

# Pupil Premium Strategy



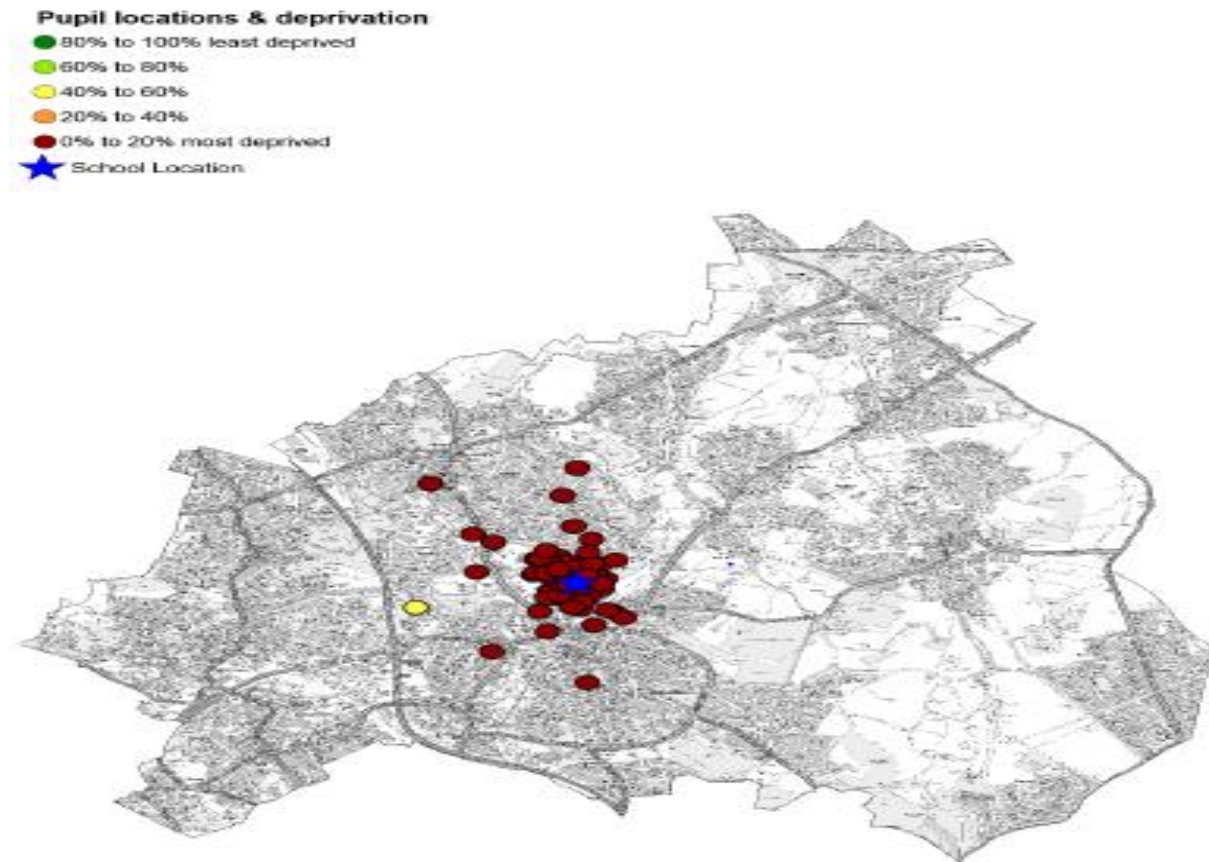
#TransformingLives

Summary information					
Academy	North Walsall				
SLT Lead	Miss Hawkins Principal				
Link Governor	Mr Dave Bickley				
Date of most recent PP Review:	12.07.19				
Date of next PP Review:	25.10.19				
Academic Year	2019-2020	Total PP budget	£ PP  £ EYFS £ LAC £ Forces	Total number of pupils on roll (exc Nursery):	206
				Total number of pupils on roll (Inc Nursery):	229
				Total PP:	91
				Ever 6 PP:	18
				EYFS PP:	
				LAC PP:	1
				Refugee:	1
				Forces:	0



## Contextual/Additional information:

North Walsall Primary Academy is a learning community in which everyone wants to continuously improve, is expected to continuously improve and has a duty to help others to do so. There is a relentless pursuit by all stakeholders to create and maintain a high-performing academy that helps pupils to make the accelerated progress required in order to diminish the difference with their peers nationally. Pupils benefit from an inclusive, nurturing ethos coupled with highly skilled staff and a broad and balanced curriculum. The academy serves pupils from a very deprived area of Walsall; within the 20% most deprived nationally. A rapidly growing number of pupils are new to the country and speak no English when they arrive, often having had no previous schooling. Mid-key stage and mid-year admissions are rapidly increasing. Just over a third of pupils are in receipt of the pupil premium, although many more pupils should be entitled to it. Attainment on entry is significantly below age related. Lasted OFSTED October 2018 – Rated Good Overall



Historic Performance Indicators								
	National all 2017	National all 2018	Academy all 2017	Academy all 2018	National PP 2017	National PP 2018	Academy PP 2017	Academy PP 2018
% achieving at or above ARE combined by the end of Y6:	61%	64%	33%	50%	43%	51%	24%	41%
% achieving at or above ARE in reading by the end of Y6:	71%	75%	40%	70%	60%	64%	35%	64%
% achieving at or above ARE in writing by the end of Y6:	76%	78%	73%	53%	66%	67%	71%	45%
% achieving at or above ARE in maths by the end of Y6:	76%	76%	67%	73%	63%	63.5%	47%	68%
% achieving at or above ARE in SPAG by the end of year 6	77%	78%	73%	77%	66%	67%	59%	72%
% achieving at or above ARE in reading by the end of Y2:	76%	75%	50%	67%	61%	60%	62%	40%
% achieving at or above ARE in writing by the end of Y2:	68%	70%	57%	67%	52%	53%	54%	30%
% achieving at or above ARE in maths by the end of Y2:	75%	76%	67%	70%	60%	61%	62%	40%
% passing the phonics screening in Y1	81%	82%	56%	97%	84%	70%	0%	89%
% achieving GLD in Rec	81%	71.5%	56%	68%	0%	58%	57%	58%
Attendance	96%	95.8%	95.1%	96.7%	92.7%	92.4%	92.7%	92.4%

Current Performance Indicators					
	National all 2019	Academy 2019	National PP 2019	Academy PP 2019	Academy Variation All vs PP
% achieving at or above ARE combined by the end of Y6:	64%	28%	51%	25%	-3%
% achieving at or above ARE in reading by the end of Y6:	73%	41%		35%	-6%
% achieving at or above ARE in writing by the end of Y6:	78%	56%		45%	-11%
% achieving at or above ARE in maths by the end of Y6:	79%	56%		30%	-26%
% achieving at or above progress in SPAG by the end of year 6	78%	86%		85%	-1%
% achieving at or above ARE in reading by the end of Y2:	75%	67%		63%	-4%
% achieving at or above ARE in writing by the end of Y2:	70%	67%		63%	- 4%
% achieving at or above ARE in maths by the end of Y2:	76%	75%		72%	-3%
% passing the phonics screening in Y1	82%	68%		78.6%	+10.6%
% achieving GLD in Rec	71%	71%		64%	-7%
Attendance:		95.31%		94.28%	-1.03%

## 2018-2019 Review

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll (not including nursery)	242
Total number of pupils eligible	110
Amount PPG received per pupil	£1,320
Total amount of PPG received	£133,000
Total amount of PPG spent	£130,709

Review of expenditure				
Academic Year		2018-19		
i. Quality of teaching for all				
Desired outcome	Chosen action/ approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A: Increase the number of PP pupils achieving ELG in spoken communication, closing the gap on national standards and where necessary making accelerated progress.	Employ a dedicated S&L teacher to deliver all SALT targets and work with children 1:1	<p>2017/18 saw PP ELG rise by 2% in attainment. 2018/19 saw 8 of 11 (73%) PP children gain ELG in Speaking</p> <p>Over the past academic year the in house SALT assistant and private SALT therapist have worked with 40 children of which 65% of these are also Pupil premium (Please note 8 of the children we currently work with are in nursery so are not in receipt of pupil premium so could not be included in the figures.) Of these 40 children 14 are known to Walsall</p>	<p>Due to a change in circumstance a slight change will be made to this model for 2019/20 the S&amp;L teacher will deliver sessions across 3 days not 5. The remaining 2 days will be delivered by a S&amp;L therapist as part of an SLT.</p> <p>This model exceeded our expectations and changes being made are through necessity rather than choice.</p>	£23,854

		<p>SALT. 34 children are from EYFS and KS1 and 6 from KS2.</p> <p>Sessions ran by the SALT team include running individual and group sessions, Talk Boost sessions with the SENCO, specific interventions focusing on sound pronunciation and language for thinking interventions.</p> <p>EYFS average points progress in speaking and listening: 4.9 ( 2 children joined SALT in summer 2 so if these children were removed the average progress would be 5.2)</p> <p>5/11 children also achieved a good level of development in this area by the end of reception.</p> <p>EYFS average points score progress in understanding: 4.5 (2 children joined SALT in summer 2 so if these children were removed the average progress would be 5)</p> <p>6/11 children also achieved a good level of development in this area by the end of reception. note: expected progress is 3</p>		
<b>B:</b> Increase the number of PP pupils achieving GLD in reading, writing and spoken	TA training at supporting school – encouraging collaborative learning	GLD rose from 68% to 71%, of which 64% were PP.	Over staffing in EYFS has proved successful in securing stronger results. Morning nursery will continue to benefit from 3 staff to ensure smaller teaching groups are possible.	No additional cost outside of general staff cost

communication, closing the gap on national standards and where necessary making accelerated progress.	<p>and shared good practice.</p> <p>EYFS update training and moderation throughout the year.</p> <p>Small group precision teaching +5 months on the EEF</p>		<p>Utilising the nursery TAs during the autumn term to support in reception worked well again in enabling smaller group sizes and targeted interventions to take place. 2019 autumn term will have all 3 nursery staff support reception during the afternoon to continue to drive this model.</p> <p>The morning reception will continue to benefit from a 3<sup>rd</sup> member of staff for 3 mornings a week to drive outdoor learning. New for 2019/20 the nursery teacher will cover reception PPA to support with consistence, high quality teaching and learning and the continued sharing of best practice.</p> <p>Utilise additional staff to drive reading targets and phonic sounds.</p>	
<b>D:</b> Increase the percentage children entering the academy with at a higher starting point achieving GD at the end of KS2, whilst increasing the end of KS2 results closing the gap to national.	<p>Data analysis training – identify gaps and next steps</p> <p>Small group precision teaching +5 months on the EEF</p>	Of the 28/19 cohort 0% had a high PAG score, however GD was achieved in 3 subjects: 7% Maths, 10% Reading, 13% SPAG	<p>Of the 2019/20 cohort on 3 children achieved GD in maths. No children have a high PAG score.</p> <p>TAs have been precision mapped by the inclusion lead to ensure all interventions and 1:1 work are targeting specific needs</p>	No additional cost outside of general staffing cost
<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>A:</b> Increase the number of PP pupils achieving GLD in spoken communication, closing the gap on national standards and where necessary making accelerated progress.</p>	<p>SALT interventions S&amp;L therapist brought in to set SALT targets</p>	<p>4 children have been fully discharged as needing no further therapy as a result of the work with the S&amp;L therapist.</p> <p>4 children have been granted EHCP plans based on S,L&amp;C as its primary factor, these successful plans were supported by reports from the S&amp;L therapist.</p>	<p>Next academic year the focus will be on enhancing SLC in the classroom with all staff receiving Word Aware training. This feeds directly into the SEND action plan. This training will be led by the S&amp;L therapist alongside the SENCO.</p> <p>The S&amp;L therapist will do 2 full days in 2019/20 compared to 1 in 2018/19 this is to pick up the extra workload from the S&amp;L teacher.</p>	<p><b>£10,360</b></p>
<p><b>B:</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>Close the gap between higher and lower achieving PP children through accelerated progress.</p>	<p>Targeted interventions for precision teaching</p> <p>Accurate baseline data - Regular assessment points throughout the year to identify gaps</p> <p>CPD for Physical Literacy</p>	<p>All of the of the PP children received daily small group work with a TA on specific targets based on GLD goals</p> <p>Targets were changed on a regular half termly basis</p>	<p>Utilising the nursery TAs during the autumn term to support in reception worked well again in enabling smaller group sizes and targeted interventions to take place. 2019 autumn term will have all 3 nursery staff support reception during the afternoon to continue to drive this model.</p> <p>The morning reception will continue to benefit from a 3<sup>rd</sup> member of staff for 3 mornings a week to drive outdoor learning. New for 2019/20 the nursery teacher will cover reception PPA to support with consistence, high quality teaching and learning and the continued sharing of best practice.</p>	<p><b>£100</b></p>

<p><b>H.</b> Ensure adequate LAC PP access to resources and additional funding are sourced and are utilized to bridge the gap between home and school.</p>	<p>Sports led LT provision for LAC PP pupil funded by Virtual schools +3 months on the EEF toolkit</p> <p>1:1 support through Virtual schools 20hrs</p> <p>24 week block of play therapy</p>	<p>Y6 Reduction in LT incidence due to support</p> <p>Y6 Progress for KS1 Level 1 – WTS, writing, WTS Reading (1 mark off), WTS Maths, EXP Science. Made 5 levels progress in reading and 4 in maths and writing with a scaled score of 100 in SPAG.</p> <p>Y5 pupil made 3 levels progress in all areas, with an increase of 9 months in</p>	<p>Due to lack of needs we will not be sourcing additional funding for the 2019/20 academic year.</p>	
<p><b>E:</b> To improve outcomes of SEND/PP cross over at the end of KS2 in overall progress, Reading, Maths and SPAG</p>	<p>Targeted intervention groups across years 2 including the nesy &amp; Mathletics program to ensure good if not accelerated progress</p>	<p>H – Reading 34% and Spelling 38% Rate progress in 2 terms. T – Reading 54% and 27% Rate progress. M – Reading 31% and Spelling 49% Rate progress.</p> <p>Average APS R 6.25</p>	<p>This model will continue for 2019/20 as the model proved so successful.</p>	<p>nessy x 40 licences &amp; logistics <b>£465</b> mathletics x 152 <b>£1353.24</b> Twinkle SATS <b>£926.85</b> Test Base <b>£240</b></p>
<p><b>D:</b> Increase the percentage children entering the academy with at a higher starting point achieving GD at the end of KS2, whilst increasing the end of KS2 results closing the gap to national</p>	<p>Streaming for a term</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>Of the 28/19 cohort 0% had a high PAG score, however GD was achieved in 3 subjects: 7% Maths, 10% Reading, 13% SPAG</p>	<p>Due to funding streaming as in previous years can not continue.</p> <p>From Spring 1 NH will take a HA reading group to drive GD.</p> <p>Y5/Y6 will run a secondary model with one teacher delivering maths in both year groups and one teacher will deliver reading in both year groups.</p>	<p><b>£18194.91</b> <b>£4340</b></p> <p><b>£1275</b></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.	February/Easter/ After school sessions for reading writing and maths for targeted PP children	Of the 18/19 cohort 0% had a high PAG score, however GD was achieved in 3 subjects: 7% Maths, 10% Reading, 13% SPAG	Due to staffing concerns Easter school did not take place, this was substituted by afterschool boosters instead.  For 2019/20 afterschool boosters will take place during spring 2 and summer 1. Easter school will run for 1 week during week 2 of the summer break.	<b>43.40 x 9 = £390.60</b> <b>34.60 x 18 = £622.80</b>
<b>E:</b> To improve outcomes of SEND/PP cross over at the end of KS2 in overall progress, Reading, Maths and SPAG	Targeted interventions for LA/SEND PP children to ensure accelerated progress  Grouping across the year group during the spring term to allow for targeted teaching year 6	4 EHCPs have also been granted last academic year with Speech and Language Communication as its primary need.  Precision teaching: 4 out of 6 children passed the phonics screening	Interventions are as follows for 2019/20:  Increased SALT sessions Nessy Dyscalculia matters program x 2 Y6 Writing Beach Lego therapy Peer Buddy System	

<p><b>C:</b> A high crossover of PP &amp; SEND children with complex social, emotional and behavioural needs in the exiting year 2, current Y3. With a high proportion of LA pupils not making the accelerated progress required to reach at least ARE.</p>	<p>Learning support mentor to promote improvement in behaviour and climate for learning for specified vulnerable pupils. Lead on the nurture program across the school.</p> <p>Targeted interventions to tackle social skills and climate for learning again to be led by the learning mentor Y3</p> <p>Ed Psychologist Observation, reporting and advice.</p> <p>Anger management and lego therapy, positive play</p>	<p>Reading APS 4.2 Writing APS 4.6 Maths APS 3.8</p> <p>The initial cohort in this target area was 10 children, 5 of which have been discharged.</p>	<p>2019/20 this sub group is no longer a focus</p>	<p><b>£12282</b></p> <p><b>£3,600</b></p>
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<p><b>H:</b> Ensure adequate LAC PP access to resources and additional funding are sourced and are utilized to bridge the gap between home and school.</p>	<p>Lunch Time Sports Provision</p> <p>1:1 Classroom support</p> <p>One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.</p>	<p>Y6 Reduction in LT incidence due to support</p> <p>Y6 Progress for KS1 Level 1 – WTS, writing, WTS Reading (1 mark off), WTS Maths, EXP Science. Made 5 levels progress in reading and 4 in maths and writing with a scaled score of 100 in SPAG.</p>	<p>This will not need continue as the pupil has now left</p>	<p><b>£6604</b></p>
<p><b>iii. Other approaches</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>

<p><b>F:</b> PA PP reduced to be in-line with national figures. Ensure pupils are ready to learn.</p> <p>Reduce Lateness which impacts upon attendance and readiness for learning.</p>	<p>Breakfast Club staffing</p> <p>Breakfast Club resources – Delivery of whole school breakfast food and training time</p>	<p>The target for 2018/19 was to increase half termly intake by 10 building up to 70 pupils by the end of the academic year with a makeup of at least 43% PP. The actual figure was 64 pupils EOY of which 57% were PP.</p> <p><a href="https://youtu.be/HtfuoEbgFAQ">https://youtu.be/HtfuoEbgFAQ</a>.</p> <p>PP attendance for 2018/19 was 95.1% against a whole school of 95%</p>	<p>Breakfast club will continue as it has proved hugely successful with outside sponsors and we were used as a best practice piece in a report produced for the House of Commons.</p> <p>We have increased staffing for 2019/20 in order to increase capacity</p>	<p><b>£11381</b></p> <p><b>£676</b></p>
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<p><b>F:</b> PA PP reduced to be in-line with national figures (8.4% DfE Pupil Absence Doc, Autumn 2015) national 8.3% 2016/17 7.3% FSM compared to 4.2% non-FSM 2016/17 by the end of the year. Specific focus on PP/SEND crossover</p> <p>Reduce Lateness which impacts upon attendance and readiness for learning.</p>	<p>EWO employed to monitor pupils and follow up quickly on absences. (One day per week)</p> <p>Clear mapping of actions following an absence and use of rewards to encourage attendance</p>	<p>National 2017/18 PA 8.7% National 2018/19 PA TBC PA 10.1% (no EYFS) PP PA 14.4% (no EYFS)</p> <p>PA did not improve this year and needs to next year. See changes in the next column. However, in 2017/18 we have 11 children with 100% attendance for the year whereas in 2018/19 we had 21 children.</p>	<p>We will not be buying into the EWO moving forward, instead we will be supporting a new model. An attendance lead will be working across three schools within the cluster and she will support our in-house attendance lead.</p> <p>The bike was a huge success this year and we will run this again. Attendance awards will be termly, but recognition in assembly will be half termly.</p> <p>We have a new electronic system that will track punctuality for us.</p>	<p>EWO <b>£3,733</b> Office <b>£2,100</b> Rewards <b>£11,652</b></p>
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<p><b>G:</b> Ensure pupils are receiving a balanced healthy start to the day to ensure they can concentrate on their studies.</p>	<p>Fruit for all children and staff daily</p> <p>Bagels for all children and staff daily</p>	<p>A healthy breakfast can help fuel children's concentration so they can get the most out of their school day. Children only get one chance at an education and they deserve the best, whatever their background. That is why we are giving more pupils in some of the country's most disadvantaged areas the chance to go to a breakfast club.</p> <p><a href="https://youtu.be/HtfuoEbgFAQ">https://youtu.be/HtfuoEbgFAQ</a>.</p>	<p>Continue for the next 12 months with the fruit and bagels.</p> <p>New packed lunch policy to support healthy living</p>	<p><b>£3,600</b></p>
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<p><b>G:</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.</p> <p>Inclusion lead to ensure such pupils are identified targeted and monitored.</p> <p>Enter national or network competitions such as spellings bee's and times table challenges.</p>	<p>All children have taken part in out of the classroom experiences that involve lifelong learning skills.</p> <p>Direct quotations from children that address misconceptions:</p> <p>'look at that stripy horse' Zebra</p> <p>'A flamingo is a pink duck that lives in water'</p> <p>'Why isn't the sand yellow like on tv?'</p> <p>The exhilaration of going on a donkey 'look at the small horse'</p> <p>We now use less staff of school trips as staff themselves are more confident with the process.</p> <p>All KS2 classes have used public transport in some form eg train</p> <p>65.5% of Y6 attended the residential with 20% of Y5.</p>	<p>Continue to have 1 academic trip per term for each class. With the addition of 2 whole school trips per year with additional reward trips.</p> <p>Create stronger links with outdoor learning not just in EYFS.</p> <p>EYFS &amp; KS1 to use public transport of some kind eg train</p> <p>Increase the percentage of Y6 children attending the residential to 75% with 25% from Y5.</p>	<p><b>£3,600</b></p>
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	<p>Link to King Edwards outreach program to support G&amp;T</p> <p>Y6 Residential to Kingswood</p>			<b>£6361</b>
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<b>H:</b> Ensure parents and carers of all our children including the most vulnerable have the support and guidance needed.	Nursery weekly hook a book sessions, where parents come in to change children's books/activity pack. Reception weekly	Parents gain confidence in reading with their children. Children develop increasing interest in books and story structure. Children learn new vocabulary.	Positive impact from these sessions, Nursery to continue with how a book. Reception to launch the Walsall 1000 stories, with parents coming in twice weekly to choose books to take home and share.  Oxford Reading buddy workshop with parents	<b>£3000</b>
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#### Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above. External literature, academic sources and validated data used:

<https://www.gov.uk/government/publications/the-pupil-premium-an-update>  
[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)  
<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/>  
<https://educationendowmentfoundation.org.uk/news/the-teaching-and-learning-toolkit-a-complex-summary/>  
<https://www.gov.uk/government/publications/the-pupil-premium-an-update>  
<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/summer-schools/>  
<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/>  
<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/>  
<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit>  
<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mentoring/>  
<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/>  
<https://www.gov.uk/government/news/funding-boost-to-give-more-children-healthy-start-to-the-day>  
[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)  
<https://www.gov.uk/government/news/new-data-highlights-true-picture-of-school-absence>  
<http://www.lotc.org.uk/wp-content/uploads/2011/03/G1.-LOtC-Manifesto.pdf>  
<http://www.publicfinance.co.uk/news/2016/07/sutton-trust-academies-are-not-helping-disadvantaged-children-enough>  
<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>

<b>Barriers to future attainment and progress (for pupils eligible for PP) 2019/20</b>	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<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 50% of the nursery children are EAL and 67% of the reception children are EAL. Entry point nursery date reflects that 100% of the pupils entering reception are working well below the national standard for reading, writing, speaking and Listening of which 98% are entering at 0-20 months. Of the 100% in nursery, 26% are PP children, (this figure is expected to increase with the new census data).
<b>B.</b>	GLD rose from 68% in 2018 to 71% in 2019, PP children achieving GLD rose from 58% to 64%, both PP and non-pp results are still below national for attainment.
<b>C.</b>	SEND/PP subgroup at the end of KS2 are the lowest performing subgroup in overall progress and attainment in Reading, writing, Maths and SPAG.
<b>D.</b>	Not enough high PAG pupils reach greater depths, PP or non-PP, in KS1 & KS2. Where PAG scores are not high, children achieving GD at the end of KS1 are generally not achieving GD at the end of KS2. However, Of the 18/19 cohort 0% had a high PAG score, yet GD was achieved in 3 subjects: 7% Maths, 10% Reading, 13% SPAG
<b>E.</b>	Phonics dipped in 2019 from 97% to 68% of which 78% of the PP children passed the phonics screening. These figures are below national for attainment and of the children who didn't pass the PP/SEND subgroup are the most underperforming group.
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<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, do not accurately reflect our demographic. Related issues such as: diet, life experience/opportunity, parental engagement

<b>G.</b>	<p>PA in 2016/17 11.25%, national 8.3% 2016/17 7.3% FSM compared to 4.2% non-FSM 2016/17 2017/18 data PA whole school 12.8% (27), of which 63% were PP (17) of which 64% were PP/SEND (11)</p> <p>PA for all pupils 2018/19 17.34% (Inc EYFS) 10.11% (no EYFS) which is slightly lower than 2017/18 but still above national.</p> <p>PP-PA for 2018/19 14.47% (Inc EYFS) 12.3% (no EYFS)</p> <p>PP/SEN for 2018/19 18.75% (Inc EYFS) 14.29% (no EYFS) Again PP/SEND is the lowest performing subgroup</p>
<b>H.</b>	Punctuality is consistently high in EYFS&KS1 and with certain families

#### Desired Outcomes

	Desired outcomes and how they will be measured	Success criteria
<b>A</b>	Children leave EYFS ready for KS1 having closed the ARE gap to ensure GLD is secure and children have secure oral and language acquisition to access and make good progress, in-line if not better than national.	<p>Accurate baseline data</p> <p>Regular assessment points throughout the year to identify gaps</p>
<b>B</b>	Children will leave reception having closed the attainment gap and achieving GLD through accelerated progress.	<p>Performance management targets allow for data driven accountability understanding of the EYFS framework is secure</p> <p>Targeted intervention groups across Nur &amp; Rec to ensure good if not accelerated progress</p>
<b>C</b>	PP/SEND pupils will make strong progress relative to their needs, closing the gap to national. PP/SEND children will exit each year group having made strong progress enabling them to work closer to if not at ARE.	<p>Targeted intervention to tackle behaviour for learning barriers.</p> <p>Targeted interventions to tackle social skills and climate for learning</p> <p>SENCO to monitor and run targeted interventions for SEND/PP children &amp; coach for</p>
<b>D</b>	To ensure that a greater proportion of children are achieving a higher PAG score. To then ensure of the higher PAG group more are achieving GD at the end of KS2	<p>Accurate baseline data</p> <p>Assessment materials used to map out next steps and accurate progress</p> <p>Staff CPD to ensure secure subject knowledge</p>

<b>E</b>	To ensure all children who achieve GLD go on to pass the phonics screening in Y1 and of those who don't pass the resit in Y2. To enable children who don't achieve GLD make strong progress in Y1 enabling them to pass the phonics screening	Performance management targets allow for data driven accountability understanding is secure  Targeted intervention groups across years 1&2 to ensure good if not accelerated
<b>F</b>	To ensure all children regardless of the socioeconomic demographic, benefit from a healthy balanced lifestyle. To ensure all pupils are able to take part in first-hand life experiences, otherwise not available to them. To ensure families feel included and supported by the school and are in	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
<b>G</b>	To reduce PA for PP and non-PP pupils bringing figures in-line with national if not better. To close the whole school attendance gap to national. Ensuring pupils are maximising the education experience available to them	Target PP children for breakfast club  Attendance office to monitor pupils and follow up quickly on absences
<b>H</b>		Target PP children for breakfast club

A small but growing number of schools are using their funding for disadvantaged pupils to offset budget cuts elsewhere, according to polling. The survey of 1,607 teachers, conducted by the National Foundation for Educational Research as part of their Teachers' Voice Omnibus survey, found that one in five didn't know what the main priorities for their pupil premium funding was. The most common priority for spending, identified by over a quarter of teachers (28%), was on early intervention schemes. 13% said that more 1:1 tuition was a priority and 10% said teaching assistants. However, virtually all of the senior leaders surveyed believe that the pupil premium has allowed them to target resources at raising the attainment of their poorest pupils. 98% of primary and secondary leaders and four out of five classroom teachers (79%) agreed with this statement to either a great extent, to some extent or to a little extent. <https://www.suttontrust.com/newsarchive/small-but-increasing-number-of-schools-are-using-their-pupil-premium-funding-to-offset-budget-cuts-new-sutton-trust-and-education-endowment-foundation-polling/>

Sutton Trust: Academies are not helping disadvantaged children enough: The think-tank examined the performance of disadvantaged students – those entitled to [the pupil premium](#) – in sponsored academies in 39 chains from 2013-2015. The report, *Chain Effects 2016*, it found that 8 out of 39 schools were substantially underperforming compared to the national average for disadvantaged pupils. <http://www.publicfinance.co.uk/news/2016/07/sutton-trust-academies-are-not-helping-disadvantaged-children-enough>

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

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

## 2019-2020 Strategy

Planned expenditure					
Academic year	2019-2020				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of Education for all					
Desired outcome (A-H above)	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date
A  Children leave EYFS ready for KS1 having closed the ARE gap to ensure GLD is secure and children have secure oral and language acquisition to access and make good progress, in-line if not better than national. Increase the number of PP pupils achieving ELG in spoken	TA training at supporting school – encouraging collaborative learning and shared good practice.  EYFS update training and moderation throughout the year.  Data analysis training – identify gaps and next steps  Continued development of the outdoor learning experience to promote oral development	The impact of collaborative approaches on learning is consistently positive. However, the size of impact varies, so it is important  to get the detail right. Effective collaborative learning requires much more than just sitting pupils together and asking them to  work in a group; structured approaches with well-designed tasks lead to the greatest learning gains. There is some evidence  that collaboration can be supported with competition between groups, but this is not	EYFS lead will complete an EIP which will be evaluated half termly  AP will conduct learning walks  BlueSky will monitor CPD	EYFS Lead and Inclusion AP	Half Termly

communication, closing the gap on national standards and where necessary making accelerated progress.	<p>Smaller pupil to teacher ratio in Reception to ensure quality first teaching <b>estimated spend: £17,600</b></p> <p>Introduction of communication in print <b>estimated cost: £840</b></p>	<p>always necessary, and can lead to learners focusing on the competition rather than the learning it aims to support. Approaches which promote talk and interaction between learners tend to result in the best gains.</p> <p><a href="https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=152&amp;t=Teaching%20and%20Learning%20Toolkit&amp;e=152&amp;s=">https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=152&amp;t=Teaching%20and%20Learning%20Toolkit&amp;e=152&amp;s=</a></p> <p>Reducing class size appears to result in around three months' additional progress for pupils, on average. Intuitively, it seems obvious that reducing the number of pupils in a class will improve the quality of teaching and learning, for example by increasing the amount of high quality feedback</p>			
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		<p>or one to one attention learners receive.</p> <p><a href="https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=144&amp;t=Teaching%20and%20Learning%20Toolkit&amp;e=144&amp;s=">https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=144&amp;t=Teaching%20and%20Learning%20Toolkit&amp;e=144&amp;s=</a></p> <p>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</p> <p>These strategies are usually more effective when taught in collaborative groups so that learners can support each other and</p> <p>make their thinking explicit through discussion.</p> <p>The potential impact of these approaches is high, but can be</p>			
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		<p>difficult to achieve in practice as they require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</p> <p><a href="https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=138&amp;t=Teaching%20and%20Learning%20Toolkit&amp;e=138&amp;s=">https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=138&amp;t=Teaching%20and%20Learning%20Toolkit&amp;e=138&amp;s=</a></p>			
<p><b>B</b></p> <p>Children will leave reception having closed the attainment gap and achieving GLD through accelerated progress.</p>	<p>A training at supporting school – encouraging collaborative learning and shared good practice.</p> <p>EYFS update training and moderation throughout the year.</p>	<p>Nursery teachers annual conference based on SEND focus at forest arts</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>-update OFSTED 2014 Pupil Premium Update found that: In general, pupils eligible for the pupil premium were making poor progress, in the 15 schools that</p>	<p>EYFS lead will complete an EIP which will be evaluated half termly</p> <p>AP will conduct learning walks</p> <p>BlueSky will monitor CPD</p> <p>Half termly PP meetings</p>	EYFS lead and Inclusion AP	Half Termly

	<p>Data analysis training – identify gaps and next steps</p> <p>Continued development of the outdoor learning experience to promote oral development</p> <p>Smaller pupil to teacher ratio in Reception to ensure quality first teaching £ See point A</p>	<p>were inadequate for overall effectiveness, attainment gaps were typically wider than average or closing too slowly.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summary/teaching-learning-toolkit/early-years">https://educationendowmentfoundation.org.uk/evidence-summary/teaching-learning-toolkit/early-years</a></p>			
<b>D</b> To ensure that a	Individual learning approaches through interventions –	In general, pupils eligible for the pupil premium were making poor	English and Maths AP lead will complete an EIP which will be	Principal	Half Termly
<b>E</b> To ensure all children who achieve GLD go on to pass the phonics screening in Y1 and of those who don't pass the resit in Y2.  To enable children who don't achieve	<p>Individual learning approaches through in - class interventions</p> <p>Smaller pupil to teacher ratio in Reception to ensure quality first teaching estimated spend: see point A</p>	For classroom-based approaches, it appears that the role of the teacher may become more managerial, with the increased requirements for organising and monitoring learning activities leaving less time for high quality pedagogical interaction. This	<p>Phonics lead will complete an EIP which will be evaluated half termly</p> <p>AP + Phonics lead will conduct learning walks</p> <p>BlueSky will monitor CPD</p>	Phonics lead and Inclusion AP	Half Termly

GLD make stong progress in Y1 enabling them to pass the phonics screening.		<p>may explain some of the variation in impact. Because of this, individualised instruction may be better used as a supplement to usual class teaching, rather than a standard replacement.</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>Pupil progress meetings every half term</p> <p>Book-looks half termly</p>		
<b>Total budgeted cost</b>					
<b>ii. Targeted support</b>					
<b>Desired outcome (A-H above)</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>Review Date</b>
<b>A</b> Children leave EYFS	A dedicated S&L teacher to deliver all SALT targets and work	A report has been released offering important information	EYFS lead will complete an EIP which will be evaluated half	EYFS Lead and	Half termly
<b>D</b> To ensure that a greater proportion of children are achieving a higher PAG score. To then ensure of the	Individual learning approaches through interventions Spring Term the Principal will take a GD reading group and run GD SPAG interventions <b>£3000</b>	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	<p>English and Maths AP lead will complete an EIP which will be evaluated half termly</p> <p>AP+P will conduct learning walks</p>	Principal and AP	Half Termly

<p>higher PAG group more are achieving GD at the end of KS2</p>	<p>Additional concrete learning materials such as Advanced CGP texts £500</p> <p>Afterschool Booster classes: estimated spend £1500</p> <p>ICT based learning programs – such as Mathletics £1125</p>	<p>classroom or working area.</p> <p>Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three, but slightly lower impact compared to one to one tuition. Moderate cost, moderate impact, +3 months EEF toolkit.</p> <p><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>In general, pupils eligible for the pupil premium were making poor progress, in the 15 schools that were inadequate for overall effectiveness, attainment gaps were typically wider than average or closing too slowly.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-">https://educationendowmentfoundation.org.uk/evidence-</a></p>	<p>BlueSky will monitor CPD</p> <p>Pupil progress meetings every half term</p> <p>Book-looks half termly</p>		
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		<a href="#">summaries/teaching-learning-toolkit/early-years-intervention/</a>			
<p><b>E</b></p> <p>To ensure all children who achieve GLD go on to pass the phonics screening in Y1 and of those who don't pass the resit in Y2. To enable children who don't achieve GLD make strong progress in Y1 enabling them to pass the phonics screening</p>	<p>Individual learning approaches through interventions CPD training <b>£110</b></p> <p>Additional concrete learning materials such as Advanced CGP texts <b>£225 spring term SATs revision guides</b></p> <p>ICT based learning programs – such as Nessy <b>£540</b></p>	<p>Small group tuition is defined as one teacher or professional educator working with two, - five pupils. This arrangement enables the teacher to focus exclusively on a small number of learners, usually on their own in a separate classroom or working area. Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three, but slightly lower impact compared to one to one tuition. Moderate cost, moderate impact, +3 months EEF toolkit.</p> <p><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>Phonics lead will complete an EIP which will be evaluated half termly</p> <p>AP will conduct learning walks</p> <p>BlueSky will monitor CPD</p> <p>Half termly PP meetings</p>	<p>Inclusion AP</p> <p>Teaching and learning AP</p> <p>Phonics Lead</p>	Half Termly

		<p>For classroom-based approaches, it appears that the role of the teacher may become more managerial, with the increased requirements for organising and monitoring learning activities leaving less time for high quality pedagogical interaction. This may explain some of the variation in impact. Because of this, individualised instruction may be better used as a supplement to usual class teaching, rather than a standard replacement.</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>				
					Total budgeted cost	Estimated spend
iii. Other approaches						

Desired outcome (A-H above)	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date
<b>F</b> To ensure all pupils are able to take part in first...	Every class participates in a high quality enrichment opportunity to support learning at least once a...	Enrichment throughout the curriculum is key to inspiring learning and promoting enjoyment of school life and education in...	The principal and office manager lead on enrichment and complete an on-going trip tracker. The office manager...	Principal and the office manager (Enrichment leads)	Half Termly
<b>G</b> To reduce PA for PP and non-PP pupils bringing figures in-line with national if not better. To close the whole school attendance gap to national. Ensuring pupils are maximising the education experience available to them.	Offer a free breakfast club to all pupils – staffing £13,000  Food Hygiene training undertaken by 4 staff. £15 x4 = £60  Improved Attendance Award for PA children who manage a 5% or 10% improvement on the previous terms attendance rate. £500	45% of schools recently survey said that their club has improved attendance.  <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>  More positive evidence comes from Magic Breakfast's head teacher survey in which 76% of the respondents reported a perception that attendance at school was substantially or somewhat better than before having the breakfast club. In the case study visits, most of the parents surveyed/interviewed strongly	Half termly review by the pastoral lead, figures collected termly by the DFE as part of the project funding.  Principal receives a half termly update on figures and characteristic breakdown	Pastoral Lead	Half Termly

	<p>Reward for 100% children termly, with a trip for 100% yearly attendance £2000</p> <p>Mini rewards for 100% attendance – Attendance assemblies £500</p> <p>End of year 100% winner for attendance – a bike £300</p> <p>In school attendance lead to manage all of the above £5000</p>	<p>agreed or tended to agree with the statement that their children were less likely to take time off school.</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>Whole school attendance for PP 2018 –19 was 94.28% v 95.31% non-pp</p> <p>PA for all pupils 2018/19 17.34% (Inc EYFS) 10.11% (no EYFS) which is slightly lower than 2017/18 but still above national.</p> <p>PP-PA for 2018/19 14.47% (Inc EYFS) 12.3% (no EYFS)</p> <p>Meaning PP-PA makes up 83% of the overall persistent absence</p>	<p>The attendance lead has to complete a half termly EIP and submit to the principal.</p> <p>The attendance lead has weekly meetings with the cluster attendance lead</p>	<p>Attendance Lead</p> <p>Attendance Lead</p>	
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			Attendance lead emails weekly PA and attendance figures to the principal	Attendance Lead	
<p><b>H</b></p> <p>Decrease the level of punctuality issues across the school, ensuring all pupils are in school on time. Ensure pupils are prepared and in the right mind frame to begin the day on time.</p> <p>To ensure all children regardless of the socioeconomic demographic, benefit from a healthy balanced lifestyle.</p>	<p>Offer a free breakfast club to all pupils</p> <p>Free Bagels and Fruit for all pupils and staff <b>£1000</b></p> <p>To manage and record lateness and identify a sub-group using the new signing in system.</p> <p>Request new Attendance Advisor to do 'late gates'. <b>£3000</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.</p> <p>When you think that children might not have eaten anything nutritious since their school lunch the previous day, and that it is very difficult for them to concentrate if they are hungry, that is half a day of learning lost for them every day - half their education - if they don't eat breakfast.</p>	<p>Half termly review by the pastoral lead, figures collected termly by the DFE as part of the project funding.</p> <p>Principal receives a half termly update on figures and characteristic breakdown</p>	Pastoral Lead, supported by the attendance lead	Half Termly

	<p>Rewards (extra play) to be given to whole class who haven't had one late child during the week (weekly rewards).</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>Long-standing literature in developing countries: school breakfast improves health, attendance, and (some) academic outcomes   Jacoby et al., 1996; Powell et al., 1998</p> <p><a href="https://www.ifs.org.uk/uploads/a/Presentations/2017-08-22%20The%20causal%20impact%20of%20school%20breakfast%20clubs%20on%20academic%20attainment%20(Claire%20Crawford,Christine%20Farquharson,Ellen%20Greaves)_1505325244.pdf">https://www.ifs.org.uk/uploads/a/Presentations/2017-08-22%20The%20causal%20impact%20of%20school%20breakfast%20clubs%20on%20academic%20attainment%20(Claire%20Crawford,Christine%20Farquharson,Ellen%20Greaves)_1505325244.pdf</a></p> <p>Research shows that a healthy breakfast can help boost children's attainment by improving their memory and concentration. Thanks to Government reforms and the</p>			
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		<p>hard work of teachers, academic standards are rising in England, with 1.9 million more children in good or outstanding schools than in 2010.</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>Research from the Education Endowment Foundation shows that breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results. As well as providing a nutritious meal, many clubs offer children the chance to be more active and provide extra-curricular activities such as extra reading sessions to improve their learning.</p> <p><a href="https://www.magicbreakfast.com/news/15000-more-breakfasts">https://www.magicbreakfast.com/news/15000-more-breakfasts</a></p>			
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		<p>In relation to the impact on punctuality, in the Magic Breakfast survey, 80% of the head teachers reported substantial or some improvements. In a few of the case study schools, interviewees strongly believed that their breakfast club was having an effect on overall punctuality.</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>OFSTED 2019 – BA.27</p> <p>Learners have high attendance and are punctual.</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>			
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		<p>Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.</p> <p>The evidence suggests that the impact is greater for more vulnerable students and older learners (teenagers), longer courses (more than a week), and those in a 'wilderness' setting.</p> <p><a href="https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=157&amp;t=T">https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=157&amp;t=T</a></p>			
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		<p><a href="#">eaching%20and%20Learning%20To olkit&amp;e=157&amp;s=</a></p> <p>The overall impact of sports participation on academic achievement tends to be positive (about two additional months' progress). However, there is recent evidence from the UK that sports participation can have a larger effect on, for example, mathematics learning when combined with a structured numeracy programme (with one study showing an impact of up to ten months' additional progress). In this circumstance the 'participation' acted as an incentive to undertake additional instruction.</p> <p><a href="https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=147&amp;t=T">https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=147&amp;t=T</a></p>			
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		<a href="#">eaching%20and%20Learning%20To olkit&amp;e=147&amp;s=</a>			
Total budgeted					Estimated cost £48216
<p><b>Additional Information:</b></p> <p>£110,496 estimated spend YTD 17.09.19 this will be updated once PP numbers are confirmed</p>					

