

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

1. Summary information					
<b>School</b>	North Walsall Primary Academy				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£112,000 + £100 per term per pupil for EYFS PP  £112,600	<b>Date of most recent PP Review</b>	28/11/17
<b>Total number of pupils</b>	208 238 (Inc Nursery)	<b>Current PP</b>	61	<b>Date for next internal review of this strategy</b>	09/07/18
		<b>Ever 6 PP</b>	32		
		<b>EYFS PP</b>	6		
		<b>LAC PP</b>	4		
		<b>Total</b>	10 = 43%		

	Historic Data							
18 pupils out of 24 in year 6 were eligible for pupil premium	<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%	-26% 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		97%		89%	+8% pp +31% all

RAG rated against LY in school performance – against national we are below floor in all areas



## 2. Barriers to future attainment (for pupils eligible for PP)

### **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)*

<b>A.</b>	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 75% of the nursery children are EAL and 57% of the reception children are EAL. End point nursery data reflects that 100% of the pupils entering reception are working below the national standard for reading, writing, speaking and Listening of which 70% entering well below. Of the 100%, 61.5% are PP children. The current nursery data indicates that 100% are entering the EYFS stage well below national.
<b>B.</b>	70% of pupils eligible for PP in 2016/17 did not pass the phonics screening in year 1. Of the 2015/16 year 2 PP retake children 0% did not pass the rescreen.
<b>C.</b>	A high crossover of PP & SEND children with complex social, emotional and behavioural needs in year 2. With a high proportion of LA pupils not making the accelerated progress required to reach at least ARE.
<b>D.</b>	Not enough HA pupils reach greater depths that are eligible for PP in KS2.

### **External barriers** *(issues which also require action outside school, such as low attendance rates)*

<b>E.</b>	Poor attendance and punctuality for Pupil premium children: PA in 2016/17 11.25% Current 2017/18 data indicates PA for PP children is 14.29% not including nursery. With the current Y2 PA for PP children at 40% followed by Y3 PA for PP children at 31%.
<b>F.</b>	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.
<b>G.</b>	Poor parental support for parents in in reading and understanding how to support their children’s learning and support with Home Work.

<b>H.</b>	LAC PP – Access to resources that require additional funding to bridge the gap between home and school.
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<b>3. Outcomes</b>		<b>Success criteria</b>
<b>A.</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.	<ul style="list-style-type: none"> <li>• Accurate baseline data</li> <li>• Regular assessment points throughout the year to identify gaps</li> <li>• Quality first teaching</li> <li>• Increased parental engagement and home link support</li> <li>• Targeted interventions for precision teaching</li> <li>• SALT interventions</li> <li>• Quality first phonics teaching</li> <li>• Stay and play in nursery every half term.</li> </ul>

<b>B.</b>	Ensure that phonics data for PP children is at least 70% in-line with national from 2016, with 85% of the PP children passing the phonics re-take in year 2 to meet the national including re-take for all pupils of 91%.	<ul style="list-style-type: none"><li>• Performance management targets allow for data driven accountability</li><li>• understanding is secure</li><li>• Targeted intervention groups across years 1&amp;2 to ensure good if not accelerated progress is made to ensure a pass on the phonics screening / nesy program</li><li>• Parental support which enables parents to support learning of sounds at home</li><li>• Consultancy day with parents, pupil and teacher to map out next steps and support</li></ul>
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<p><b>C.</b></p>	<p>Improve the behaviour and attendance of a small group of PP boys In year 2 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> <p>Ensure year 2 SATs results are closer to or in-line with national floor targets.</p>	<ul style="list-style-type: none"> <li>• PA PP children targeted for breakfast club and potentially walking bus.</li> <li>• Targeted intervention to tackle behaviour issues such as volcano in my tummy etc to be run by the learning mentor.</li> <li>• Targeted interventions to tackle social skills and climate for learning again to be led by the learning mentor</li> <li>• SENCO to monitor and run targeted interventions for SENDPP children &amp; coach for quality first SEND provision within whole class teaching.</li> <li>• Create Venn diagrams and track progress of sub-groups</li> <li>• Targeted interventions for LA PP children to ensure accelerated progress</li> <li>• Ensure homework supports in-class learning in-order to move forward</li> </ul>
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<b>D.</b>	Increase the percentage of HA children achieving GD at KS2, whilst increasing the end of KS2 results to be in-line with national.	<ul style="list-style-type: none"><li>• Consultancy day with parents, pupil and teacher to map out next steps and support</li><li>• February half term school for reading writing and maths for targeted PP children</li><li>• Streaming cross the year group to allow for targeted teaching</li><li>• Targeted interventions for Reading, SPAG and Maths</li><li>• Targeted afterschool boosters</li><li>• GT clubs to support enjoyment and knowledge of the chosen subject e.g. Mathematics</li><li>• Targeted home work to support in-class learning.</li><li>• Support materials that target SATs preparation</li><li>• Create Venn diagrams and track progress of sub-groups</li><li>• Quality first teaching</li><li>• CGP precision teaching to prepare for SATs</li></ul>
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<p><b>E.</b></p>	<p>PA reduced to be in-line with national figures (8.4% DfE Pupil Absence Doc, Autumn 2015) by the end of the year – Unless figures change</p> <p>Reduce Lateness which impacts upon attendance and readiness for learning.</p>	<ul style="list-style-type: none"> <li>• Target PP children for breakfast club – Sign up to Magic breakfast</li> <li>• Possible walking bus for targeted PP children</li> <li>• EWO employed to monitor pupils and follow up quickly on absences. (One day per week)</li> <li>• Clear mapping of actions following an absence.</li> <li>• Use of rewards to encourage attendance-such as bouncy castle – end of year trip to the cinema</li> <li>• Office staff to create bar charts and hold weekly meetings with pupils regarding PA and overall attendance</li> <li>• In-class monitoring system – such as the bug race</li> <li>• Removal of pupils for absences of more than 20 days. Spotlight campaign for legal proceedings</li> </ul>
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**F.** Improve Out of the classroom learning such as school trips and enrichment opportunities

- 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

School Trips In-School enrichment opportunities community links Residential experiences

- 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 with a lower starting point. Afterschool clubs to include nesy.

<b>G.</b>	Increase parental engagement through academic support <ul style="list-style-type: none"> <li>• Increase home readers</li> <li>• Increase support with homework and spellings</li> <li>• Wider parental engagement in inspire workshops and parent centred events</li> </ul>	<ul style="list-style-type: none"> <li>• Re-launch reading diaries</li> <li>• Hold a reading morning</li> <li>• Hold reading and spelling workshops for parents</li> <li>• Run a cook with your parent workshop</li> <li>• Introduce Oxford Owl</li> <li>• Hold parent forums to discuss school life and future achievements</li> <li>• Online nesy program for reading and spelling</li> </ul>
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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 **new 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>

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.

<b>4. Planned expenditure</b>					
<b>Academic year</b>	<b>2017/18</b>				
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					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review</b>

<p><b>A:</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><b>B:</b> Ensure that phonics data for PP children is at least 70% in-line with national from 2016, with 85% of the PP children passing the phonics re-take in year 2 to meet the national including re-take for all pupils of 91%.</p> <p><b>D:</b> 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>Pupil Premium INSET training Day.</p>	<p>2015/16 SATs across the country dipped when tested against new guidance. North Walsall results for 2015/16 &amp; 2016/17 are still below the national floor targets.</p> <p><a href="https://www.gov.uk/government/publications/the-pupil-premium-an-update">https://www.gov.uk/government/publications/the-pupil-premium-an-update</a></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. However, in a few of these schools, the performance of pupils eligible for free school meals, although still too low, was better than their peers.</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>Planning needs to highlight PP children clearly and target interventions carried out for PP children.</p> <p>Venn diagrams will be created for each year group with PP and SEND pupils clearly identifiable.</p> <p>Vice Principal will monitor on a half termly basis.</p> <p>Staffing and logistical cost <b>(£2320)</b></p> <p>Vice Principal to oversee and implement the PP strategy <b>(£8100)</b></p>	<p>Vice Principal</p>	<p>October half term Christmas February half term Easter May half End of year data drop</p>
<b>Total budgeted cost</b>					<b>£10420</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review</b>

<p><b>A:</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>Improve confidence in speech and language for vulnerable children.</p>	<p>SALT interventions</p> <p>Targeted interventions for precision teaching</p> <p>Accurate baseline data</p> <p>Regular assessment points throughout the year to identify gaps</p> <p>Quality first phonics teaching</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>-Language impairment is seven times more common than other developmental conditions such as autism.</p> <p>-This means that <b>approximately two children - 7.58%</b> - in every Year 1 class will have a significant language impairment that impacts learning.</p> <p>-These children with language impairment have higher social, emotional and behavioural problems, with <b>88% failing to achieve early curriculum targets</b></p> <p><a href="http://www.ican.org.uk/What_is_the_issue/Latest%20policy%20and%20research/How-many-children-have-language-impairment.aspx">http://www.ican.org.uk/What_is_the_issue/Latest%20policy%20and%20research/How-many-children-have-language-impairment.aspx</a></p>	<p>Targeting evidence based intervention program that supports language delayed children in EYFS.</p> <p>Children who are identified with delayed language will be set SALT targets and receive targeted intervention to improve their SL&amp;C. <b>(£18000)</b></p> <p>Progression steps are mapped out for each progress stage. Children who need additional support will have targets set by the S&amp;L consultant for the LA <b>(£190 x 36 = £3240)</b></p> <p>Baseline data to be on the system and checked by the EYFS lead.</p>	<p>EYFS Lead &amp; S&amp;L support worker</p>	<p>October half term</p> <p>February half term</p> <p>Easter</p> <p>May half term</p> <p>End point data drop</p>
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<p><b>B:</b> Ensure that phonics data for PP children is at least 70% in-line with national from 2016, with 85% of the PP children passing the phonics re-take in year 2 to meet the national including re-take for all pupils of 91%.</p>	<p>Targeted intervention groups across years 1&amp;2 including the nessy program to ensure good if not accelerated progress is made to ensure a pass on the phonics screening.</p> <p>Streaming two days a week</p> <p>Parental support which enables parents to support learning of sounds at home</p> <p>Consultancy day with parents, pupil and teacher &amp; sale of CGP</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.</p> <p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/</a></p>	<p>Baseline data, followed by half termly testing.</p> <p>Interventions: <b>(£5850)</b> nessy program x 50 licences &amp; logistics <b>(£587.50)</b></p> <p>One to one meeting with parent, teacher and pupil – outcome to be monitored through quality of subsequent support that follows. <b>(£320)</b></p> <p>CGP resources for sale <b>(£600)</b></p>	<p>Year 2 Class Teachers</p> <p>Reporting to the Vice Principal and the Principal</p>	<p>October half term February half term Easter May half term End point data drop</p>
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<p><b>C:</b> Improve the behaviour and attendance of a small group of PP boys In year 2 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> <p>Ensure year 2 SATs results are closer to or in-line with national floor targets.</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>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><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/</a></p>	<p>BOXAL profile records are completed and tracked.</p> <p>Learning mentor interventions 25% of working hrs costed against salary <b>(£5750)</b></p>	<p>SENCO &amp; Vice Principal</p>	<p>October half term February half term Easter May half term End point data drop</p>
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<p><b>D:</b> 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>Consultancy day with parents, pupil and teacher to map out next steps and support</p> <p>February half term school for reading writing and maths for targeted PP children</p> <p>Streaming cross the year group to allow for targeted teaching</p> <p>Targeted interventions for Reading, SPAG and Maths</p> <p>Targeted afterschool boosters GT clubs to support enjoyment and knowledge of the chosen subject e.g. Athletics</p> <p>Targeted home work to support in-class learning.</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><a href="https://www.gov.uk/government/publications/the-pupil-premium-an-update">https://www.gov.uk/government/publications/the-pupil-premium-an-update</a></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. However, in a few of these schools, the performance of pupils eligible for free school meals, although still too low, was better than their peers.</p>	<p>The Vice Principal and Year 6 teacher will take the one to one parent meetings together and then monitor the subsequent support received by parents.</p> <p>Staffing and logistical cost for consultancy <b>(£320)</b></p> <p>February half term school <b>(£850)</b></p> <p>Streaming <b>(£12800)</b></p> <p>Interventions: <b>(£4680)</b> nessy program x 15 licences <b>(£287.50)</b></p> <p>CGP resources for sale <b>(£150)</b></p> <p>Mathletics program x 180 licences and logistical timing <b>(£1088.94)</b></p>	<p>Class Teachers</p>	<p>Every Half Term</p>
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		<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><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit</a></p>			
					<p><b>Total budgeted cost £54443</b></p>

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><b>E:</b> Pupils are ready to learn effectively. Supports a number of parents with lateness issues.</p>	<p>Breakfast Club staffing <b>(£5025)</b></p> <p>Breakfast Club resources <b>(£1000)</b></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 in schools where Magic Breakfast is needed.</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</p>	<p>Magic breakfast provide a healthy breakfast, thanks to the generosity of our supporters, for just 22p per child per day. Deliveries are received weekly, our catering team prepares the food in the morning and a team of BC staff run the provision. The AHT ensures staff rotation and ratios are in keeping with the needs of the academy.</p>	<p>VP oversees</p> <p>Magic Breakfast supply the food</p> <p>Team of staff administer provision</p>	<p>Every half term</p>

<p><b>E:</b> PA reduced to be in-line with national figures (8.4% DfE Pupil Absence Doc, Autumn 2015) by the end of the year – Unless figures change</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 (£2500) Office (£2000) Rewards (£3000)</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><a href="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">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</a></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><a href="https://www.gov.uk/government/news/new-data-highlights-true-picture-of-school-absence">https://www.gov.uk/government/news/new-data-highlights-true-picture-of-school-absence</a></p>	<p>The Principal will work with the EWO and office staff to monitor the impact of meetings on a half termly basis</p>	<p>EWO &amp; P</p>	<p>On-going weekly</p>
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<p><b>E:</b> A significant number of PP pupils are late to the academy every day. Reduction in number of late arrivals to the academy; improved punctuality for PP pupils; maximised learning opportunities for these pupils.</p>	<p>Walking bus <b>(£3120)</b></p>	<p>As above</p>	<p>VP will ensure staffing meets the needs of the targeted children to begin with one route will be deployed after assessment.</p> <p>VP will manage staff rotation throughout the year and 1 route will be increased to 2 if necessary</p>	<p>EWO, Office staff to be over seen by the VP</p>	<p>Every half term the impact will be measured and data will be analysed to identify new pupils who need to be added to the route.</p>
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<p><b>F:</b> 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&amp;T pupils. Inclusion lead to ensure such pupils are identified targeted and monitored.</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><a href="http://www.lotc.org.uk/wp-content/uploads/2011/03/G1.-LOtC-Manifesto.pdf">http://www.lotc.org.uk/wp-content/uploads/2011/03/G1.-LOtC-Manifesto.pdf</a></p> <p>The learning Outside the Classroom Manifesto 2005:</p> <p>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</p>	<p>P &amp; VP 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>P, VP &amp; CT</p>	<p>Half Termly</p>
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		<p>In recent years teachers<sup>1</sup> 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'. 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. (£24000)</p>			
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<b>G:</b> Ensure parents and carers of all our children including the most vulnerable have the support and guidance needed.	Parenting Classes and courses (£5000)	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.	To begin the classes will be open to all parents and then a range of PP families will be targeted depending upon need.	Inclusion Lead, Principal & VP	Half Termly
<b>Total budgeted cost</b>					<b>£45645</b>
<b>Additional Information:</b> £1000 remains un-costed this is for contingency measures that may occur throughout the year.					<b>£109958</b>

5. Review of expenditure				
<b>Previous Academic Year</b>		<b>2016/17</b>		
i. Quality of teaching for all				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<p><b>A</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>Accurate baseline data Quality first teaching/ phonics</p> <p>Targeted interventions for precision teaching</p>	<p>2017 – 63% of the children achieved GLD at the end of reception with 57% of the PP children achieving GLD.</p> <p>2018 – 68% of children achieved GLD at the end of reception with 58% of PP children achieving GLD, (7/12) of the 5 PP-children who did not achieve GLD 2 of the children are also SEND.</p> <p>Overall +5% GLD &amp; +1% PP GLD</p> <p>Of the 5 PP children who didn't achieve GLD one is a later summer premature born baby. One is a refugee child who only arrived in the country just before the start of the school year with no English. Two of the pupils have extremely poor attendance, from the start of the year attendance currently stands at 52% &amp; 83%.</p>	<p>Targeted interventions allowed for regular movement of children and new assessment points to be generated.</p> <p>Where pupils were late for school they missed their allocated intervention slot for nursery. Where pupils did not make the required progress in afternoon intervention sessions this was also a result of attendance issues.</p> <p>From Sept 2018 TAs from nursery will add capacity to Rec during the afternoon, this will run for a full term up until Christmas.</p>	<p>£5850</p> <p>£103 EYFS resources</p>
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<p><b>A</b> Improve confidence in speech and language for vulnerable children.</p>	<p>SALT interventions  Stay and play in nursery</p> <ul style="list-style-type: none"> <li>• SALT interventions</li> <li>• Quality first phonics teaching</li> </ul> <p>Stay and play in nursery every half term.</p>	<p>Speech and Language with Carol – Speech and Language Therapist</p> <p>S&amp;L therapist assesses 16 children across the academy of which 9 are PP. She conducts direct therapy once a week with 6 PP children.</p> <p>EYFS: on the speaking strand of the EYFS profile a nursery pupil has made 5 points progress and the expected average is only 3. The reception children have all made accelerated progress 6-7 points all achieving the ELG for the speaking strand.</p> <p>KS1&amp;2 children are set individual targets based on their individual needs. Of the 9 children she works with, 2 have completed their allocated targets and the remaining 7 have their final assessment the last week of summer 2. 6 out of the 7 children have achieved all targets set.</p>	<p>The 1:1 therapy sessions have proved the most beneficial and these children have been discharged from Walsall S&amp;L, for work to continue in school.</p> <p>Children with plans or EHCP children receive the 1:1 support and her reports have been used to support EHCP applications process.</p> <p>Ideally 1:1 sessions with parents would allow for triangulation and increase the impact of marginal gains.</p> <p>Would be support if the S&amp;L therapist could lead whole school training sessions.</p>	<p>£3640</p>
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<p><b>A</b> Improve parental support and engagement in EYFS</p>	<p>Increased parental engagement and home link support</p>	<p>Parental engagement – enabled the children to get quality 1:1 time with their grown –ups</p>	<p>Cooking with parents in EYFS worked well – all invited parents attended. Moving forward the following changes would impact positively:</p> <p>Run in Spring term once afternoon nursery has begun</p> <p>Timings- towards the end of the day</p> <p>Separate room designated for cooking this way we could invite more parents and make the sessions more complex.</p> <p>Fresh resources and better staffing</p> <p>Story telling session – open to all Nursery parents, roughly 8 parents attended. Parents and children enjoyed this session possibly more than the children. Better advertisement, sell it a bit more.</p> <p>Outdoor play and stay – needs to be longer</p>	<p>£20 cooking ingredients</p>
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<p><b>B</b> Ensure that phonics data for PP children is at least 70% in-line with national from 2016, with 85% of the PP children passing the phonics re-take in year 2 to meet the national including re-take for all pupils of 91%.</p>	<p>Performance management targets allow for data driven accountability understanding is secure</p> <p>Targeted intervention groups across years 1&amp;2 to ensure good if not accelerated progress is made to ensure a pass on the phonics screening / nesy program</p> <p>Parental support which enables parents to support learning of sounds at home</p>	<p>In 2017 56% of the Y1 pupils passed the phonics screening of which 0% were PP children.</p> <p>In 2018 97% of the Y1 pupils passed the phonics screening of which 89% were PP. Of the 3% (1 Child) who did not pass they were both PP and SEND, with a full EHCP.</p> <p>+41% all +89% pp</p> <p>Of the Y2 retakes – 14 children re-took the test of which 7 were PP. 5 of the 7 (71.4%) passed</p>	<p>Nesy when working proved extremely effective, however the ICT/server situation has caused major disruption for Nesy users.</p> <p>Potential use of RWI resources to boost the writing aspect of the phonic process.</p> <p>New phonics lead to moderate across Rec &amp; Y1 to ensure continuity continues to build upon best practice.</p>	<p>£567 Nesy X 50 licences</p> <p>£263 CGP KS1</p>
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<p><b>D</b> 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>Consultancy day with parents, pupil and teacher to map out next steps</p> <p>February half term school for reading writing and maths for targeted PP children</p> <p>Streaming cross the year group to allow for targeted teaching</p> <p>Targeted interventions for Reading, SPAG and Maths</p> <p>Targeted afterschool boosters</p> <p>Targeted home work to support in-class learning.</p> <p>Support materials that target SATs preparation</p> <p>Create Venn diagrams and track progress of sub-groups</p> <p>Quality first teaching</p> <p>CGP precision teaching to prepare for SATs</p> <p>GT clubs to support enjoyment and knowledge of the chosen subject e.g. Athletics</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><b><u>2018 GD</u></b></p> <p><b>Reading:</b> 3 pupils 10% of which all 3, 100% are either current PP or Ever6. At KS1 only 1 of these pupils achieved the old level3.</p> <p><b>Maths:</b> 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><b>SPAG:</b> 6 pupils' 27% of which, 4 children 18% are either current PP or Ever6.</p> <p>One Ever6 child achieved a scaled score of 120 in reading which is the highest score possible, putting her in the</p>	<p>Streaming proved extremely effective along with having two TA's. However, this year due to funding this model is not feasible. So we will stream 3 ways through the Autumn term and measure the impact.</p> <p>The CGP resources and additional test materials proved extremely beneficial so this model will be replicated.</p> <p>Maths tuition is being provided by ATT for 10 weeks during the spring term to boost the HA children.</p> <p>Writing took a dip this year due a low cohort in this area. Next year the head of literacy will take Y6 for writing to ensure quality first teaching in this area.</p> <p>Easter school will be replicated if the need arises, which we anticipate it will. Afterschool boosters will also take place during spring 2.</p>	<p>£7854 Learning Mentor</p> <p>£908 Athletics</p> <p>£693 CGP KS2</p> <p>£788 Easter School</p> <p>£20900 Streaming</p> <p>£20078 TA Streaming</p>
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<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p><b>C:</b> Improve the behaviour and attendance of a small group of PP boys In year 2 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.</p> <p>Close the gap between higher and lower achieving PP children through accelerated progress. Ensure year 2 SATs results are closer to or in-line with national floor targets.</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.</p> <p>Impact on whole class once nurture children are removed allows for an improved work environment.</p>	<p>In 2016/17 the current Y2 pupils who were in Y1 received a total number of 19½ days fixed term exclusions all from a small group of PP boys.</p> <p>In 2017/18 this number decreased to 1½ days from only 1 PP boy.</p> <p>2018 KS1 results:</p> <p>Reading 68% Writing 60% Maths 73%</p> <p>% of PP children who got combined was 18%</p> <p>% of PP who got reading 27% <b>-35% ly</b> % of PP who got writing 36% <b>-18% ly</b> % of PP who got Maths 64% <b>+2% ly</b></p>	<p>The boys in Y2 had Lego therapy at the beginning of the year flowed by team building. This has allowed the boys to manage their emotions better.</p> <p>Further intervention will be put in place for autumn 2018/19. This will potentially consist of: Anger Management Team Building Behaviour Charts Better Tracking on SIMs</p> <p>We have a new PP child in this year group who will need specific intervention to ensure success. This pupil has already revived a reduced time table and a half term of nurture support.</p> <p>PP children will be a focus for the current Y2 as they move into Y3. Interventions will include PP specific.</p>	<p>£5000 LSM Nurture &amp; Intervention Y2</p>

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p><b>E:</b> Pupils are ready to learn effectively. Supports a number of parents with lateness issues.</p>	<p>Target PP children for breakfast club – Sign up to Magic breakfast</p> <p>Possible walking bus for targeted PP children</p> <p>EWO employed to monitor pupils and follow up quickly on absences. (One day per week)</p> <p>Use of rewards to encourage attendance-such as bouncy castle – end of year trip to the cinema</p> <p>Office staff to create bar charts and hold weekly meetings with pupils regarding PA and overall attendance</p> <p>Removal of pupils for absences of more than 20 days. Spotlight campaign for legal proceedings.</p>	<p>Throughout the year 31 PP children have been on the PA list (15%). Of the 31 pupils 18 have been removed from the PA list and now have attendance above 92%. The remaining 13 pupils 6 of which are in Rec, this year group will form part of our focus group for 2018/19. Whole school PA stands at 11% (24 children) of which 54%(13 children) are PP. This indicates that PP children are slightly higher than non-pp children.</p> <p>From the PA list 11 families received a fixed penalty notice (£60 per child per adult).</p> <p>We have 35 children who attend BC, of which 19 (54%) are PP.</p> <p>Breakfast club remained popular throughout the year. Magic Breakfast could not support us but Kellogg’s gave us a £1000 grant, which has not yet been spent.</p> <p>Walking Bus was only run for half a term, families targeted in many cases rejected</p>	<p>In 2018/19 Reception/Y1 will form a focus group for the attendance officer and the external EWO. Reception attendance will also be monitored and internally driven by the attendance officer.</p> <p>Moving forward further incentives are required EOY trip for 100% attendees. Termly incentives linking reading with attendance rewards – e.g. Waterstones vouchers etc. 100% children will get entered into a raffle for a bike.</p> <p>In 2018/19 we will look to restructure the BC procedures into 3 areas: Physical – ‘Wake up shake up ‘Academic – HW, Online support Fun – board games and creative activities We will also look to tighten up on drop off times between 8.05 and 8.20am. We will also stop charging for food as we found many children were attending BC but not eating as they had no money, yet had not eaten prior to arriving in school. We will also seek alternative grants and funding for this area. Finally BC will be relaunched in September for a new intake.</p>	<p>£5025 BC</p> <p>£3120 WB</p> <p>£2000 Office attendance</p> <p>£2730 EWO</p> <p>£1660 Rewards</p>

<p><b>F:</b> 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&amp;T pupils. 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&amp;T pupils</p> <p>Develop school sports teams to compete in competitions.</p> <p>Booster groups for pupils with a lower starting point. Afterschool clubs to include nesity.</p>	<p>Enrichment took its next step in 2017/18, with the school embarking on two whole school trips one in December for a pantomime and one in July in September. In addition to this every class had a curriculum based termly trip, with Y6 attending Oxford University to promote FE. To support world book week Y1, 2&amp;6 also attended Waterstones to use their book tokens.</p> <p>The football team began its campaign and attended a number of football tournaments.</p> <p>Walsall Library closed to the public at the end of the Autumn term and didn't re-open until the summer term, however Y2-6 to manage to attend once before it closed.</p> <p>Afterschool clubs were engaging and always full to capacity.</p> <p>First hand experiences proved invaluable giving our children the opportunities they might not otherwise get.</p>	<p>Moving forward we will continue to cap school trips at £10 for parental contribution and the school will subsidies the rest as this has proved hugely beneficial. We will continue the link for Y6 with Oxford University and the Waterstones trips will be extended to all KS1&amp;KS2 classes to promote reading.</p> <p>The pantomime will be taken a step further to taking the children to a larger theatre e.g. the REP of the Hippodrome and EYFS will attend the Gruffalo at the Town Hall all in aid of promoting literacy.</p> <p>We will look into a Y6 residential subsidies through PP and SPF, to promote sport, team building and out of the classroom learning.</p> <p>Walsall football club will be running two afterschool clubs and will support the participation in local competitions. In house afterschool clubs will be more targeted focussing on: Music, Growing, Cooking and Sport.</p> <p>Finally we will look into forest school accreditation.</p>	<p>£5057 Trips</p>
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<p><b>G:</b> Ensure parents and carers of all our children including the most vulnerable have the support and guidance needed.</p>	<p>Re-launch reading diaries</p> <p>Hold a reading morning</p> <p>Hold reading and spelling workshops for parents</p> <p>Run a cook with your parent workshop</p> <p>Introduce Oxford Owl</p> <p>Hold parent forums to discuss school life and future achievements</p> <p>Online nesy program for reading and spelling</p>	<p>Reading diaries have proved more effective and more children are reading at home. The introduction of Oxford Owl proved affective during the autumn term but this was not sustained and needs to be re-launched in the new year.</p>	<p>Reading mornings and workshops proved less effective and we need to re-think how we try to engage with parents. We would like to begin by holding targeted coffee mornings during the autumn term let by the pastoral team</p>	<p>No Cost</p>
<p><b>Total Spend</b></p>				<p>£109473 -£3127</p>

