

Annex 2c: Pupil premium strategy statement North Walsall Primary Academy

1. Summary information					
School	North Walsall Primary Academy				
Academic Year	2018-19	Total PP budget	£133,000 PP £1800 EYFS £10000 LAC	Date of most recent PP Review	15.07.18
Total number of pupils	210 233 (Inc Nursery)	Current PP	61	Date for next internal review of this strategy	17.12.18 End of Autumn Term
		Ever 6 PP	31		
		EYFS PP	7		
		LAC PP	2		
		Refugee	1		
		Total	103 43.7%		

	Historic Data							
21 pupils out of 30 in year 6 were eligible for pupil premium during the 2017-18 academic year	<i>National all 2016</i>	<i>National all 2017</i>	<i>North Walsall all 2016</i>	<i>North Walsall all 2017</i>	<i>National PP 2016</i>	<i>National PP 2017</i>	<i>North Walsall PP 2016</i>	<i>North Walsall PP 2017</i>
% achieving at or above ARE in reading, writing & maths by the end of Y6:	60%	61%	15%	33%	39%	43%	15%	24%
% achieving at or above ARE in reading by the end of	72%	71%	45%	40%	53%	77%	45%	35%
% making at or above ARE in writing by the end of Y6:	79%	76%	65%	73%	64%	81%	65%	71%
% making at or above ARE in maths by the end of Y6:	76%	75%	25%	67%	58%	80%	25%	47%
% making at or above progress in SPAG by the	NA	77%	45%	73%	NA	82%	45%	59%
% achieving GLD in Rec	66%	70%	23%	63%	52%		50%	57%
% passing the phonics screening in Y1	81%	81%	46%	56%	70%	84%	38%	0%

		Current Attainment			
	<i>National all 2018</i>	<i>North Walsall all 2018</i>	<i>National PP 2018</i>	<i>North Walsall PP 2018</i>	<i>Difference for LY</i>
% achieving at or above ARE in reading, writing & maths by the end of Y6:	64%+ 3% LY (NW -14%)	50%		41%	+17% all +17% pp
% achieving at or above ARE in reading by the end of Y6:	75% + 4% LY (NW -5%)	70%		64%	+30% all +29% pp
% making at or above ARE in writing by the end of Y6:	78% + 2% LY (NW -25%)	53%		45%	-20% all -20% pp
% making at or above ARE in maths by the end of Y6:	76% + 1% LY (NW -3%)	73%		68%	+6% all +21% pp
% making at or above progress in SPAG by the end of year 6	78% + 4% LY (NW -1%)	77%		72%	+4% all +13% pp
% achieving GLD in Rec		68%		58%	+1% pp +5% all
% passing the phonics screening in Y1	82% + 1% LY (NW - +15%)	97%	70%	89%	+89% pp +31% all

2. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Limited language acquisition for PP children in nursery and reception– limited vocabulary along with limited letter recognition and reading skills upon entry to the EYFS stage. The current intake indicates that 50% of the nursery children are EAL and 67% of the reception children are EAL. Entry point nursery date reflects that 100% of the pupils entering reception are working well below the national standard for reading, writing, speaking and Listening of which 98% are entering at 0-20 months. Of the 100% in nursery, 26% are PP children, (this figure is expected to increase with the new census data).
B.	GLD rose from 65% in 2018 to 68% in 2018, PP children achieving GLD rose from 57% to 58% still below national.
C.	A high crossover of PP & SEND children with complex social, emotional and behavioural needs in the exiting year 2, current Y3. With a high proportion of LA pupils not making the accelerated progress required to reach at least ARE. Reading 68%, % of PP who got reading 27%, Writing 60%, % of PP who got writing 36%, Maths 73%, % of PP who got Maths 64% with a combined of 18%. All significantly below national with a significant gap between PP and non-pp.
D.	Not enough HA pupils reach greater depths that are eligible for PP in KS1 & KS2. GD KS1 0% in R, W&M. GD KS2, 0% W, 10% R, 31% Maths. This was an increase in GD at KS2 from the previous year, but still below national. Read is a priority
E.	SEND/PP cross over at the end of KS2 the lowest performing sub group was SEN/PP in overall progress, Reading, Maths and SPAG.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
F.	PA in 2016/17 11.25%, national 8.3% 2016/17 7.3% FSM compared to 4.2% non-FSM 2016/17 2017/18 data PA whole school 12.8% (27), of which 63% was PP (17) of which 64% were PP/SEND (11)
G.	Low socioeconomic demographic 4 in 5 residents (80%) experience levels of severe multiple deprivation– compared with 44% across Walsall overall. North Walsall deprivation band is 99. (English Index of Deprivation 2015-IDACI) However, current figures for pupils eligible for PP across our school, does not accurately reflect our demographic. Parental engagement to improve.
H.	LAC PP – Access to resources that require additional funding to bridge the gap between home and school.
3. Outcomes	
	Success criteria

A.	Increase the number of PP pupils achieving GLD in spoken communication, closing the gap on national standards and where necessary making accelerated progress.	<ul style="list-style-type: none">• Accurate baseline data• Regular assessment points throughout the year to identify gaps• Quality first teaching• Increased parental engagement and home link support• Targeted interventions for precision teaching• SALT interventions• Quality first phonics teaching• Stay and play in nursery every half term
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B.	Ensure accelerated progress, resulting in more children entering the academy at a low starting point achieve GLD, closing the gap with national expectations.	<ul style="list-style-type: none">• Performance management targets allow for data driven accountability• understanding of the EYFS framework is secure• Targeted intervention groups across Nur & Rec to ensure good if not accelerated progress• Parental support which enables parents to support learning of sounds at home• 1:1 provision and small group intervention to
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C.	<p>Improve the behaviour and attendance of a small group of PP boys in year 3 and reset their climate for learning to ensure they are able to be successful in class. Ensure all SEND needs are factored into the daily life within the classroom to allow for quality first teaching.</p> <p>Close the gap between higher and lower achieving PP children through accelerated progress.</p>	<ul style="list-style-type: none">• PA PP children targeted for breakfast club and potentially walking bus.• Targeted intervention to tackle behaviour issues such as volcano in my tummy etc. to be run by the learning mentor.• Targeted interventions to tackle social skills and climate for learning again to be led by the learning mentor• SENCO to monitor and run targeted interventions for SENDPP children & coach for quality first SEND provision within whole class teaching.• Create Venn diagrams and track progress of sub-groups• Targeted interventions for LA/SEND PP children to ensure accelerated progress
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D.	Increase the percentage children entering the academy with at a higher starting point achieving GD at the end of KS2, whilst increasing the end of KS2 results closing the gap to national.	<ul style="list-style-type: none">• Consultancy day with parents, pupil and teacher to map out next steps and support• February/Easter half term school for reading writing and maths for targeted PP children• Streaming cross the year group during the spring term to allow for targeted teaching• Targeted interventions for Reading, SPAG and Maths• Targeted afterschool boosters during the spring term• Clubs to support enjoyment and knowledge of the chosen subject e.g. Athletics, Nessy and Oxford Owl• Targeted home work to support in-class learning.• Support materials that target SATs preparation
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E.	To improve outcomes of SEND/PP cross over at the end of KS2 in overall progress, Reading, Maths and SPAG	<ul style="list-style-type: none">• Targeted interventions for LA/SEND PP children to ensure accelerated progress• Create Venn diagrams and track progress of sub-groups• Streaming across the year group during the spring term to allow for targeted teaching year 6• Targeted interventions to tackle social skills and climate for learning again to be led by the learning mentor Y3• Quality first teaching• Buy into scaffolded support tools such as: Nessy, Oxford Owl and Mathletics• Engage with outside agencies to ensure any and all external support is explored and exploited to ensure progress for this sub group
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F.	<p>PA PP reduced to be in-line with national figures (8.4% DfE Pupil Absence Doc, Autumn 2015) national 8.3% 2016/17 7.3% FSM compared to 4.2% non-FSM 2016/17 by the end of the year – Unless figures change. Specific focus on PP/SEND crossover</p> <p>Reduce Lateness which impacts upon attendance and readiness for learning.</p>	<ul style="list-style-type: none">• Target PP children for breakfast club – Sign up to Magic breakfast• Possible walking bus for targeted PP children• EWO employed to monitor pupils and follow up quickly on absences. (One day per week)• Clear mapping of actions following an absence.• Use of rewards to encourage attendance- such as bouncy castle – end of year trips to the cinema + 100% whole year Bike raffle• Office staff to create bar charts and hold weekly meetings with pupils regarding PA and overall attendance• In-class monitoring system –such as the bug race• Removal of pupils for absences of more than
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<p>G.</p>	<p>Improve Out of the classroom learning such as school trips and enrichment opportunities expanding the wider curriculum, creating a depth of learning</p> <ul style="list-style-type: none"> • All pupils are exposed to first hand experiences • Pupils are exposed to the outside world through rich vocabulary opportunities and language acquisition • Pupils build confidence in public, gaining valuable life experiences <p>School Trips In-School enrichment opportunities community links Residential experiences</p>	<ul style="list-style-type: none"> • Every class participates in a high quality enrichment opportunity to support learning at least once a term with a range of experiences subsidised by the school. In addition, a number of free enrichment opportunities will be initiated in conjunction with the local community e.g. libraries and other public services • Enrichment opportunities made available for G&T pupils. Inclusion lead to ensure such pupils are identified targeted and monitored. • Enter national or network competitions such as spellings bee's and times table challenges. • Link to King Edwards outreach program to support G&T pupils • Develop school sports teams to compete in competitions. • Booster groups for pupils
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H.	Ensure adequate LAC PP access to resources and additional funding are sourced and are utilized to bridge the gap between home and school.	<ul style="list-style-type: none"> • Source funding through virtual schools to support LAC pupils • Provide opportunities for links to be made between carers and school • Engage with professional agencies to ensure tailored support is in place for LAC pupils
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A small but growing number of schools are using their funding for disadvantaged pupils to offset budget cuts elsewhere, according to polling. The survey of 1,607 teachers, conducted by the National Foundation for Educational Research as part of their Teachers' Voice Omnibus survey, found that one in five didn't know what the main priorities for their pupil premium funding was. The most common priority for spending, identified by over a quarter of teachers (28%), was on early intervention schemes. 13% said that more 1:1 tuition was a priority and 10% said teaching assistants. However, virtually all of the senior leaders surveyed believe that the pupil premium has allowed them to target resources at raising the attainment of their poorest pupils. 98% of primary and secondary leaders and four out of five classroom teachers (79%) agreed with this statement to either a great extent, to some extent or to a little extent. <https://www.suttontrust.com/newsarchive/small-but-increasing-number-of-schools-are-using-their-pupil-premium-funding-to-offset-budget-cuts-new-sutton-trust-and-education-endowment-foundation-polling/>

Sutton Trust: academies are not helping disadvantaged children enough: The think-tank examined the performance of disadvantaged students – those entitled to [the pupil premium](#) – in sponsored academies in 39 chains from 2013-2015. The report, *Chain Effects 2016*, it found that 8 out of 39 schools were substantially underperforming compared to the national average for disadvantaged pupils.

<http://www.publicfinance.co.uk/news/2016/07/sutton-trust-academies-are-not-helping-disadvantaged-children-enough>

<http://educationendowmentfoundation.org.uk> provide a teaching and learning tool kit that maps out impact vs spend, this document supports the forecasted use of funding within this document.

As such the following strategy outlines precise spending to ensure pupil premium funding is balanced and meets the needs of all pupil premium children within the school, whilst complimenting and enriching the existing curriculum.

4. Planned expenditure**Academic year****2018/19**

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all**Desired outcome****Chosen action /
approach****What is the evidence and
rationale for this choice?****How will you ensure it is
implemented well?****Staff lead****When will you
review**

<p>A: Increase the number of PP pupils achieving GLD in spoken communication, closing the gap on national standards and where necessary making accelerated progress.</p>	<p>Employ a dedicated S&L teacher to deliver all SALT targets and work with children 1:1 £24,174</p>	<p>2015/16 SATs across the country dipped when tested against new guidance. North Walsall results for 2015/16 & 2016/17 are still below the national floor targets for attainment. Progress is good, given low start points. 2017/18 saw PP GLD rise by 2% in attainment, this is still below national. Given children's low starting point, accelerated-deep progress is required to ensure they catch up</p>	<p>The INSET training day will be led by the Vice Principal and lead on PP. The INSET will allow staff to work together to identify potential barriers for PP children within the classroom; plan for interventions and work on refining planning and practice to meet the needs of all.</p>	<p>Assistant Principal and SENCO</p>	<p>October half term Christmas February half term Easter May half End of year data drop</p>
<p>B: Increase the number of PP pupils achieving GLD in reading, writing and spoken communication, closing the gap on national standards and where necessary making accelerated progress.</p>	<p>TA training at supporting school – encouraging collaborative learning and shared good practice.</p>	<p>2017/18 saw PP GLD rise by 2% in attainment, this is still below national. Given children's low starting point, accelerated-deep progress is required to ensure they catch up</p>	<p>Planning needs to highlight PP children clearly and target interventions carried out for PP children.</p>	<p>EYFS Lead</p>	<p>Half Termly data drops</p>
<p>D: Increase the percentage children entering the academy with at a higher starting point achieving GD at the end of KS2, whilst increasing the end of KS2 results closing the gap to national.</p>	<p>EYFS update training and moderation throughout the year.</p> <p>Data analysis training – identify gaps and next steps</p> <p>Small group precision teaching +5 months on the EEF</p>	<p>OFSTED 2014 Pupil Premium Update found that:</p> <p>In general, pupils eligible for the pupil premium were making poor progress, in the 15 schools that were inadequate for overall effectiveness, attainment gaps were typically wider than average or closing too slowly.</p>	<p>Venn diagrams will be created for each year group with PP and SEND pupils clearly identifiable.</p> <p>Pupil Progress meetings half termly</p>	<p>OA</p>	<p>Half Termly data drops</p>
		<p>https://www.gov.uk/government/publications/the-pupil-premium-an-update</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-</p>			

Total budgeted cost					£24174
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review

<p>A: Increase the number of PP pupils achieving GLD in spoken communication, closing the gap on national standards and where necessary making accelerated progress.</p>	<p>SALT interventions S&L therapist brought in to set SALT targets £280 x 30 = £8400</p>	<p>A report has been released offering important information about how many children have language impairment in primary school. The findings are based on the Surrey Communication and Language in Education Study (SCALES) project, led by University College London, and tells us that:</p>	<p>Targeting evidence based intervention program that supports language delayed children in EYFS. Children who are identified with delayed language will be set SALT targets and receive targeted intervention to improve their SL&C.</p>	<p>EYFS Lead Physical Literacy</p> <p>Inclusion Lead to work with external S&L specialist to identify pupils</p>	<p>October half term February half term Easter May half term End point data drop</p>
<p>B: Increase the number of PP pupils achieving GLD in reading, writing and spoken communication, closing the gap on national standards and where necessary making accelerated progress. Close the gap between higher and lower achieving PP children through accelerated progress.</p>	<p>Targeted interventions for precision teaching</p> <p>Accurate baseline data - Regular assessment points throughout the year to identify gaps</p> <p>CPD for Physical Literacy £100</p>	<p>-Language impairment is seven times more common than other developmental conditions such as autism. -This means that approximately two children - 7.58% - in every Year 1 class will have a significant language impairment that impacts learning. -These children with language impairment have higher social, emotional and behavioural problems, with 88% failing to achieve early curriculum targets</p> <p>http://www.ican.org.uk/What_is_the_issue/Latest%20policy%20and%20research/How-many-children-have-language-impairment.aspx</p>	<p>Progression steps are mapped out for each progress stage. Children who need additional support will have targets set by the S&L consultant for the LA</p> <p>Baseline data to be on the system and checked by the EYFS lead.</p> <p>Early Talk Boost sessions for EYFS identified pupils</p> <p>Healthy Movers Programme (physical literacy in the early years)</p>		

<p>H. Ensure adequate LAC PP access to resources and additional funding are sourced and are utilized to bridge the gap between home and school.</p> <p>E: To improve outcomes of SEND/PP cross over at the end of KS2 in overall progress, Reading, Maths and SPAG</p>	<p>Sports led LT provision for LAC PP pupil funded by Virtual schools +3 months on the EEF toolkit</p> <p>1:1 support through Virtual schools 20hrs</p> <p>Targeted intervention groups across years 2 including the nesy & Mathletics program to ensure good if not accelerated progress</p>	<p>Small group tuition is defined as one teacher or professional educator working with two, - five pupils. This arrangement enables the teacher to focus exclusively on a small number of learners, usually on their own in a separate classroom or working area. Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three, but slightly lower impact compared to one to one tuition. Moderate cost, moderate impact, +3 months EEF toolkit.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/</p> <p>https://educationendowmentfoundation.org.uk/news/the-teaching-and-learning-toolkit-a-complex-summary/</p>	<p>Baseline data, followed by half termly testing.</p> <p>Interventions nessy program x 40 licences & logistics (£4000) mathletics x 152 (£1149)</p>	<p>SENCO</p> <p>SENCO</p>	<p>October half term</p> <p>February half term</p> <p>Easter</p> <p>May half term End point data drop</p>
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<p>D: Increase the percentage children entering the academy with at a higher starting point achieving GD at the end of KS2, whilst increasing the end of KS2 results closing the gap to national</p>	<p>Streaming for a term (£12000)</p>	<p>2015/16 SATs across the country dipped when tested against new guidance this included pupils achieving GD and PP achieving GD was significantly below non-pp. North Walsall had no children in 2015/16 or 2016/ 17 that achieved GD.</p> <p>2018 – Through Streaming</p> <p>Reading: 3 pupils 10% of which all 3, current PP or Ever6. At KS1 only 1 of these pupils achieved the old level3.</p> <p>Maths: 7 pupils’ 31% of which, 4 pupils 18% are either current PP or Ever6. At KS1 only 1 of these pupils achieved the old level3.</p> <p>SPAG: 6 pupils’ 27% of which, 4 children 18% are either current PP or Ever6.</p> <p>https://www.gov.uk/government/publications/the-pupil-premium-an-update</p>	<p>NH to stream for reading three ways with CT and MK</p> <p>Stream ways with additional CT during the mornings for Maths and Writing – MK to support lowest group as TA</p>	<p>AP and HOA</p>	<p>Jan 2019 – May half term</p>
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<p>D: Increase the percentage of HA children achieving GD at KS2, whilst increasing the end of KS2 results to be in-line with national.</p>	<p>Parental support which enables parents to support learning of sounds at home</p> <p>Consultancy day with parents, pupil and teacher & sale of CGP</p> <p>February/Easter school for reading writing and maths for targeted PP children</p>	<p>OFSTED 2014 Pupil Premium Update found that:</p> <p>In general, pupils eligible for the pupil premium were making poor progress in the 15 schools that were inadequate for overall effectiveness. Attainment gaps were typically wider than average or closing too slowly.</p> <p>On average, evidence suggests that pupils who attend a summer school make approximately two additional months' progress compared to similar pupils who do not.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/summer-schools/</p>	<p>One to one meeting with parent, teacher and pupil – outcome to be monitored through quality of subsequent support that follows. CGP resources for sale (£1000)</p> <p>February/Easter school (£1500)</p>	<p>Teachers parents evening</p> <p>Inspire workshop</p> <p>ZM, MK, NH</p>	<p>Termly</p> <p>Jan 2019</p>
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<p>E: To improve outcomes of SEND/PP cross over at the end of KS2 in overall progress, Reading, Maths and SPAG</p>	<p>Targeted interventions for LA/SEND PP children to ensure accelerated progress</p> <p>Grouping across the year group during the spring term to allow for targeted teaching year 6</p>	<p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils are taught a range of techniques which enable them to comprehend the meaning of what they read.</p> <p>On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</p>	<p>Targeted interventions afterschool</p> <p>Stream 3 ways with additional CT during the mornings for Maths and Writing – MK to support lowest group as TA</p>	<p>NH, CC, ZM</p> <p>HOA</p>	<p>Half Termly</p> <p>Half Termly</p>
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<p>C: A high crossover of PP & SEND children with complex social, emotional and behavioural needs in the exiting year 2, current Y3. With a high proportion of LA pupils not making the accelerated progress required to reach at least ARE.</p>	<p>Learning support mentor to promote improvement in behaviour and climate for learning for specified vulnerable pupils. Lead on the nurture program across the school. Impact on whole class once nurture children are removed allows for an improved work environment.</p> <p>Targeted interventions to tackle social skills and climate for learning again to be led by the learning mentor Y3</p>	<p>Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. Moderate impact, Moderate cost</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit</p>	<p>BOXAL profile records are completed and tracked.</p> <p>Learning mentor interventions 50% of working hrs costed against salary (£15900)</p> <p>Meta-cognition and self-regulation approaches (sometimes known as ‘learning to learn’ approaches) aim to help learners think about their own learning more explicitly. This is usually by teaching pupils specific strategies to set goals, and monitor and evaluate their own academic development. High impact, low cost</p>	<p>SENCO & HOA</p>	<p>October half term February half term Easter May half term End point data drop</p>
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On average, mentoring appears to have little or no positive impact on academic outcomes. The impacts of individual programs vary. Some studies have found positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mentoring/>

Educational Psychologist **£3000**
Observation, reporting and advice.

<p>H: Ensure adequate LAC PP access to resources and additional funding are sourced and are utilized to bridge the gap between home and school. (£10,000)</p>	<p>Lunch Time Sports Provision</p> <p>1:1 Classroom support</p> <p>One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</p>	<p>The overall impact of sports participation on academic achievement tends to be positive but low (about two additional months' progress). However, there is recent evidence from the UK that sports participation can have a larger effect on, for example, mathematics learning when combined with a structured numeracy program (with one study showing an impact of up to ten months' additional progress).</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/</p>	<p>Walsall Football club will provide, small group provision to develop social, emotional, behavioural support.</p> <p>A 1:1 support assistant will work in class with pupil to support academic progress.</p>	<p>SENCO</p>	<p>Half Termly</p>
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Total budgeted cost

£57049

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
<p>F: PA PP reduced to be in-line with national figures. Ensure pupils are ready to learn.</p> <p>Reduce Lateness which impacts upon attendance and readiness for learning.</p>	<p>Breakfast Club staffing (£5043)</p> <p>Breakfast Club resources – Delivery of whole school breakfast food and training time (£3000)</p>	<p>A significant number of PP pupils are not eating breakfast before they arrive at the academy. Magic Breakfast rational - Pupils arrive at school hungry for many reasons, but poverty is the main factor at play.</p> <p>https://www.gov.uk/government/news/funding-boost-to-give-more-children-healthy-start-to-the-day</p>	<p>Magic breakfast in conjunction with the DFE provide a healthy breakfast. Deliveries are received fortnightly, our BC team prepares the food and run the provision.</p> <p>Food Hygiene training undertaken by 4 staff. £12 x4 =£48</p>	<p>HOS oversees</p> <p>Magic Breakfast/DFE supply the food</p> <p>Team of staff administer provision</p>	<p>Every half term</p> <p>Numbers to increase half termly by 10 building up to 70 pupils by the end of the academic year with a makeup of at least 43% PP, which is our PP figure for the school.</p>

		<p>When you think that children might not have eaten anything nutritious since their school lunch the previous day, and that it is very difficult for them to concentrate if they are hungry, that is half a day of learning lost for them every day - half their education - if they don't eat breakfast.</p>			
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<p>F: PA PP reduced to be in-line with national figures (8.4% DfE Pupil Absence Doc, Autumn 2015) national 8.3% 2016/17 7.3% FSM compared to 4.2% non-FSM 2016/17 by the end of the year. Specific focus on PP/SEND crossover</p> <p>Reduce Lateness which impacts upon attendance and readiness for learning.</p>	<p>EWO employed to monitor pupils and follow up quickly on absences. (One day per week)</p> <p>Clear mapping of actions following an absence.</p> <p>Use of rewards to encourage attendance</p> <p>EWO (£2800) Office (£2000) Rewards (£10,000)</p>	<p>Below the radar: low-level disruption in the country's classrooms 2013/14. The findings from this survey show that teachers, parents and carers are rightly concerned about the frequent loss of learning time through low-level but persistent disruptive behaviour. This report demonstrates that, in too many schools, teachers are frustrated by this sort of behaviour and are critical of colleagues.</p> <p>https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/379249/Below_20the_20radar_20-_20low-level_20disruption_20in_20the_20country_E2_80_99s_20classrooms.pdf</p> <p>The rate of overall absence for those pupils eligible for free school meals (8.4%) remained higher than that for all pupils (5.8%)</p> <p>For pupils with special educational needs, the highest rate of overall absence continued to be amongst those pupils at School Action Plus (8.9%). This was higher than that for those pupils with no identified special educational needs (SEN) (5.2%)</p> <p>https://www.gov.uk/government/news/new-data-highlights-true-picture-of-school-absence</p>	<p>The attendance lead will work with the EWO and office staff to monitor the impact of meetings on a half termly basis</p>	<p>EWO & P</p>	<p>On-going weekly</p> <p>Half Termly rewards</p> <p>Termly rewards</p> <p>End of Year reward</p>
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<p>G: Improve Out of the classroom learning such as school trips and enrichment opportunities</p> <p>All pupils are exposed to first-hand experience. Pupils are exposed to the outside world through rich vocabulary opportunities and language acquisition</p> <p>Pupils build confidence in public, gaining valuable life experiences. School Trips In-School enrichment opportunities community links Residential experiences. Children develop and refine skills in specific areas promoting improved progress and attainment within the given area of the curriculum</p>	<p>Every class participates in a high quality enrichment opportunity to support learning at least once a term with a range of experiences subsidised by the school. In addition a number of free enrichment opportunities will be initiated in conjunction with the local community e.g. libraries and other public services</p> <p>Enrichment opportunities made available for G&T pupils.</p>	<p>Enrichment throughout the curriculum is key to inspiring learning and promoting enjoyment of school-life and education in general. If children are engaged and inspired then they want to be in school learning.</p> <p>Afterschool clubs extend learning and nurture PP children's interest in specific areas</p> <p>http://www.lotc.org.uk/wp-content/uploads/2011/03/G1.-LOtC-Manifesto.pdf</p> <p>The learning Outside the Classroom Manifesto 2005: Much has been learnt in recent years about how the brain works and the different ways in which we prefer to learn. Research suggests the need to re-engage learners with the world as they actually experience it.</p>	<p>Enrichment lead and HOS will work with CT book all arrange all enrichment opportunities on behalf of the school and act upon teacher requests ensuring full coverage of curriculum outcomes.</p>	<p>CT, Enrichment lead and HOS</p>	<p>Half Termly</p>
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	<p>Inclusion lead to ensure such pupils are identified targeted and monitored.</p> <p>Enter national or network competitions such as spellings bee's and times table challenges.</p> <p>Link to King Edwards outreach program to support G&T</p> <p>Y6 Residential to Kingswood</p>	<p>This is often called 'experiential' or 'authentic' learning.</p> <p>In recent years teachers¹ have been exploring 'learning how to learn' in order to raise achievement. What we see, hear, taste, touch, smell and do gives us six main 'pathways to learning'.</p> <p>Young people are intensely curious and should be given the opportunity to explore the world around them.</p> <p>The potential for learning is maximised if we use the powerful combination of physical, visual and naturalistic ways of learning as well as our linguistic and mathematical intelligence. (£30000)</p>			
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<p>H: Ensure parents and carers of all our children including the most vulnerable have the support and guidance needed.</p>	<p>Parenting Classes and courses (£5000)</p>	<p>Classes and courses for parents and carers to support life in and out of school. To help parents and carers tackle challenging parenting situations. Such as FoodNet and ESOL.</p>	<p>To begin the classes will be open to all parents and then a range of PP families will be targeted depending upon need.</p>	<p>Inclusion Lead, HOS & Inclusion team</p>	<p>Half Termly</p>
Total budgeted					£57,891
Additional Information:					£139,114