

Total expenditure: £135,960				
1: Quality of teaching for all				
Desired outcome	Actions/Strategies	Impact	Costs	Lessons learnt
<p>A. Improve <b>quality first teaching</b> across KS1 and KS2, so that the achievement of <b>all pupils</b>, in particular disadvantaged, improves and the gap to national closes.</p>	<ul style="list-style-type: none"> <li>In class coaching and support for teachers and support staff, live feedback to improve teaching.</li> <li>Senior leaders to support staff with planning, preparation and assessment. Leaders to focus on the most-able disadvantaged.</li> <li>Boldmere Teaching School SLEs to deliver bespoke training, with a focus on quality first teaching.</li> <li>Staff to visit good and outstanding providers.</li> <li>Continue to implement and refine the following strategies               <ul style="list-style-type: none"> <li>Talk for Writing</li> <li>Effective Maths</li> <li>Whole class reading</li> <li>Cornerstones resources</li> </ul> </li> <li>Develop pupil peer tutoring and peer assessment strategies.</li> </ul>	<ul style="list-style-type: none"> <li>2019 national data for KS1 and KS2 reading and maths does not reflect the strong gains made by pupils from their low starting points. Information in school and work in pupils' books showed that disadvantaged pupils made strong progress as a result of improvements in teaching. (Achievement analysis available in school)</li> <li>Bespoke high quality CPD for NQTs improved their practice and developed their confidence in delivering quality teaching and using assessment to inform their planning.</li> <li>Staff were able to use O Track data system to inform their planning and practice. They were able to identify pupils more effectively for interventions.</li> <li>Effective Maths led to an improvement in teacher subject knowledge. Quality first teaching improved as a result of leaders reviewing and supporting the implementation of Effective Maths through ongoing CPD and monitoring.</li> <li>Effective Maths proved to be an</li> </ul>	<p>Total: £14,026</p>	<p>Leaders to continue to support staff with the analysis of assessment data to identify the weaker reading domains which are the weakest and adjust the delivery of teaching reading to reflect this so that disadvantaged pupils make more rapid progress.</p> <p><u>Talk for Writing</u> This approach is having a positive impact on all pupils and it will continue.</p> <p><u>Maths</u> The best techniques from the Effective Maths programme have been used to develop a primary trust wide approach to delivering the maths curriculum. This places a stronger emphasis on the use concrete materials.</p> <p><u>Reading</u> The shared approach to reading has enabled disadvantaged pupils to become more confident and fluent readers. Disadvantaged pupils will have input into reading materials to be purchased for the library. In addition to this, interventions will be put in place for pupils who did not pass the phonics check.</p>

		<p>effective tool in developing the quality and consistency of maths teaching. It also provided a structure which ensured full coverage of the maths curriculum.</p> <ul style="list-style-type: none"> <li>• Staff benefited from the support of a Talk for Writing consultant. This support enabled teachers to teach a range of writing genre effectively and have a positive impact on writing outcomes for disadvantaged pupils.</li> <li>• With the support of the lead practioners for reading, staff refined their practice. This support helped to improve the teaching of reading and it improved pupils' fluency and accuracy while reading.</li> </ul>		
<p><b>B, Develop the social, linguistic, communication and language skills for <u>all</u> pupils entering EYFS,</b> so that a greater proportion of <b>disadvantaged pupils</b> achieve a Good Level of Development (GLD), closing the attainment gap to other pupils nationally.</p>	<ul style="list-style-type: none"> <li>• Transition work across Early Years and Year 1.</li> <li>• CPD for staff in order to successfully implement Read Write Inc in Early Years and Key Stage 1.</li> <li>• Increase parental involvement in their pupils' learning through workshops.</li> <li>• Strengthen transition with feeder nurseries to ensure accurate assessment information and baseline in the autumn term.</li> </ul>	<ul style="list-style-type: none"> <li>• 70% of EYFS pupils overall achieved GLD. 50% of the disadvantaged achieved GLD. The starting points of some of these pupils were low. Information in school confirms that they made strong progress.</li> <li>• 80% passed the phonics check overall. 82% disadvantaged pupils achieved GLD.</li> <li>• Reading workshops and share a story workshops have been well attended and well received by families. These workshops have supported disadvantaged pupils'</li> </ul>	<p><b>Total</b> £15553</p>	<ul style="list-style-type: none"> <li>• Provide additional targeted support for the disadvantaged pupils in Year 1 who did not achieve a GLD in reception.</li> <li>• Parental workshops increased the confidence of parents to contribute to their children's learning, as well as having a positive impact upon pupils' learning. Parental involvement across the school will be extended further through Inspire workshops.</li> <li>• Arrange for new staff joining the school to be trained to deliver RWI.</li> </ul>

	<ul style="list-style-type: none"> <li>Use Wellcomm as required.</li> <li>Purchase additional resources to support reading and writing.</li> <li>SaLT, EP and external agencies. Involvement/ Additional SaLT support from Speech and Language Therapist.</li> </ul>	<p>language development both at home and school.</p> <ul style="list-style-type: none"> <li>Parent voice demonstrated an increase in confidence in supporting children at home. 100% of parent contributed to the completion of the learning journey.</li> </ul>		<ul style="list-style-type: none"> <li>The work with SaLT and Speech and Language will continue because this is having a positive impact on pupils' language and communication skills. Ensure that new staff receive Wellcomm training for 2019-20.</li> </ul>
<p>C. The gap between disadvantaged pupils and others nationally reduces, there is a high focus on progress for these pupils from <b>ALL adults</b> (particularly higher prior attainment disadvantaged pupils). <b>Feedback</b> to pupils (from teachers) and to teachers (from SLT, trainers etc.) is specific, accurate and clear, and based on prior assessment / outcomes.</p>	<ul style="list-style-type: none"> <li>Arrange training for support staff - specific interventions</li> <li>Services for Education moderation and assessment training / greater depth training for teachers and TAs.</li> <li>Marking and feedback training.</li> <li>In the classroom, all support staff to provide effective support and challenge for the focus groups (including disadvantaged pupils) as identified by the schools own tracking data.</li> </ul>	<ul style="list-style-type: none"> <li>Some interventions did not have the desired impact because they were not implemented consistently.</li> <li>Live marking had a positive impact on pupils because it provided pupils with immediate feedback.</li> <li>Support from Boldemere Teaching Alliance and Billesley Primary School SLEs improved teacher's practice and helped pupils to make strong progress from low starting points.</li> <li>The Tiger pupil's strategy raised the profile of disadvantaged pupils. They have benefited from targeted support and questioning during lessons.</li> </ul>	<p><b>Total</b> £21497</p>	<ul style="list-style-type: none"> <li>The Tiger strategy will continue because this is having a positive impact on outcomes. Next step - Extend this group to include Tiger families so that parents/carers are part of the improvement process.</li> <li>Leaders to ensure intervention are timetabled and implemented consistently.</li> </ul>
<b>2: Targeted support</b>				
<b>Desired outcome</b>	<b>Actions/Strategies</b>	<b>Impact</b>	<b>Costs</b>	<b>Lessons learnt</b>
Continue to improve and support <b>attendance and BLP</b> for disadvantaged pupils in order to help	<ul style="list-style-type: none"> <li>Pastoral lead (Attendance Officer) will work in partnership with EWO to support pupils and their</li> </ul>	Disadvantaged attendance = 94% (National disadvantaged 94.1 %) which matches the national average for disadvantaged pupils. This is in	£70923	Rewards for good attendance need to be developed and enhanced to provide greater incentive to attend school, particularly for disadvantaged pupils.

<p>them to achieve in line with other pupils nationally at the end of each key stage.</p>	<p>families.</p> <ul style="list-style-type: none"> <li>• Pastoral lead and SENDCO to provide/arrange personalised support for pupils and their families.</li> <li>• Offer vulnerable families and children: <ul style="list-style-type: none"> <li>- Pupil and school support</li> <li>- Education Psychology</li> <li>- City of Birmingham, Outreach Support</li> </ul> </li> </ul>	<p>line with the previous academic year.</p> <p>Disadvantaged PA = 11.7% (National 8.1%).</p> <p>Pupil Premium review comment 'An excellent family worker has ensured that attendance at the school is in line with national (96%) and persistent absence is lower than national average.'</p> <p>The support provided by the Family Support Worker has been positive and has made a difference to families, including those disadvantaged families.</p>		
<b>3: Other approaches (including links to personal, social and emotional wellbeing)</b>				
<b>Desired outcome</b>	<b>Actions/Strategies</b>	<b>Impact</b>	<b>Costs</b>	<b>Lessons learnt</b>
<p>Improve the wider curriculum and range of experiences including; access to resources, trips, visitors and extra-curricular opportunities in order to broaden their knowledge and perspective of the world.</p>	<ul style="list-style-type: none"> <li>• Through the wider curriculum, class teachers to plan for: <ul style="list-style-type: none"> <li>- access to relevant and inspiring resources</li> <li>- curriculum linked trips</li> <li>- visitors/workshops</li> <li>- specialist music</li> </ul> </li> <li>• Throughout the year, plan for extra-curricular opportunities including sports and arts – subsidising as necessary for disadvantaged pupils.</li> <li>• Forest school participation, with a focus on team building, resilience and confidence</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils access a broad and balanced curriculum. Disadvantaged pupils benefited from the broad range of experiences on offer. These experiences had a particularly positive impact on pupils' confidence and resilience</li> <li>• The disadvantaged pupils are more engaged as a result of the increasing number of first-hand experiences. They also have a growing understanding of the world around them and of how things work.</li> </ul>	<p><b>Total</b> £13961</p>	<ul style="list-style-type: none"> <li>• The range of activities disadvantaged pupils have taken part in has resulted in pupils being able to develop their resilience and perseverance. Next steps: continue to extend the enrichment opportunities.</li> </ul>