

Total expenditure: £402,600				
i) Quality of teaching for All				
Desired outcome	Actions/Strategies	Impact	Costs	Lessons learnt
<p>A. Improve linguistic, communication and literacy skill in Nursery and Reception so that a greater proportion of PP pupils reach the ELGs for C&L, Reading and Writing.</p>	<p>Training for staff in order to ensure consistency in the delivery of Talk for Writing</p> <p>Baseline disadvantaged pupils in their Communication and Language development and use information ascertained to plan suitable.</p> <p>Implement Helicopter stories.</p> <p>Place a greater emphasis on developing pupils' curiosity and wonder at the dexterity of children's imaginings</p> <p>Class teachers to create a language rich environment, through well planned resources and displays</p> <p>School librarian to deliver high quality story sessions</p> <p>Prioritise the teaching of Phonics in Reception.</p> <p>Ensure consistency in the delivery of 'Write dance' in Nursery</p>	<p>In Communication and Language – PP pupils achieved 90.3% Expected ELG. This has improved from 81% in 2018 and is now above national for Non-PP (National Other 84.4%).</p> <p>There was a 3.4% increase in the number of PP pupils who exceeded the ELG in Speaking and a 7% increase in the number of pupils who exceeded the goal in Understanding when compared with 2018 data. Pupils are now much more confident in creating their own stories and oral retellings.</p> <p>Pupil are now exposed to a greater range of vocabulary in their environment which has led to the improved outcomes</p> <p>Although data hasn't shown a marked improvement in reading for disadvantaged pupils from 2018. Pupils are demonstrating a love of reading. They are now motivated to read independently. Reading data shows that there is no significant difference between PP pupils (Reading 68%) and NPP pupils (Reading 69%)</p> <p>Data has been used effectively to target specific pupils and address gaps through Pupil Progress Meetings. This ensured that PP groups made</p>		<p>Talk for Writing and Helicopter Stories provided PP pupils with the interest, enthusiasm and engagement to enhance their communication and literacy skills. This will be extended to the wider English curriculum, including phonics.</p> <p>Focus pupils (Tiger pupils) were exposed to a greater range of vocabulary. These pupils made strong progress from their starting points. This strategy will continue.</p> <p>Pupils who worked through the Write dance programme have all effectively developed their fine motor skills and hand eye co-ordination This programme now needs to be extended into Year 1.</p> <p>Parental involvement in the workshops increased the confidence of parents to contribute to their children's learning, as well as having a positive impact upon pupils' learning journey. School will be adopting 'Chatterbooks'</p>

	<p>Give families regular opportunities to be involved in their child's learning journey.</p> <p>Introduce half termly workshops and weekly 'Show and Tell' sessions to enable parents to learn how best to support their children at home</p>	<p>accelerated progress from their starting points, with 65% pupils achieving GLD. Leaders recognise that this remains below National other (72%).</p> <p>Handwriting expectations have improved. Data shows that 93.5% of PP pupils achieved GLD in Physical Development: Moving and Handling. This is a 7.8% increase from 2018 data and is now above National other (91%)</p> <p>Families are involved in their child's learning and contributing to their child's achievement.</p>	<p>Total Budget Cost £60,308</p>	
<p>B. Improve reading, writing and mathematical skills for pupils eligible for PP in Key stage 1 and 2 so that a greater proportion achieve the combined measure and are ready to access the next stage of their education</p>	<p>Enhance Quality First Teach through high quality CPD for staff across the core subjects including:</p> <ul style="list-style-type: none"> - Shared reading - Talk for Writing - Effective Maths. - The wider curriculum – Cornerstones. - Impact of live guidance and feedback using higher order questioning. - Effective deployment of support staff - Meeting the needs of the most able and these with special educational needs <p><u>Reading</u></p> <ul style="list-style-type: none"> • Develop the classroom environment and promote reading for pleasure. • Invite visiting authors • Develop a 'Reading List' and incentive scheme for 	<p>PP Pupils make sufficient progress from their starting point across all 3 key stages (See Table Below).</p> <p>Gap to national is beginning to diminish across all key stages and subject areas.</p> <p>Quality of teaching has improved as a result of leaders reviewing and supporting the implementation of Effective Maths through ongoing CPD and monitoring.</p> <p>NQTs and RQTS have improved their practice through targeted high-quality CPD.</p> <p>Staff were able to use O-Track system to inform their planning and practice and identify pupils more effectively for interventions.</p>		<p>Improved Quality First Teaching and the effective deployment of support staff have resulted in improved outcomes for PP pupils. A model which will continue to be used.</p> <p>Reading: Staff need to make better use the assessment data to work on the reading domains which are the weakest and adjust the delivery of teaching reading to reflect this so that PP pupils make much more rapid progress.</p> <p>Maths: The prescriptive nature of Effective maths had outrun it course. The best techniques from the Effective maths programme have been used to develop a primary trust wide approach to delivering the maths curriculum including using a greater number of concrete materials. This approach will</p>

	<p>reading widely and ensure that multiple copies of texts are available to PP Pupils to use.</p> <ul style="list-style-type: none"> • Develop the range and appeal of texts in the library and promote these through targeted library sessions for disadvantaged pupils. <p><u>Maths</u></p> <ul style="list-style-type: none"> • Extend opportunities to develop arithmetic skills • Embed Effective Maths • Develop strategies for quick recall of number facts and times tables. • Develop opportunities for children to use practical resources • Link maths learning to teachers' standards. <p><u>Writing</u></p> <ul style="list-style-type: none"> • Embed Talk for Writing • Develop drama opportunities through links with Birmingham Hippodrome • Extend visitors and real-life experiences <p>Broaden a wider curriculum that supports and enhances pupils' skills in reading, writing and maths.</p>	<p>Staff teaching of reading has been enhanced by a greater focus on reading domains.</p> <p>Effective maths has proved to be an effective tool in adding the Quality and consistency of maths teaching. It also provided a structure which ensured coverage of the maths curriculum.</p> <p>Staff have a greater understanding in assessing writing against standard frameworks.</p> <p>Moderation between colleagues and other schools led to more accurate assessments.</p> <p>The experience of performing at the Birmingham Hippodrome proved to be successful as it gave pupils a lived experience that they were able to use in their written work.</p>	<p>Total Budget Cost £106,355</p>	<p>support Quality First teaching further and ensure that staff continue to meet the needs of disadvantaged pupils.</p> <p><u>Writing:</u> Staff worked with a Talk for Writing consultant on a bespoke basis and gained a clearer understanding of how talk for Writing can be used more effectively to further develop pupils as writers. As a result of the CPD teachers are better placed to teach a greater range of writing strategies to further improve outcomes for PP pupils. This work will continue.</p>
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ii) Targeted support				
Desired outcome	Actions/Strategies	Impact	Costs	Lessons learnt
<p>A. Improve linguistic, communication and literacy skills in Nursery and Reception.</p>	<p>Weekly use of Speech and Language therapist to support the planning and teaching of interventions with identified PP pupils.</p> <p>All EYFS to be screened using 'Wellcomm'.</p> <p>Small group intervention to be delivered by trained staff.</p> <p>Small group provision for PP pupils to focus on: linguistic, communication and mathematical skills.</p> <p>Ensure effective deployment of support staff to deliver 1:1 support for targeted pupils</p>	<p>Wellcomm assessments demonstrate how Nursery pupils made significant progress from their starting points.</p> <p>89% of Nursery pupils who received Wellcomm sessions entered Reception working in the 40-47 month banding or higher.</p> <p>All support staff trained in Wellcomm</p> <p>In Reception PP pupils achieved 90.3% Expected ELG in Communication and Language. This has improved from 81% in 2018 and is now above national for Non-PP (National Other 84.4%).</p>	<p>Total Budget Cost £31,620</p>	<p>The targeted support for pupils through intervention resulted in pupils making some strong progress from their starting points. This approach will continue.</p> <p>The range of training the support staff have received from the SALT has resulted in language lessons being delivered effectively to pupils. This work will continue</p>
<p>B. Improve reading, writing and mathematical skills for pupils eligible for PP in Key stage 1 and 2 so that a greater proportion achieve the combined measure and are ready to access the next stage of their education</p>	<p>Staff to deliver and implement proven, research-based interventions:</p> <ul style="list-style-type: none"> • Switch on Reading • Precision Teaching • Effective Maths revision sessions for Year 6 • Booster classes for target groups, including the most able • Breakfast reading Club • Catch up Maths 	<p>See appendix for impact on outcomes in reading, writing and maths.</p> <p>The targeted support for pupils through intervention resulted in pupils making some good progress from their starting points. Work in books of the Tiger Intervention pupils shows gaps in learning were addressed effectively</p> <p>Booster classes were able to address some of the gaps in learning for PP pupils at both end of Key stage 1 and Key Stage 2</p>	<p>Total Budget Cost £148,507</p>	<p>The Tiger strategy will continue because this had a positive impact on outcomes.</p> <p>Some interventions did not have the desired impact because they were not consistently implemented. Next step: Year group leaders will take greater ownership of the interventions and the deployment of support staff.</p>

iii) Other approaches				
Desired outcome	Actions/Strategies	Impact	Costs	Lessons learnt
<p>C. To improve attendance, emotional wellbeing and behaviour for learning for PP pupils in order to help them achieve in line with other pupils nationally.</p>	<p><u>Attendance</u> EWO and school attendance lead to work with families and identified children to support good levels attendance of attendance</p> <p>Attendance lead to monitor/track and first day absence and take appropriate action.</p> <p>The attendance officer to collect pupil premium pupils (school minibus) who are most at risk of falling below national attendance including the most persistent absent.</p> <p><u>Emotional Well being</u> Appoint a Learning Mentor/Family Liaison Worker.</p>	<p>Pupils who attended breakfast club benefited from opportunities to talk to members of staff, a healthy breakfast and access to exercise equipment</p> <p>There has been limited impact on attendance figures. Unauthorised absence increased from 1.55% in 2016-17 to 2.34 % in 2017-18.</p> <p>Regular meetings with Attendance Officer have resulted in ensuring some of the PP pupils attend school and where absence is persistent, these pupils are the first to receive support in collecting them.</p>		<p>A dedicated Attendance officer has enabled the school to monitor the attendance of PP pupils and to respond to improving their attendance much quicker, resulting in improvements in relationships with parents. The school now needs to build upon this work in partnership with the EWO</p> <p>The appointment of a Learning Mentor was delayed and thus the action needs to be rolled into next cycle.</p>
<p>D</p> <p>Enhance PP pupils' knowledge, skills and understanding in the wider curriculum, through real-life and practical experiences. E.g. visits, visitors and extra-curricular opportunities which broaden pupils' horizons and raise their aspirations.</p>	<p>Leaders to support staff with the implementation of a wider curriculum that includes, real-life experiences. E.g. visits, visitors, extra-curricular opportunities</p> <p>Throughout the year, plan for extra-curricular opportunities Inc. drama and sports. Subsidise as necessary for PP pupils.</p>	<p>A programme of delivering the wider curriculum is in place, one that reflects the needs and interests of PP pupils.</p> <p>The PP pupils are beginning to become more engaged as a result of the increasing number of first-hand experiences they have gained. They have a growing understanding of the world around them and of how things work.</p>	<p>Total Budget Cost £81,853</p>	<p>The range of activities PP pupils have taken part in has resulted in pupils being able to develop their resilience and perseverance. Going forward, further opportunities need to be included in delivering the wider curriculum</p>

Appendix 1- Summary Data

% of Pupils	National 2018		Summer 2018			Summer 2019		
	National <u>all</u>	National <u>other</u>	All	Dis	Gap	All	Dis	Gap
KS1 Reading	75%	79%	58.6%	67%	-12	64.8	66.7	-12.3%
GD	26%	29%	11.5%	10%	-19	25	13.3	-15.7%
KS1 Writing	70%	74%	50.6%	62%	-12	60.2	50	-24%
GD	16%	18%	8%	7%	-11	15.9	6.7	-11.3%
Maths	76%	80%	57.5%	64%	-16	70.5	76.7	-9.3%
GD	22%	25%	10.3%	7%	-18	20.5	13.3	-11%
Combined	64%	70%	35%	24%	-46	43.8	41.2	-28.8%
Reading	75%	80%	51.7%	50%	-30	61.8	56.9	-23.1%
HS	28%	33%	9%	8%	-25	14.6	13.7	-19.3%
Writing	78%	83%	55.1%	46%	-37	60.7	58.8	-24.2%
GD	20%	24%	7.9%	6%	-18	0	0	-24%
Maths	76%	81%	44.9%	34%	-47	71.9	68.6	-12.4%
HS	24%	28%	10.1%	8%	-20	13.5	11.8	-16.2%
Reading	0	0.3	-4.7%	-5.0%	-4.7	-3.0	-3.7	-3.4%
Writing	0	0.2	-2.8%	-3.4%	-3.2	-4.7	-4.8	-4.6%
Maths	0	0.3	-5.2%	-6.4%	-6.1	-2.2	-3.0	-2.7%