activity	Impact of this approach Budgeted cost - £26,637	Actual Spend £20,361.84
<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>Use of digital platforms such as Nessy, Reading software 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 and for home learning.</p> <p>Tutoring internally for Phonics, maths and comprehension skills, targeted pupils' afterschool across Y1 to Y6</p>	<p>EYFS Data 53% GLD (2023 46%) (Target was 31%) PP 44% GLD</p> <p>Y1 Phonics 67% met the standard PP 59% met the standard</p> <p>KS1 Reading 37% met the expected standard PP 23% met the expected standard</p> <p>KS1 Maths 49% met the expected standard PP 50% met the expected standard</p> <p>KS2 Reading 57% Met the expected standard PP 50% met the expected standard</p> <p>KS2 Maths 67% met the expected standard PP 58% met the expected standard</p> <p>21% High level test score PP 21% High level test score</p> <p>KS2 Combined 49% met the expected standard in RWM PP 39% met the expected standard in RWM</p> <p>KS2 Progress scores for PP 2023: Reading +0.8 Writing 0 Maths +2.8 GPS +3.7 Progress scores were not available for this year</p>	<p>£7245 SALT</p> <p>£10,323.11</p> <p>£2793.73</p>

	<p>NTS Termly intervention groups have run several times a week with targeted pupils (with PP pupils prioritised) from Y2 to Y6.</p> <p>These interventions targeted phonics, comprehension, maths reasoning, multiplication tables and writing.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Impact of this approach Budgeted cost - £181,700	Actual Spend £150,885.83
<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>ATT Attendance portal</p> <p>Attendance Lead and Child and Family Support Worker 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>Rewards for improved attendance and 100% attendance. Certificates and books for improved and above 95%. Termly</p>	<p>Attendance for all pupils (2023-24) was 95.4%. (2022-23 92.9%) Attendance for PP pupils was 94.9% (2022-23 92.7%)</p> <p>Both EID religious celebrations took place during term time which had a large negative effect upon attendance. (11.9% - Religious observance) and unauthorised term time holiday remain high (17.1%)</p> <p>PA is now 9.4% (2022 -23 - 24.7%) FPNs were issued to families as per Walsall LA.</p> <p>School Attendance Officer and Cluster EWO - This year we invited all parents that have PA children into school for a meeting to offer support and offer early help. Not all parents attended, but we had some positive meetings and where these meetings happened children's attendance improved.</p>	<p>Staffing £41,305.14</p> <p>Student rewards £3382.80</p> <p>EWO £3020</p>

<p>reward such as bouncy castle for 100%. Yearly reward for 100% are cinema vouchers and toy shop vouchers.</p> <p>Additional pastoral support and good role models through working with outside agencies including: Judo, Walsall FC (Aspire and Assist programme),</p> <p>One to one play therapy sessions for a vulnerable EYFS pupil.</p>	<p>ATT's Full Academy Review rated the academy's Behaviour and Attitudes as good.</p> <p>There were four 1 day suspensions in 2023-24. Play therapy was brought in for 1 of these pupils (EYFS) and an EHCP referral made. For the KS2 pupil the Academy brought into 6 sessions of counselling from Cadmus which supported the pupil's wellbeing and that of 2 other vulnerable pupils.</p> <p>We have bought into One Goal Mental Health Champion Training. All pupils from Year 1 to 6 are trained to look after their own mental health and also how to support their peers.</p> <p>Every PP pupil in KS1 and KS2 has had the opportunity to attend a free lunchtime or afterschool club. These included keyboards, basketball, judo, football, rounders, computing, drama, choir, performing arts .</p> <p>Attendance at breakfast club is at full capacity and those pupils that can't attend are able to have a free breakfast of bagels or toast every morning in their classroom.</p> <p>Breakfast club is staffed by 2 members of staff. The children eat breakfast and take part in a variety of activities. All children can access breakfast club if they wish. We currently have 40 -45 children who attend.</p> <p>Number of children having breakfast in the classroom - 217</p> <p>We are a member of fruits for school's therefore we have fruit delivered to school twice a wee</p>	<p>£1200 (6 sessions of counselling for 3 children in Y6)</p> <p>£1540 Play therapy £965</p> <p>Mental Health Champion training £3,020</p> <p>Music Hub £3699.19</p> <p>£1250 for Magic Breakfast Staff time in lieu</p> <p>Catering equipment £780</p> <p>Top up Bagels and Cereals , games etc £2138.86</p> <p>£3325.16 - SLA</p>
<p>Breakfast club staffing, food and games.</p> <p>Food and fruit for pupils at snack time.</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 enrichment visits.</p>	<p>Trips and visits were an enormous part of school life at Caldmore. We encourage children to attend trips from N to 6. We offer trips throughout the year for each year group including school trips to the theatre and Weston Supermare.</p> <p>We also had visitors into school to support with the curriculum. We had 34 children attend a residential in Year 6.</p> <p>Pupils have received high quality experiences of the outside world including:</p> <ul style="list-style-type: none"> Forest Arts Centre Sealife Centre Think Tank Warwick Castle Museum of Cannock Chase Zoological Gardens Safari Park Woodlands Residential (including opportunity to stay overnight) Beaudesert Twycross Zoo 	<p>£39,416 (trips and visitors)</p> <p>Curriculum £12,183.78</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, One Goal mental health strategy</p>	<p>EYFS data: People, Culture and Communities (PP 42% to 70%) Natural World (PP 54% to %70%) Being Imaginative (PP 70% to 94%)</p> <p>Pupils' mental health resilience and ways to keep themselves safe have been supported and prioritised through engagement with One Goal, Careless Talk, visits from the local police.</p> <p>Commando Joe's has worked with the Academy once a week and has worked with each year group for a block of sessions providing a rolling programme of</p>	<p>£14,440</p>

All pupils, particularly PP pupils and pupils with SEN build their resilience and are able to overcome barriers and challenges in their lives in order to reach their full potential	<p>lessons for all pupils on building resilience and tackling challenges. They have also supported Breakfast Club once a week and run an afterschool club where the focus has been resilience and challenge in a smaller group. In addition, targeted interventions and lunchtime clubs with vulnerable pupils have been put in place where needed. This has resulted in fewer behaviour incidents at lunchtimes and playtimes with targeted pupils plus class teachers reporting that the majority of pupils are more willing to have a go at tasks rather than give up prematurely.</p>	
Provide access to up-to-date technology giving life skills for modern life and work.	Each classroom had a set of 6 Ipads to further improve the pupils' access.	£21,950
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	<p>A number of families in need (including those who have no support from government sources) have been given school uniform.</p> <p>Families in crisis have been given food to help them get through a critical period.</p>	£289.90
Provision of food parcels, holiday hampers to support families experiencing food deprivation	A vulnerable pupil with very challenging behaviour has had a noticeable improvement since this intervention.	

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
National Tutoring Programme	

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.