



## Pupil premium strategy statement (Primary)

### School overview 2020-21

School name	North Walsall Primary Academy
Pupils in school	226 Inc Nursery (am)
Proportion of disadvantaged pupils	95/242 based Jan 2020 Census 39.25% 87/226 based on SIMs September 2020 38.49%
Pupil premium allocation this academic year	£128,775
Academic year or years covered by statement	N-Y6
Publish date	07.09.20
Review date	14.12.20 Autumn 2
Statement authorised by	Natalie Hawkins 
Pupil premium lead	Natalie Hawkins 
Governor lead	Marnie Richards 

**Disadvantaged pupils' performance - progress overview for last academic year 2019/20**

Measure	Score Value Added Progress (FFT TA)
Reading	-0.1 PP +1.5 Non-PP
Writing	+ 0.5 PP +1.5 Non-PP
Maths	-3.6 PP -0.9 Non-PP

**Disadvantaged pupils' performance – attainment overview for last academic year 2019-20**

Measure	Score (FFT TA)		Measure	Score (FFT TA)
Meeting expected standard at KS2 Combined	50%	+4% VA	Met expected standard at KS1 Combined	
Meeting expected standard at KS2 Reading	63%	+6% VA	Met expected standard at KS1 Reading	57%
Meeting expected standard at KS2 Writing	63%	+11% VA	Met expected standard at KS1 Writing	36%
Meeting expected standard at KS2 Maths	50%	-6% VA	Met expected standard at KS1 Maths	63%
Meeting expected standard at KS2 SPAG	80%	+27% VA		
Achieving high standard at KS2 Combined	0%	0% VA	Achieved high standard at KS1 Combined	
Achieving high standard at KS2 Reading	3%	-11% VA	Achieved high standard at KS1 Reading	0%
Achieving high standard at KS2 Writing	0%	0% VA	Achieved high standard at KS1 Writing	0%
Achieving high standard at KS2 Maths	10%	-4% VA	Achieved high standard at KS1 Maths	9%
Achieving high standard at KS2 SPAG	7%	-6% VA		

## 2020-21 Executive Summary

Identified Barriers	Desired outcomes	Teaching Priorities		Targeted Academic Support		Wider Support	
		Strategy Summary	Cost	Strategy Summary	Cost	Strategy Summary	Cost
Curriculum Content amendment as a result of Covid19  KLI2	<p>Aspects of the curriculum not covered due to Covid19 to be addressed through a Blended Learning approach.</p> <p>Children have the opportunity to engage in a broad and balanced knowledge rich curriculum.</p> <p>Children in Y3 who didn't sit the phonics screening resit in Y2 – pass the screening.</p>	<p>P1. Use of digital platforms to set HL and projects</p> <p>P1:2 CPD for quality first T&amp;L</p> <p>P1:3 Additional TA staffing in Y3 to support with content recovery from previous year</p>	<p>£6,000</p> <p>£3,000</p> <p>£8,006</p>	<p>P1. Nessy Program to deliver T&amp;L to address gaps in learning in Reading, Writing and Spelling</p> <p>P1:2 Mathematics program set a children individual ability level to re-visit taught content to support retention</p>	<p>£1,000</p> <p>£1,400</p>	<p>P1. Focussed afterschool and before-school clubs</p> <p>P1:2 Additional concrete learning materials such as Advanced CGP texts</p>	<p>£6,000</p> <p>£600</p>

<p><b>Low levels of language acquisition upon entry</b></p> <p><b>KLI4</b></p>	<p>Increase the language base in children's long term memory – closing the language gap between children in the top and bottom quartiles.</p> <p>Enabling children to draw upon the relevant 'schema' in their Long Term Memory.</p> <p>Increase the proportion of pupils passing the phonics screening in Y1</p>	<p>P2. Additional Staffing in Nursery to support small group sizes to enhance quality first provision</p> <p>P2:2 Smaller groupings for phonics in EYFS&amp;KS1 using an additional staffing model</p>	<p>£8,006</p> <p>Costed in P2</p>	<p>P2. S,L&amp;Q resources</p> <p>P2:2 S&amp;L interventions such as talk boost etc by S&amp;L TA</p>	<p>Costed in P4</p>	<p>P2. 1000 stories in Reception to engage parents in reading to their child</p>	<p>£100</p>
	<p>Increase progress over time by increasing the percentage of children achieving a positive progress score in reading writing and maths in Y6.</p>	<p>P2:3 Additional staffing in key year groups to support smaller groupings and streaming in Y6</p> <p>P2:3 T&amp;L lead to team teach in Aut1 with NQT to ensure a quality first teaching and learning approach is embedded. T&amp;L lead to cover PPA for</p>	<p>£23,000</p>				

		Y4,Y5 & Y6 to ensure quality first teaching.  The AP/SENCO to cover PPA in Nursery and Y3 to ensure Quality first teaching.					
Children entering Nursery are working well below the national standard for reading, writing, speaking and Listening.  KLI3	Increase the percentage of children achieving GLD.	P3:2 Additional staffing model in EYFS&KS1 to ensure smaller ratios enhancing quality first provision  P3:2 The AP/SENCO to cover PPA in Nursery in Sp and Sum terms.	Costed in P2  Costed in P2:3	P3. S&L interventions such as talk boost etc by S&L TA  P3:2 EYFS teacher to support Y1 transition following COVID time lost to ensure GLD outcomes are secured during the Aut term.	Costed in P4  Costed in P2:3	P3. Create a collaborative linking program with a fellow cluster school to enhance children's opportunities to explore and communicate with a wider range of children in new surroundings.	£1,000
Speech Language and Communication	Reduce the % of pupils receiving S&L support by the end of EYFS.	P4. QFT All staff trained in Word Aware.	£800	P4. S,L&Q resources  P4:2 S&L interventions such as	£1,500	P4. Nessy Program to deliver T&L to	Costed in P1

<b>KLI4</b>	<p>Children with identified language disorders, to be identified and receive targeted support no later Spring 1 of Reception year.</p> <p>Increase the proportion of pupils passing the phonics screening in Y1 &amp; resit in Y2.</p>	P4:2 Y1 & Y2 teacher both to receive phonics moderation training	Free	<p>talk boost etc by S&amp;L TA</p> <p>SALT Interventions by S&amp;L Therapist</p>	£7,600	address gaps in learning in Reading, Writing and Spelling	
<b>Attendance and PA</b>  <b>KLI5/6</b>	<p>Whole school attendance to be inline if not better than national 96% +</p> <p>PA to decrease to be inline if not below national (10.9%), England (8.2%) &amp; LA Walsall (8.5%)</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; enabling pupils to maintain positive attitudes and commitment to their education.</p>	<p>P5. Teachers use PSH sessions to support a positive view of school attendance and address barriers that children may be facing that impact upon their attendance.</p> <p>Children have the opportunity to engage in a broad and balanced knowledge rich curriculum, which entices them to want to come to school.</p>	NA	<p>P5. Attendance office to conduct late gates, support parent meetings and conduct home visits</p> <p>P5:2 Attendance lead &amp; deputy lead to promote and monitor whole school attendance through assemblies, displays and family support</p>	<p>£5,000</p> <p>£5,800</p>	<p>P5. Rewards for improved attendance and 100% attendance</p> <p>P5:2 Offer a free Breakfast club to support both punctuality and attendance. Free Bagels and Fruit for all pupils and staff.</p>	<p>£3,000</p> <p>£3,000</p>

<p><b>Low socio-economic demographic – limited Cultural Capital</b></p> <p><b>KLI2/3/4/5</b></p>	<p>Ensure that pupils develop the detailed knowledge and skills needed, across a broad range of subjects, to apply what they know with increasing fluency and independence thus ensuring they achieve or exceed end of year expectations.</p> <p>Ensure that all children regardless of circumstance have the opportunity to take part in enrichment programs that broaden their cultural capital and experience.</p>	<p>P6. Through quality first texts and teaching, ensure children have then opportunity to visit the theatre or are exposed to theatrical performances.</p>	<p>£3,000</p>	<p>P6. Residential experiences in Y5/6. Children develop and refine skills in specific areas promoting improved progress and attainment within the given area of the curriculum. Additionally subsidised through SP.</p> <p>P6:2 Teach children how to ride a bike through Bike Ability in Y5/Y6 and through playground activities with school brought bikes. Additionally subsidised through SP.</p>	<p>£1,000</p> <p>£2,000</p>	<p>P6. Afterschool, lunch time and before school clubs linked to enriching the curriculum and children's lives.</p>	<p>Costed in P1</p>
						<p>P6:2 Lunch Time clubs to engage in sports. WFC</p>	<p>£1,000</p>
						<p>P6:3 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</p>	<p>£6,000</p>

						acquisition. Pupils build confidence in public, gaining valuable life experiences.	
			£46,450		£22,600		£43,300

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0) if not better Increase the % of Children achieving the Expected Standard in Reading closing the gap to national Increase the % of Children achieving the Combined Expected Standard in KS2	May 2021
Progress in Writing	Achieve national average progress scores in KS2 Writing (0) if not better Increase the % of Children Reaching the Expected & Higher Standard in SPAG Increase the % of Children achieving the Expected Standard in Writing closing the gap to national Increase the % of Children achieving the Combined Expected Standard in KS2	May 2021
Progress in Mathematics	Achieve national average progress scores in KS2 Maths (0) if not better Increase the % of Children achieving the Expected Standard in Maths closing the gap to national Increase the % of Children achieving the Combined Expected Standard in KS2	May 2021
Phonics	Achieve national average expected standard in PSC if not better	June 2021
% of Children achieving GLD in EYFS	Increase the % of Children achieving GLD	June 2021
Other	Improve attendance of disadvantaged pupils to LA average if not national Reduce the PA of disadvantaged pupils in-line with LA if not national	July 2021

## Teaching strategies for current academic year

Measure	Activity	Predicted cost
<p><b>Priority 1:</b> Aspects of the curriculum not covered due to Covid19 to be addressed through a Blended Learning approach.</p> <p>Children have the opportunity to engage in a broad and balanced knowledge rich curriculum.</p> <p>Children in Y3 who didn't sit the phonics screening resit in Y2 – pass the screening.</p>	<p>P1. Use of digital platforms to set HL and projects such as Nessy for targeted English support; Mathletics, TT Rock-stars and Number Bots for Maths support; Purple Mash for Non-Core projects; Oxford Reading Buddy for home reading and comprehension development. All can be used as intervention programs to supplement in-class teaching and for home learning.</p>	£6,000
	<p>P1:2 CPD for quality first T&amp;L – Subject leads to support staff with planning and developing their schema of work to ensure the curriculum offering is broad and balanced. Curriculum lead to deliver subject knowledge CPD every half term. T&amp;L lead to team teach with NQT in the Autumn term to ensure a QFT model is embedded. EYFS Teacher to co-teach a transition model in Y1 during the Autumn term.</p>	£3,000
	<p>P1:3 Additional TA staffing in Y3 to support with content recovery from previous year. This will ensure a small ration enabling all children a greater proportion of small group teaching and 1:1 support.</p>	£8,006
	<p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-primary/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-primary/</a></p>	
<p><b>Priority 2:</b> Increase the language base in children's long term memory – closing the language gap between children in the top and bottom quartiles.</p>	<p>P2. Additional Staffing in Nursery to support small group sizes to enhance quality first provision, small rations higher quality of 1:1 provision.</p> <p>P2:2 Smaller groupings for phonics in EYFS&amp;KS1 using an additional staffing model. SLT team have mapped out phonic groups to ensure phonics delivery is in small groups based on phase sounds assessments.</p>	£8,006

<p>Enabling children to draw upon the relevant 'schema' in their Long Term Memory.</p>	<p>P2:3 Additional staffing in key year groups to support smaller groupings and streaming in Y6. Children will be split into smaller classes to offer a more focus mastery approach to learning, promoting an environment whereby accelerated progress can take place.</p> <p>P2:3 T&amp;L lead to team teach in Aut1 with NQT to ensure a quality first teaching and learning approach is embedded. T&amp;L lead to cover PPA for Y4, Y5 &amp; Y6 to ensure quality first teaching.</p> <p>P2:3 The AP/SENCO to cover PPA in Nursery as this is her specialism and Y3 to ensure Quality first teaching based on content not delivered in Summer term due to COVID closure.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/within-class-attainment-grouping/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/within-class-attainment-grouping/</a></p>	<p>Costed in P2</p> <p>£23,000</p>
<p><b>Priority 3:</b> Increase the percentage of children achieving GLD.</p>	<p>P3:2 Additional staffing model in EYFS&amp;KS1 to ensure smaller ratios enhancing quality first provision. SLT team have mapped out phonic groups to ensure phonics delivery is in small groups based on phase sounds assessments.</p> <p>P3:2 The AP/SENCO to cover PPA in Nursery in Sp and Sum term. The AP will also support EYFS with capacity if needed and will support with the delivery of Phonics in Reception.</p> <p><a href="https://www.gov.uk/government/publications/the-pupil-premium-an">https://www.gov.uk/government/publications/the-pupil-premium-an</a></p>	<p>Costed in P2</p> <p>Costed in P2:3</p>

<p><b>Priority 4:</b> Reduce the % of pupils receiving S&amp;L support by the end of EYFS.</p> <p>Children with identified language disorders, to be identified and receive targeted support no later Spring 1 of Reception year.</p> <p>Increase the proportion of pupils passing the phonics screening in Y1 &amp; resit in Y2.</p>	<p>P4. QFT- All staff trained in Word Aware, this will ensure all staff are providing high quality acquisition across all subjects with Sure pedagogy of how language is retained and transferred to the long term memory.</p> <p>P4:2 Y1 &amp; Y2 teacher both to receive phonics moderation training and the new Phonics lead (Y1 CT) will shadow the AP who has previously lead on Phonics for the Autumn term before taking over. The AP will also support the delivery of phonics in Reception during the Autumn term.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/</a></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><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a></p>	<p>£800</p> <p>Free</p>
<p><b>Priority 5:</b> Whole school attendance to be inline if not better than national 96% +</p> <p>PA to decrease to be inline if not below national (10.9%), England (8.2%) &amp; LA Walsall (8.5%)</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; enabling pupils to maintain positive attitudes and commitment to their education.</p>	<p>P5. Teachers use PSH sessions to support a positive view of school attendance and address barriers that children may be facing that impact upon their attendance. Children have the opportunity to engage in a broad and balanced knowledge rich curriculum, which enthruses them to want to come to school. Staff will use Jigsaw to meet the social and emotional needs of children whilst addressing possible mental health issues that may lead to poor attendance.</p> <p>The SMSC lead will deliver whole school assemblies addressing issues that relate to social emotional and mental health issue that relate to poor attendance.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf</a></p>	<p>NA</p>

<p><b>Priority 6:</b> 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>P6. Through quality first texts and teaching, ensure children have the opportunity to visit the theatre or are exposed to theatrical performances. The Arts can promote creativity that can impact positively on literacy skills.</p> <p>The new school library will be stocked a range of modern and classic texts that will enable staff to immerse children in the love and passion of literature.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/</a></p> <p><a href="https://teachlikeachampion.com/books/reading-reconsidered/">https://teachlikeachampion.com/books/reading-reconsidered/</a></p>	£3,000
Barriers to learning addressed by priorities above	<ul style="list-style-type: none"> <li>• Low levels of language acquisition upon entry</li> <li>• Children entering Nursery are working well below the national standard for reading, writing, speaking and listening.</li> <li>• Speech Language and Communication</li> <li>• Attendance and PA</li> <li>• Low socio-economic demographic – limited Cultural Capital</li> </ul>	
Projected cumulative spending		£46,450

#### Phonics Strategies to ensure pupils reach the expected standard in phonics check at end of Y1

Measure	Activity	Predicted cost
<b>Priority 1:</b> Children in Y3 who didn't sit the phonics screening resit in Y2 – pass the screening.	P1. Use of digital platforms to set HL and projects	£6,000

	P1:2 CPD for quality first T&L	£3,000
	P1:3 Additional TA staffing in Y3 to support with content recovery from previous year	£8,006
<b>Priority 2:</b> Increase the proportion of pupils passing the phonics screening in Y1	P2:2 Smaller groupings for phonics in EYFS&KS1 using an additional staffing model	£8,006
<b>Priority 4:</b> Reduce the % of pupils receiving S&L support by the end of EYFS.  Children with identified language disorders, to be identified and receive targeted support no later Spring 1 of Reception year.  Increase the proportion of pupils passing the phonics screening in Y1 & resit in Y2.	P4. QFT All staff trained in Word Aware to ensure they are all delivering quality first language provision.  P4:2 Y1&Y2 CTs to receive Phonics moderation training to ensure they are aware of the intended outcome and have renewed delivery training.	£800  Free
Barriers to learning address by priorities above	<ul style="list-style-type: none"> <li>Curriculum Content amendment as a result of Covid19</li> <li>Low levels of language acquisition upon entry</li> <li>Speech Language and Communication</li> </ul>	
Projected cumulative spending		Included in Teaching , Targeted and Wider Costing

### Targeted academic support for current academic year

Measure	Activity	Predicted cost
<p><b>Priority 1:</b> Aspects of the curriculum not covered due to Covid19 to be addressed through a Blended Learning approach.</p> <p>Children have the opportunity to engage in a broad and balanced knowledge rich curriculum.</p> <p>Children in Y3 who didn't sit the phonics screening resit in Y2 – pass the screening.</p>	<p>P1 Nessy Program to deliver T&amp;L pitched at pupil's current academic ability taken from a baseline carried out by the diagnostic tool provided by the online. Nesy Reading &amp; Spelling adheres to the Orton-Gillingham approach, meaning that each child receives instruction tailored to his or her specific needs.</p> <p>P1:2 Mathematics program set at children individual ability level to re-visit taught content to support retention. Can be used as an in-school intervention or as HL.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/</a>  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</a></p>	<p>£990</p> <p>£14,000</p>
<p><b>Priority 2:</b> Increase the language base in children's long term memory – closing the language gap between children in the top and bottom quartiles.</p> <p>Enabling children to draw upon the relevant 'schema' in their Long Term Memory.</p>	<p>P2. S,L&amp;Q resources to support word aware across the school and support with SALT interventions</p> <p>P2:2 S&amp;L interventions such as Early Talk Boost &amp; Talk Boost, individual 1:1 sessions to work on SALT targets set by the S&amp;L Therapist, to be delivered by S&amp;L TA</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>  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/early-years-intervention/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/early-years-intervention/</a></p>	<p>£1,000</p> <p>£7,600</p>
<p><b>Priority 3:</b> Increase the percentage of children achieving GLD.</p>	<p>P3. S&amp;L interventions such as Early Talk Boost &amp; Talk Boost, individual 1:1 sessions to work on SALT targets set by the S&amp;L Therapist, to be delivered by S&amp;L TA</p> <p>P3:2 EYFS teacher to support Y1 transition following COVID time lost to ensure GLD outcomes are secured during the Aut term.</p>	<p>£1,000</p>

	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/</a>  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</a>	£7,600
<p><b>Priority 4:</b> Reduce the % of pupils receiving S&amp;L support by the end of EYFS.</p> <p>Children with identified language disorders, to be identified and receive targeted support no later Spring 1 of Reception year.</p> <p>Increase the proportion of pupils passing the phonics screening in Y1 &amp; resit in Y2</p>	<p>P4. S,L&amp;Q resources to support word aware across the school and support with SALT interventions</p> <p>P4:2 S&amp;L interventions such as talk boost etc by S&amp;L TA. SALT Interventions by S&amp;L Therapist. A qualified S&amp;L Therapist will work with children identified by the LA as having SEND needs identified as S&amp;L.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/</a></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>	£1,500
<p><b>Priority 5:</b> Whole school attendance to be inline if not better than national 96% +</p> <p>PA to decrease to be inline if not below national (10.9%), England (8.2%) &amp; LA Walsall (8.5%)</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; enabling pupils to maintain positive attitudes and commitment to their education.</p>	<p>P5. Attendance office to conduct late gates, support parent meetings and conduct home visits. To take cases to prosecution and fining if necessary.</p> <p>P5:2 Attendance lead &amp; deputy lead to promote and monitor whole school attendance through assemblies, displays and family support and rewards.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/</a></p>	<p>£3,000</p> <p>£3,000</p>

<p><b>Priority 6:</b> 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>P6. Residential experiences in Y5/6. Children develop and refine skills in specific areas promoting improved progress and attainment within the given area of the curriculum. Additionally subsidised through SP.</p> <p>P6:2 Teach children how to ride a bike through Bike Ability in Y5/Y6 and through playground activities with school brought bikes. Additionally subsidised through SP</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf</a></p> <p><a href="https://journals.sagepub.com/doi/abs/10.1177/1932202X17715304?journalCode=jocac">https://journals.sagepub.com/doi/abs/10.1177/1932202X17715304?journalCode=jocac</a></p> <p><a href="http://www.suttontrust.com/researchpaper/life-lessons/">http://www.suttontrust.com/researchpaper/life-lessons/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/</a></p>	<p>£1,000</p> <p>£2,000</p>
Barriers to learning address by priorities above	<ul style="list-style-type: none"> <li>• Curriculum Content amendment as a result of Covid19</li> <li>• Low levels of language acquisition upon entry</li> <li>• Children entering Nursery are working well below the national standard for reading, writing, speaking and listening</li> <li>• Speech Language and Communication</li> <li>• Attendance and PA</li> <li>• Low socio-economic demographic – limited Cultural Capital</li> </ul>	
Projected cumulative spending		£22,600

## Wider strategies for current academic year

Measure	Activity	Predicted cost
<p><b>Priority 1:</b> Aspects of the curriculum not covered due to Covid19 to be addressed through a Blended Learning approach.</p> <p>Children have the opportunity to engage in a broad and balanced knowledge rich curriculum.</p> <p>Children in Y3 who didn't sit the phonics screening resit in Y2 – pass the screening.</p>	<p>P1. Focussed afterschool and before-school clubs. During Autumn term based on COVID restrictions run a free club each day for each year group from Y1-Y6 Priority given to Working parents, then vulnerable children. Re-assess for spring term and increase offering to include mixed year groups with the aim of at least 50% participation of PP children per club.</p> <p>P1:2 Additional concrete learning materials such as Advanced CGP texts, for all Y2 &amp; Y6 children to support with a blended learning approach both in-class and at home.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-primary/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-primary/</a></p>	<p>£6000</p> <p>£600</p>
<p><b>Priority 2:</b> Increase the language base in children's long term memory – closing the language gap between children in the top and bottom quartiles.</p> <p>Enabling children to draw upon the relevant 'schema' in their Long Term Memory.</p>	<p>P2. 1000 stories in Reception to engage parents in reading to their child. Nursery and Reception to incite parents in weekly to read with children and engage in a book exchange program.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/</a></p>	<p>£100</p>
<p><b>Priority 3:</b> Increase the percentage of children achieving GLD.</p>	<p>P3. Create a collaborative linking program with a fellow cluster school to enhance children's opportunities to explore and communicate with a wider range of children in new surroundings.</p> <p><a href="https://www.lotc.org.uk/what-is-lotc/">https://www.lotc.org.uk/what-is-lotc/</a></p>	<p>£1,000</p>

	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/</a>	
<p><b>Priority 4:</b> Reduce the % of pupils receiving S&amp;L support by the end of EYFS.</p> <p>Children with identified language disorders, to be identified and receive targeted support no later Spring 1 of Reception year.</p> <p>Increase the proportion of pupils passing the phonics screening in Y1 &amp; resit in Y2</p>	<p>P4. Nessy Program to deliver T&amp;L to address gaps in learning in Reading, Writing and Spelling</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</a></p>	£990
<p><b>Priority 5:</b> Whole school attendance to be inline if not better than national 96% +</p> <p>PA to decrease to be inline if not below national (10.9%), England (8.2%) &amp; LA Walsall (8.5%)</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; enabling pupils to maintain positive attitudes and commitment to their education.</p>	<p>P5. Rewards for improved attendance and 100% attendance. Certificates and books for improved and above 95%. Termly reward such as bouncy castle for 100%. Yearly reward for 100% is a trip and a raffle for a new bike.</p> <p>P5:2 Offer a free Breakfast club to support both punctuality and attendance. Free Bagels and Fruit for all pupils and staff</p> <p><a href="https://www.kelloggs.co.uk/content/dam/europe/kelloggs_gb/pdf/R5_Kelloggs%20Breakfast%20Club%20Audit%20APSE.pdf">https://www.kelloggs.co.uk/content/dam/europe/kelloggs_gb/pdf/R5_Kelloggs%20Breakfast%20Club%20Audit%20APSE.pdf</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf</a></p> <p><a href="https://www.gov.uk/government/news/funding-boost-to-give-more-children-healthy-start-to-the-day">https://www.gov.uk/government/news/funding-boost-to-give-more-children-healthy-start-to-the-day</a></p>	<p>£3000</p> <p>£3000</p>

<p><b>Priority 6:</b> 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>P6. Afterschool, lunch time and before school clubs linked to enriching the curriculum and children's lives. Clubs to offer a broad and balanced view of enrichment from academic, to sports and creative.</p> <p>P6:2 Lunch Time clubs to engage in sports. WFC P6:3 Improve Out of the classroom learning such as school trips and enrichment opportunities. Offering sports that may not appear on the traditional curriculum such as golf and lacrosse.</p> <p>P6:3 All pupils are exposed to first-hand experience. Pupils are exposed to the outside world through rich vocabulary opportunities and language acquisition. Pupils build confidence in public, gaining valuable life experiences.</p> <p><a href="https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=133&amp;t=Teaching%20and%20Learning%20Toolkit&amp;e=133&amp;s=">https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=133&amp;t=Teaching%20and%20Learning%20Toolkit&amp;e=133&amp;s=</a></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>£6000</p> <p>£1000</p> <p>£6000</p>
<p>Barriers to learning address by priorities above</p>	<ul style="list-style-type: none"> <li>• Low levels of language acquisition upon entry</li> <li>• Children entering Nursery are working well below the national standard for reading, writing, speaking and listening.</li> <li>• Speech Language and Communication</li> <li>• Attendance and PA</li> <li>• Low socio-economic demographic – limited Cultural Capital</li> </ul>	
<p>Projected cumulative spending</p>		<p>£43,300</p>

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders

	<p>Engaging staff in pedagogy that will support their own CPD</p> <p>Cost of quality first CPD</p>	<p>Signpost staff to relevant pedagogy that as an SLT team we engage with and implement with in school.</p> <p>Utilise the ATT Institute &amp; the Apprenticeship Levy for CPD.</p>
Targeted support	<p>Ensuring enough time for school leaders to support small groups</p> <p>Ensure interventions are purposeful and led by the most right member of staff</p> <p>Timetabling issues</p>	<p>The 75% of the SLT team do not have full class responsibility but all have a teaching commitment.</p> <p>All year groups have a least 1 additional member of staff and intervention groups are mapped out by the SLT team in consultation with CTs</p> <p>SL &amp; MLs work together to create whole school and intervention timetables.</p>
Wider strategies	<p>Engaging the families facing most challenges</p> <p>Cost implications for families and the academy.</p>	<p>Work closely with parents &amp; other local schools on cross-school outreach programmes.</p> <p>Utilise new digital platforms to support communication with parents following the COVID19 communication successes.</p> <p>Appoint a new parent governor &amp; develop a PTA</p> <p>Utilise various avenues to income such as PP, SP and grants to subsidise enrichment opportunities for families</p>

	<p>Enrichment lead having the time to monitor and improve this area of development.</p> <p>Ability to carry-out enrichment opportunities during the Autumn term due to COVID restrictions.</p>	<p>Generate additional revenue for the academy through leadership expertise such as LA moderation etc.</p> <p>Principal to liaise with enrichment lead and deputy lead to ensure they have enough time and capacity to move this area forward.</p> <p>SLT to use government guidance to create logistical plans-fully risk assessed to ensure enrichment opportunities are created where possible</p>
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#### Review: last year's aims and outcomes

Aim	Cost	Outcome	Evaluative Summary
Progress in Reading and Writing	<p>1.1EYFS Staffing £17,600</p> <p>1.2 CGP £352</p>	<p>FFT TA Data (not based on SATs Due to Covid19)</p> <p>KS2 Reading Attainment 63% +6VA -0.1 Progress PP</p>	KS2 Steady improvement in disadvantaged

	1.3 Streaming Staffing £20,500 Nessy £540 Oxford Reading Buddy £1000	KS2 Writing Attainment 63% +11WA +0.5 Progress PP  KS1 Reading Attainment 57% PP KS1 Writing Attainment 37% PP	pupil progress from 2018 to 2019. On track towards aim.  KS1 worsening results on LY; higher proportion of PP not achieving GLD (lower starting point), mobility affecting overall data; higher proportion of pupils with SEND and S&L.
Progress in Mathematics	1.1 +1.2 as above Mathletics £1,360 3 <sup>rd</sup> Space Learning £1,095	KS2 Maths Attainment 50% -6VA -3.6 Progress PP  KS1 Maths Attainment 63% PP	KS2 Worsening of results since LY. As a result, of limited impact from 3 <sup>rd</sup> Space on GD; Mathletics not utilised fully; Streaming model not as effective in Maths as in English.  KS1 worsening of results since LY. Higher proportion of PP not

			achieving GLD (lower starting point), mobility affecting overall data; higher proportion of pupils with SEND and S&L.
Phonics	Individual learning approaches through in - class interventions Smaller pupil to teacher ratio in Reception to ensure quality first teaching	Based on the most recent data drop prior to lockdown 23/30 77% would have passed the Phonics screening	Issues were with children who did not achieve GLD, had significant S&L issues preventing sounding and blending and attendance.  Phonics groups will begin early and split into smaller groups. Supported and led by the phonics lead
GLD	Smaller pupil to teacher ratio in Reception to ensure quality first teaching £17,600	Based on the most recent data drop prior to lockdown 57% 17/30 would have achieved GLD	From a low starting point children in Reception made good progress, the summer term always proves to be a term of rapid

			progress and we lost this term due to COVID																								
Other	Communication in Print £840 S&L In school £21840 CPD £200 SALT £17500	<p><u>Attention Autism</u> All children have moved from stage 1 to stage 3 in the space of 1.5 terms. All of the children have made better than expected progress</p> <p><u>EYFS- Speaking and listening strand.</u> Average points progress for SALT children in EYFS 2.3 expected 1.5</p> <p><u>Early Talk Boost progress</u> All children made at least expected progress with 5 making accelerated progress.</p> <table><tr><td>Child</td><td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td><td>G</td></tr><tr><td>Before Intervention</td><td>52</td><td>61</td><td>59</td><td>53</td><td>36</td><td>46</td><td>52</td></tr><tr><td>After Intervention</td><td>68</td><td>75</td><td>75</td><td>74</td><td>74</td><td>69</td><td>70</td></tr></table> <p>PP figures increased for afterschool clubs in all year groups: Y5/6 Football 60% pp Y3/4 Sewing 33% pp</p>	Child	A	B	C	D	E	F	G	Before Intervention	52	61	59	53	36	46	52	After Intervention	68	75	75	74	74	69	70	<p><u>Communication in print</u> We have purchased one license of communication in print as a trial which we have used to create the key vocabulary which is displayed around the school. £179 - We would like to extend the licenses to 10 installs so every teacher can have this installed which would cost £639 slightly over the original cost budgeted. (Due to extend licenses in April- COVID)</p> <p><u>Speech and language</u> We have increased Carols days to 2 days a week due to the volume of</p>
Child	A	B	C	D	E	F	G																				
Before Intervention	52	61	59	53	36	46	52																				
After Intervention	68	75	75	74	74	69	70																				

	<p>Y1/6 Choir 64% pp</p> <p>Y1/2 Gardening 40% pp</p> <p>Y3/4 Cricket 23% pp</p> <p>Y5/6 Cooking 100% pp</p> <p>Y1/2 Art 50% pp</p> <p>Y3-6 Netball 23% pp</p> <p>Breakfast Club 57% pp</p> <p>All children in the school received free breakfast daily either through BC or Bagels delivered to class. All children PP-Non-PP received free fruit daily.</p> <p>Whole School PA = 26.86% of which 31% were PP</p> <p>Whole School 94.9% (20<sup>th</sup> March) up until Sp2 PP attendance was +0.24%</p> <p>20% of pupils attending the residential were pp and the cost was capped at a £75 contribution with the school paying</p>	<p>speech and language cases. We now have 40 children who receive therapy. This year we have also run several new speech and language interventions including Spirals and Attention Autism. These interventions have had a significant impact on our most sever children. We will be continuing with Carol next year however she will be costed from the SEND budget rather than PP. All of our clubs are offered free of charge and we aim to have at least 50% of all clubs populated by PP children to ensure they are receiving the same opportunities as</p>
<p>Afterschool £6,856</p> <p>Staffing BC £13,000</p> <p>Afterschool Food £800</p> <p>Enrichment £2,182</p> <p>Mini Bus Training £300</p> <p>Healthy Living £3,150</p> <p>Attendance Officer £5,000</p>		

	Attendance in school support £1690 Attendance initiatives £705 Rewards £1235  Residential £ 4,390  Uniform £149.60 PP lead £3809		<p>their peers and extend their cultural capital. Our enrichment offer was a huge success in 2019-20</p> <p>The use of the mini bus enables us to travel to competitions with no charge to our children PP included. This will enable us to run more in the future.</p> <p>Research shows that a healthy breakfast can help boost children's attainment by improving their memory and concentration. By feeding all children</p>
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			<p>we stand a much better chance of knowledge retention.</p> <p>Due to the extremely poor levels of some of our PA children it would have taken them right up to the end of the summer term to come off the PA list. Due to COVID19 Lock-down attendance only ran up until 20<sup>th</sup> March, resulting and a loss of a term and a half.</p> <p>Residential did not take place due to COVID19 – funds placed as a balance for 2021</p> <p>We brought PE Kits for school to ensure no child missed a PE lesson, we also brought spare ties</p>
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			<i>etc to support families</i>
<b>Cumulative Cost</b>	£125,552,60		