



Pupil premium strategy statement: Abbey Mead Primary Academy

1. Summary information					
School	Abbey Mead Primary Academy				
Academic Year	2020-2021	Total PP budget	£134,650.00 + £28,514.89 (19/20)	Date of most recent PP Review	5 th Jan 2019
Total number of pupils	724	Number of pupils eligible for PP	102	Date for next internal review of this strategy	September 2021

2. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers

- A. Communication, Language & Oracy Development (EYFS Investment)**
Many of our PP pupils begin school at starting points in both Nursery and Reception in need of support with communication, verbal expression, modelling language and reasoning. Early Years practitioners identify PP eligible pupils to work alongside in order to explicitly extend the child's spoken vocabulary, introducing them to new words in context and drawing attention to letters and sounds. They adopt approaches aimed at developing thinking and understanding through language. However, this is not solely a barrier for our younger pupils as a significant number of children enter the school at starting points other than usual intakes with little or no language. In addition to communication difficulties, these children often lack schooling and quality first-hand experiences which further prevent the development of vocabulary and knowledge – this directly effects speaking and listening, reading and writing attainment and progress. We wish to further build upon the success of last year in ensuring all pupils have access to the best possible start to their education through broadening our children's lived experiences in order to develop the cultural capital they do not necessarily receive outside of school (visits, galleries, theatres, history, literature, arts).
- B. Boys Achievement**
More disadvantaged pupils and boys are working below ARE in reading and writing in Yrs 4 & 5 (Vulnerability Index).
- Higher Ability Groups**
The numbers of higher ability PP eligible pupils is less than that of the non-PP group and does not appear to greatly increase as the pupils move through the school in the same way that the non-PP higher ability groups increase. For example, the numbers of PP pupils in Reading 'above typical' or GD at the end of 2018/19 is similar to the beginning of the year. We will therefore identify pupils with the potential to achieve this depth of learning and focus our efforts upon quality feedback for these learners regarding their performance relative to their learning goals.
- C.** Whilst overall attainment at the end of KS2 has risen in all subjects to be in line or above national figures, the progress of pupils is lower than that found nationally; specifically in respect to writing ARE and GDS. It is vital that the progress of all pupils is tracked accurately across the Key Stage to ensure that timely and effective QFT and intervention is deployed. Where, poor provision and inaccurate assessments have existed previously, this has been tackled to ensure that no child is adversely affected.

External barriers

- D.** Anecdotal evidence suggests that parents of PP eligible pupils are less inclined to engage with school staff in promoting learning within different aspects of school life. This includes the attendance of PP children at school; alongside their engagement in performances and events; homework activities; home reading; attending parents' evenings and celebrations of learning.
- E.** The large majority of pupils requiring support for emotional deficits or family support are PP eligible pupils with family concerns and parenting issues impacting upon achievement over the longer term. Parental engagement for some of these families also impacts upon

the achievement of PP eligible pupils. These families benefit from the support school can offer to enable them to become more active in their child's education which has a direct impact on outcomes for pupils.

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Communication and Language Development</p> <p>Early intervention and precision first wave quality teaching is administered in Nursery, EYFS and KS1 and KS2 to close gaps - Gaps are identified quickly, addressed and closed. Enhanced opportunities for children to be immersed in curriculum experiences through introducing free enrichment opportunities for all PP pupils.</p>	Improved data – at the end of Nursery, Reception and KS1 Data is in line with other pupils nationally for reading, writing and maths for KS1/2 2019 SATs. Writing gap with non PP closes with assistance of first-hand experiences/visits. PP pupils take up the varied enrichment opportunities offered across the academy.
B.	To ensure that the number of PP children achieving GDS is accelerated and ensure there is no discernible gap in progress for PP children and the rest of the cohort.	GDS figures both in external and internal data are in line with GDS achieved by other pupils nationally and progress is on a par. Teachers appraisals targets specifically target this need through named pupils. Pupil progress meetings hold teachers to account for this. Progress in books demonstrates rapid improvement. PP monitoring through learning walks/lesson obs. show quality first teaching. Children will be identified on intervention documents so they can be monitored more regularly.
C.	For the progress of PP pupils, from different starting points, to be at least in line with national.	Progress measures for PP pupils both internally and externally match that of other pupils nationally.
D.	As academy wide attendance improves, the attendance and punctuality of pupils eligible for PP to increase proportionately to be inline or above the academy wide percentage	Overall attendance for PP pupils improves and closes the gap on the cohort. For pupils, who have previously had exceptionally high rates of absence, attendance is rising quickly towards the national average.
E.	Early engagement and support from our Removing Barriers to Learning Team leads to a reduced impact on life chances as evidenced through minimal exclusion figures, shorter term CP plans and increased parental engagement. Through work with external agencies, families are supported to improve parenting capacity.	Improved identification of children needing internal family support leading to fewer children needing long term Child Protection plans. Continued work with external agencies to provide additional support where needs cannot be catered for within school.

4. Planned expenditure					
Academic year		2020/21			
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A - Early intervention and precision first wave quality teaching is administered in Nursery, EYFS and KS1 and KS2 to close gaps - Gaps are identified quickly, addressed and closed. Enhanced opportunities for children to be immersed in curriculum experiences through introducing free enrichment opportunities for all disadvantaged pupils.</p>	<p>Early language development and real-life experiences will be enhanced through the EYFS provision and school wide outdoor facilities. Adults are astutely trained to promote rich language experiences and staffing levels allow for personalised provision where necessary.</p> <p>Subsidised after school clubs will provide pupils with enhanced opportunities to develop life skills which they would otherwise be unable to access. These will focus upon developing pupils' social and communicative skills.</p> <p>School facilities are provided for use to local community groups at a nominal fee to develop cultural capital. These include: Madrasa classes, Indian Education, Divine Youth (Postponed due to COVID)</p> <p>Development of outdoor junior provision and roles to provide pupils with opportunities to contribute to the school community and build communication skills alongside strengthening character.</p>	<p>Maximising the opportunities within the school days for children to develop their spoken English will enable them to access the wider curriculum.</p> <p>Provision implemented, demonstrated improvements in confidence and application.</p> <p>Developing the character of the whole child supports social functioning and academic performance</p>	<p>Accountability of varying stakeholders</p> <p>Individual tracking data for each child shared with class teacher</p> <p>Language development to be an interwoven theme across SIP which is reviewed by Local Academy Council and Trust.</p> <p>Boxall profiles will show increased percentiles for identified pupils</p>	<p>Principal</p> <p>Pastoral Support Lead</p> <p>EVC</p> <p>EYFS & phase leaders</p>	<p>March 2021</p> <p>&</p> <p>Sep 2021</p>

	<p>Staffing structure and ratio in the EYFS is higher than the rest of the academy to ensure ample opportunities to provide language opportunities.</p> <p>Bespoke phonics training to be delivered to EYFS team to drive forwards rich language</p> <p>Through committing to character education, ensure that pupils develop a well-grounded and conscious understanding of their strengths and areas for development.</p> <p>Year 6 residential opportunity will be subsidised for all PP pupils with opportunities to work outside of their comfort zone in a safe environment.</p> <p>School enrichment experiences will be 50% subsidised to all pupils and 100% subsidised for PP pupils so to reduce pupils' likelihood of being disadvantaged by their economic circumstances.</p> <p>Whole school events and productions will encourage the children to build spoken literacy skills through performance (Diwali, Eid, Navratri, Christmas, Easter, Harvest)</p> <p>Continue to embed new Novel Led Curriculum which exposes children to high quality and inspiring texts.</p>				
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<p>B - To ensure that the number of PP children achieving GDS is accelerated and ensure there is no discernible gap in progress for PP children and the rest of the cohort.</p>	<p>Staff led professional development through phase structures (specific to year groups) ensures staff have access to bespoke and purposeful training. Where</p> <p>External support for staff on developing our GDS writers which is devised to fit the context of our school.</p> <p>Sourcing and establishment of cross Trust working parties and year group support.</p> <p>Performance management will empower staff to actively find areas for development</p> <p>Subject leaders will effectively deploy support to improve the capacity of teachers to meet highest attaining pupils' needs through building consistency. The development of the APE approach will further promote reasoning.</p> <p>Pupils progress meetings will allow for rigorous and robust data tracking, analysis and dialogue which leads to identification of specific children including PP for targeted interventions.</p> <p>Feedback on performance of sub-groups. Data tracking will allow for intervention and focus to be directed accordingly to raise expectations.</p> <p>Peer observations and mentoring to further QFT and NQT provision.</p>	<p>Astutely focussed CPD to improve the teaching of reading, writing and maths through coaching and peer to peer support to improve Quality First Teaching and the deployment of support staff.</p> <p>PP pupil interviews and discussions around life chances and aspirations</p> <p>This will ensure that no pupils are disadvantaged by their circumstances and have access to better quality lives.</p> <p>CPD to ensure assessment is analysed accurately at different points in the year including data from the vulnerability index.</p>	<p>3 Data Points to analyse data</p> <p>Lesson observations/learning walks/work scrutiny</p>	<p>Literacy Leader</p> <p>Maths Leader</p> <p>Principal</p> <p>Principal Phase Leaders JA</p>	<p>March 2021</p> <p>&</p> <p>Sep 2021</p>
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ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>C - For the progress of PP pupils, from different starting points, to be at least in line with national.</p>	<p>Deployment of additional teacher time to focus on PP pupils across the academy and in Year 6 to decrease class size and provide bespoke provision (ZE contract & succession planning - SCITT)</p> <p>NQT and RQT release time; alongside additional release time for assistant principal and mentors to provide continual development and coaching.</p> <p>Phase structure and interventions to focus upon identified sub groups of PP pupils in order to ensure personalised and focused interventions; particularly boys.</p> <p>Highly skilled TAs to deliver bespoke BRP sessions to identified PP children in order to enhance and accelerate learning.</p> <p>TAs to receive high levels of training and support to maximise progress – coaching</p> <p>SC & ZE to work alongside identified pupils in Year 6 to accelerate learning.</p> <p>SA to work alongside identified vulnerable pupils in Year 5 to accelerate learning</p>	<p>Focussed and personalised CPD through coaching and peer to peer support is a proven method to improve quality First Teaching.</p> <p>Focussed interventions from highly trained members of staff to ensure that pupils make better than expected progress.</p>	<p>3 Data Points to analyse progress and attainment data</p> <p>Pupil Progress meetings</p> <p>Challenge Partner Review February 2020</p> <p>TMET Academy Improvement Forum</p> <p>Lesson observations/learning walks/work scrutiny by maths/English specialists</p>	<p>Principal</p> <p>Vice Principal/Phase leaders</p> <p>Subject leaders</p> <p>JA</p>	<p>Jan 2020</p> <p>&</p> <p>Sep 2020</p>

<p>E - Early engagement and support from our Removing Barriers to Learning Team leads to a reduced impact on life chances as evidenced through minimal exclusion figures, shorter term CP plans and increased parental engagement. Through work with external agencies, families are supported to improve parenting capacity.</p>	<p>Pastoral Support Lead</p> <p>Removing Barriers to Learning Team aims to empower pupils and parents/carers to make positive changes in their lives for the wellbeing of the entire family.</p> <p>We build 'non-judgemental' relationships with families to ensure we get the best out of everyone and that their voices are heard.</p> <p>We support parents / carers with housing, Visa and school applications, write reports for medical appointments, signpost to debt management agencies and charity support.</p> <p>Establish a food bank which will directly support the immediate community.</p> <p>We offer pupils in house support in regard to bereavement counselling, friendship concerns and conflict resolution.</p> <p>Through effective liaison with external agencies, we source and ensure pupils receive specific support/interventions to meet their individualised needs which are often funded by the academy (play therapy, Relate Counselling, SEMH advice and support)</p>	<p>Families that receive help and support prior to a crisis point are more able to cope with the many challenges that some families face – housing, drug abuse, parenting, etc.</p> <p>Pupils who have strength of character and are resilient to failure are more likely to succeed.</p>	<p>Termly RB2L meetings</p> <p>Ongoing CPD through external training offered by LCC.</p> <p>Attend DSL forum three times a year.</p> <p>Multi agency information sharing.</p> <p>Bi-annual joint planning meeting</p>	<p>Principal SENCO RB2L Team</p>	<p>Jan 2020 & Sep 2020</p>
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<p>E - Early engagement and support from our Removing Barriers to Learning Team leads to a reduced impact on life chances as evidenced through falling exclusion figures, shorter term CP plans and increased parental engagement</p>	<p>Offer tools for parents / carers to improve routines and boundaries at home.</p> <p>Undertake training and offer specific parenting workshops (Solihull Parenting Programme) through liaison with Family Learning Service to best support pupils' development.</p> <p>Strengthen character of pupils to build positive outlook and resilience to failure through continuing to develop Route 2 Resilience approach and sharing with other city schools to support pupils across the city.</p> <p>Access additional support, advice and workshops through Special Needs Learning Service – advocating for children and putting into place support prior to any funding agreements.</p> <p>Work closely with and deploy additional staff to support transition between schools – securing best suited placements.</p>				
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iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>D: As academy wide attendance improves, the attendance and punctuality of pupils eligible for PP to increase proportionately to be inline or above the academy wide percentage</p>	<p>Half-termly analysis of attendance data and identification of vulnerable pupils and those identified as Persistent Absentees.</p> <p>First day response provision to aid pupils in coming to school; establishing positive routines and supporting vulnerable families in the mornings to assist in getting children to school</p> <p>Attendance incentives to motivate and sustain improvements.</p> <p>For identified PP children to be offered the provision of breakfast club to support with punctuality.</p> <p>Buy-back into Education Welfare Service provision.</p> <p>Establish Cross Trust network and working party to focus upon Attendance.</p> <p>Appointment of specialist music teacher to deliver enriching curriculum to promote cultural capital.</p>	<p>We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>Termly RB2L meetings where attendance is discussed.</p> <p>Dissemination of relevant information to those best placed to offer support (Pastoral Support Lead, class teachers, School Nurse, etc.).</p> <p>All phase leaders will collaborate to ensure new provision and standard school processes work smoothly together.</p> <p>Coaching & mentoring offered to Attendance & Welfare Officer by Principal.</p>	<p>Pastoral Support Lead</p>	<p>Jan 2020 & Sep 2020</p>

6. Review of expenditure - Review of 2020 - 2021

Previous Academic Year

2020/21

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Review of impact	Lessons learned																																																																																																																								
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Adults are astutely trained to promote rich language experiences and staffing levels allow for personalised provision where necessary.</p>	<p>Investment and development of the EYFS provision led to an enriched curriculum offer which provided experiences to enhance progress in academic, social and emotional development (Expenditure of £)</p> <p>Higher levels of staffing within the EYFS has continued to be a priority to support early language development (Expenditure)</p> <p>Quality of teaching is mainly good or outstanding. Evidence-Teacher observation records/Performance management.</p> <table border="1" data-bbox="1064 866 1664 1297"> <thead> <tr> <th>Speaking</th> <th>No. Pupils (%)</th> <th>Emerging</th> <th>Expected</th> <th>Exceeding</th> <th>Expected or Exceeding</th> </tr> </thead> <tbody> <tr> <td>All Pupils</td> <td>90 (100%)</td> <td>27 (30.0%)</td> <td>39 (43.3%)</td> <td>24 (26.7%)</td> <td>63 (70.0%)</td> </tr> <tr> <td>Pupil Premium</td> <td>10 (11.1%)</td> <td>2 (20.0%)</td> <td>6 (60.0%)</td> <td>2 (20.0%)</td> <td>8 (80.0%)</td> </tr> <tr> <td>Not Pupil Premium</td> <td>80 (88.9%)</td> <td>25 (31.3%)</td> <td>33 (41.3%)</td> <td>22 (27.5%)</td> <td>55 (68.8%)</td> </tr> </tbody> </table> <table border="1" data-bbox="1064 954 1664 1026"> <thead> <tr> <th>Reading</th> <th>No. Pupils (%)</th> <th>Emerging</th> <th>Expected</th> <th>Exceeding</th> <th>Expected or Exceeding</th> </tr> </thead> <tbody> <tr> <td>All Pupils</td> <td>90 (100%)</td> <td>34 (37.8%)</td> <td>37 (41.1%)</td> <td>19 (21.1%)</td> <td>56 (62.2%)</td> </tr> <tr> <td>Pupil Premium</td> <td>10 (11.1%)</td> <td>5 (50.0%)</td> <td>4 (40.0%)</td> <td>1 (10.0%)</td> <td>5 (50.0%)</td> </tr> <tr> <td>Not Pupil Premium</td> <td>80 (88.9%)</td> <td>29 (36.3%)</td> <td>33 (41.3%)</td> <td>18 (22.5%)</td> <td>51 (63.8%)</td> </tr> </tbody> </table> <table border="1" data-bbox="1064 1034 1664 1106"> <thead> <tr> <th>Writing</th> <th>No. Pupils (%)</th> <th>Emerging</th> <th>Expected</th> <th>Exceeding</th> <th>Expected or Exceeding</th> </tr> </thead> <tbody> <tr> <td>All Pupils</td> <td>90 (100%)</td> <td>32 (35.6%)</td> <td>40 (44.4%)</td> <td>18 (20.0%)</td> <td>58 (64.4%)</td> </tr> <tr> <td>Pupil Premium</td> <td>10 (11.1%)</td> <td>5 (50.0%)</td> <td>4 (40.0%)</td> <td>1 (10.0%)</td> <td>5 (50.0%)</td> </tr> <tr> <td>Not Pupil Premium</td> <td>80 (88.9%)</td> <td>27 (33.8%)</td> <td>36 (45.0%)</td> <td>17 (21.3%)</td> <td>53 (66.3%)</td> </tr> </tbody> </table> <table border="1" data-bbox="1064 1114 1664 1185"> <thead> <tr> <th>Numbers</th> <th>No. Pupils (%)</th> <th>Emerging</th> <th>Expected</th> <th>Exceeding</th> <th>Expected or Exceeding</th> </tr> </thead> <tbody> <tr> <td>All Pupils</td> <td>90 (100%)</td> <td>24 (26.7%)</td> <td>45 (50.0%)</td> <td>21 (23.3%)</td> <td>66 (73.3%)</td> </tr> <tr> <td>Pupil Premium</td> <td>10 (11.1%)</td> <td>5 (50.0%)</td> <td>3 (30.0%)</td> <td>2 (20.0%)</td> <td>5 (50.0%)</td> </tr> <tr> <td>Not Pupil Premium</td> <td>80 (88.9%)</td> <td>19 (23.8%)</td> <td>42 (52.5%)</td> <td>19 (23.8%)</td> <td>61 (76.3%)</td> </tr> </tbody> </table> <table border="1" data-bbox="1064 1193 1664 1297"> <thead> <tr> <th>Shape, space and measures</th> <th>No. Pupils (%)</th> <th>Emerging</th> <th>Expected</th> <th>Exceeding</th> <th>Expected or Exceeding</th> </tr> </thead> <tbody> <tr> <td>All Pupils</td> <td>90 (100%)</td> <td>23 (25.6%)</td> <td>46 (51.1%)</td> <td>21 (23.3%)</td> <td>67 (74.4%)</td> </tr> <tr> <td>Pupil Premium</td> <td>10 (11.1%)</td> <td>3 (30.0%)</td> <td>6 (60.0%)</td> <td>1 (10.0%)</td> <td>7 (70.0%)</td> </tr> <tr> <td>Not Pupil Premium</td> <td>80 (88.9%)</td> <td>20 (25.0%)</td> <td>40 (50.0%)</td> <td>20 (25.0%)</td> <td>60 (75.0%)</td> </tr> </tbody> </table> <p>Pupil data demonstrates that there is a wider gap between pp and non pp pupils achieving expected or exceeding in Numbers, then Writing</p>	Speaking	No. Pupils (%)	Emerging	Expected	Exceeding	Expected or Exceeding	All Pupils	90 (100%)	27 (30.0%)	39 (43.3%)	24 (26.7%)	63 (70.0%)	Pupil Premium	10 (11.1%)	2 (20.0%)	6 (60.0%)	2 (20.0%)	8 (80.0%)	Not Pupil Premium	80 (88.9%)	25 (31.3%)	33 (41.3%)	22 (27.5%)	55 (68.8%)	Reading	No. Pupils (%)	Emerging	Expected	Exceeding	Expected or Exceeding	All Pupils	90 (100%)	34 (37.8%)	37 (41.1%)	19 (21.1%)	56 (62.2%)	Pupil Premium	10 (11.1%)	5 (50.0%)	4 (40.0%)	1 (10.0%)	5 (50.0%)	Not Pupil Premium	80 (88.9%)	29 (36.3%)	33 (41.3%)	18 (22.5%)	51 (63.8%)	Writing	No. Pupils (%)	Emerging	Expected	Exceeding	Expected or Exceeding	All Pupils	90 (100%)	32 (35.6%)	40 (44.4%)	18 (20.0%)	58 (64.4%)	Pupil Premium	10 (11.1%)	5 (50.0%)	4 (40.0%)	1 (10.0%)	5 (50.0%)	Not Pupil Premium	80 (88.9%)	27 (33.8%)	36 (45.0%)	17 (21.3%)	53 (66.3%)	Numbers	No. Pupils (%)	Emerging	Expected	Exceeding	Expected or Exceeding	All Pupils	90 (100%)	24 (26.7%)	45 (50.0%)	21 (23.3%)	66 (73.3%)	Pupil Premium	10 (11.1%)	5 (50.0%)	3 (30.0%)	2 (20.0%)	5 (50.0%)	Not Pupil Premium	80 (88.9%)	19 (23.8%)	42 (52.5%)	19 (23.8%)	61 (76.3%)	Shape, space and measures	No. Pupils (%)	Emerging	Expected	Exceeding	Expected or Exceeding	All Pupils	90 (100%)	23 (25.6%)	46 (51.1%)	21 (23.3%)	67 (74.4%)	Pupil Premium	10 (11.1%)	3 (30.0%)	6 (60.0%)	1 (10.0%)	7 (70.0%)	Not Pupil Premium	80 (88.9%)	20 (25.0%)	40 (50.0%)	20 (25.0%)	60 (75.0%)	<p>Continue to invest in rich language opportunities for pupils.</p> <p>Look at possible interventions to increase number of pp pupils achieving exceeding or expected in Reading, Writing and Numbers.</p>
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Subsidised after school clubs will provide pupils with enhanced opportunities to develop life skills which they would otherwise be unable to access. These will focus upon developing pupils' social and communicative skills.

followed narrowly by Reading. However, in Speaking, 80 % of PP pupils have achieved expected or exceeding compared to 68.8% of non-PP. This demonstrates that early language development and real-life experiences have been enhanced through the EYFS provision and having trained adults to deliver rich language experiences has a positive impact on the speaking of pupil premium pupils.
Value added scores of PP -please see F2 folder.

Cricket club-year 4 and year 2-Allstars cricket which were subsidised for PP chn. Multi-sports club for year 6, 5 and 3. Year 1 football club. Eco warrior clubs/gardening club.

Pupil Premium attendance in clubs for each year group:

Yr1	Yr 2	Yr3	Yr4	Yr5	Yr6
60%	64%	29%	29%	0%	5%

Music teacher appointed to provide enrichment opportunities for Year 3, 4, and 5 pupils in order to promote cultural capital in the Arts

As an end of year enrichment experience, a Shiamak session for the children was hosted online on Thursday 8th July between 1:30 and 2:30.

The school grounds developed to promote rich language acquisition: edible garden, pond area and spinney.

Curriculum enriched though Gardening, eco, sports clubs which continues to provide first hand experiences to enhance progress in

Significant funding will be set aside to provide enrichment opportunities for pupils in order to promote cultural capital in the Arts and sports (appointment of music teacher and P.E apprentice). In addition, we will be linking with the charity Pedestrian to further broaden our Arts offer.

Following the impact of COVID restrictions on after school clubs, we are keen to provide more clubs in KS2; especially years 5+6. There was greater provision and uptake in KS1; though these were also hindered by COVID restrictions. In addition, all PP pupils will be surveyed and targeted to attend clubs next year.

	<p>School facilities are provided for use to local community groups at a nominal fee to develop cultural capital. These include: Madrasa classes, Indian Education, Divine Youth (Postponed due to COVID)</p> <p>Development of outdoor junior provision and roles to provide pupils with opportunities to contribute to the school community and build communication skills alongside strengthening character. Staffing structure and ratio in the EYFS is higher than the rest of the academy to ensure ample opportunities to provide language opportunities.</p> <p>Bespoke phonics training to be delivered to EYFS team to drive forwards rich language</p>	<p>academic, social and emotional development. Please see Twitter pics.</p> <p>Lettings were ceased and unable to recommence during the academic year 2020-2021 due to National restrictions and lockdown.</p> <p>Children developed 6Rs and character muscles through taking responsibility of the edible garden in Year 1 and 2, Eco warriors club and School council reps.</p> <p>PE boxes provided to each class with chn responsible for specific roles- this was to ensure covid security for all from preventing cross contamination but has also provided leadership skills, and language and communication opportunities for pupils.</p> <p>Investment, development and utilization of the wider school grounds has enriched the curriculum and promoted language and communication – spinney/edible playground/pond</p> <p>Appointment of additional EYFS teaching assistant (HK) facilitated greater opportunities for language development within the early years. This had a positive impact on the communication and language prior to lockdown (Expenditure of £15,018). 80 % of PP pupils have achieved</p>	<p>Lettings will not recommence until we know it is safe to do so. We will then restart these in order of impact for pupils.</p> <p>Chn unable to provide peer support due to Covid Bubbles. Bubbles may change next year so this may be able to go ahead (behaviour, friendship, reading)</p> <p>Additional P.E apprentices have been hired to provide further outdoor provision at lunch/playtimes.</p> <p>Continue with the upkeep and investment into the edible garden. Have different year groups take on responsibility for different areas or offer experience to new year groups.</p> <p>Appointment of Phonics Lead to commence Sept 2021-22 in order to ensure a consistent and synthetic approach is used across the school.</p>
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	<p>Through committing to character education, ensure that pupils develop a well-grounded and conscious understanding of their strengths and areas for development.</p> <p>Year 6 residential opportunity will be subsidised for all PP pupils with opportunities to work outside of their comfort zone in a safe environment.</p> <p>School enrichment experiences will be 50% subsidised to all pupils and 100% subsidised for PP pupils so to reduce</p>	<p>expected or exceeding compared to 68.8% of non-PP in Speaking.</p> <p>Last year, due to COVID-19 lockdown, some year groups were unable to participate in events as planned. This year, events moved to a digital platform to ensure continuity. Please see video of Diwali, Christmas, Eid and Harvest celebration assemblies.</p> <p>Character education has been a fundamental part of the curriculum this year and is underpinned through our PSHE curriculum, Healthy Schools accreditation, assemblies and through continuous dialogue in class within all other subjects. Chn have collected dojo points for demonstrating skills in character muscles and this provides the basis for certificate/achievement assemblies on a Friday.</p> <p>AFL system in school focusses on chn self-assessing, peer assessing and being self-motivated to succeed. This is particularly evident in the curriculum design for the foundations subjects which is taught through principles of project-based learning (History, Geography, Art and D.T)</p> <p>Unable to go ahead due to COVID-19</p> <p>Subsidised in-school educational visits provided pupils with additional enrichment opportunities to develop cultural capital.</p>	<p>Look into split screen teaching to ensure chn are aware of how they will be using character muscles for specific objectives so that it underpins the delivery of our curriculum and encourages metacognition (EEF)</p> <p>Introduce interventions that support chn with character muscles (metacognition-EEF)</p>
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	<p>pupils' likelihood of being disadvantaged by their economic circumstances.</p>	<p>PP funding has been used to fund workshops/experiences for the children Throughout the year, workshops have taken place (Vikings, Battle of Bosworth, Setting Seeds, Mary Seacole) and have been planned to include all children.</p> <p>As it was not possible to use the enrichment budget to attend as many offsite visits due to the restrictions of COVID-19, Setting Seeds workshop was paid for by school.</p> <p>Clubs began to resume (cricket, multi-sports, eco-club, gardening, football) and children were all given the opportunity to go.</p> <p>Teachers have noted that enrichment has had an impact on learning. Some of the feedback included:</p> <ul style="list-style-type: none"> • Boosted confidence levels • Raised oracy levels • Children were fully engaged in the workshop and are excited about the topic. • Exposure to different careers • They retained information about the Stone Age such as different periods of time and jobs that would have been done. • Children got to talk to a real-life pilot from the RAF <p>Teachers have had to work creatively to replace external enrichment activities that could not take place due to the covid pandemic.</p>	
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	<p>Whole school events and productions will encourage the children to build spoken literacy skills through performance (Diwali, Eid, Navratri, Christmas, Easter, Harvest)</p> <p>Continue to embed new Novel Led Curriculum which exposes children to high quality and inspiring texts.</p>	<p>Activity passport initiated so that families are encouraged to do enriching activities with children around the community</p> <p>Eid, Harvest, Navratri, Diwali and Christmas performances were recorded and accessed digitally due to Covid. This provided pupils will opportunities to develop oracy and enrichment of culture. It was also shared with parents for our community and home school links. Please see assembly folder.</p> <p>Further investment in high quality novels and exposure to literature for PP pupils; provision of books. To ensure that there are no barriers to DA children accessing the full range of learning that the curriculum offers; particularly those that enhance standards in Reading and Writing.</p>	<p>Assemblies and performances have had to move to a digital platform due to Covid and this may well continue next year unless it is safe to congregate together. Covid safety measures may need to be put in place in order for this to happen and for parents to join.</p> <p>Ensure there is consistency for all pupils and look at the possibility of pre-teaching to PP chn to give them a head start (providing novel to read at home or doing an activity to enrich their vocabulary that will be required for the unit)</p>
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B - To ensure that the number of PP children achieving GDS is accelerated and ensure there is no discernible gap in progress for PP children and the rest of the cohort.

Staff led professional development through phase structures (specific to year groups) ensures staff have access to bespoke and purposeful training.

External support for staff on developing our GDS writers which is devised to fit the context of our school.

Sourcing and establishment of cross Trust working parties and year group support.

Performance management will empower staff to actively find areas for development

Subject leaders will effectively deploy support to improve the capacity of teachers to meet highest attaining pupils' needs through building consistency. The development of the APE approach will further promote reasoning

Pupils progress meetings will allow for rigorous and robust data tracking, analysis and dialogue which leads to identification of specific children including PP for targeted interventions.

Feedback on performance of sub-groups. Data tracking will allow for intervention and focus to be directed accordingly to raise expectations.

Peer observations and mentoring.
 QIP and QIP provision.

For children in years 5 & 6, additional staffing was deployed to support and provide bespoke provision through interventions and smaller class sizes

- TS – Year 5 intervention 5 days a week (£16,000)
- ZE – 5 days a week (60% - £17,540)

Unofficial summer assessments (for KS2 using 2019 SATS papers) compared to 2019 national data.

Reading

	KS1		KS2	
	Sum 2021	Nat 2019	Sum 2021	Nat 2019
DA	7	14	23	17
Non DA	20	28	31	31
Gap	13	14	8	14

Writing

	KS1		KS2	
	Sum 2021	Nat 2019	Sum 2021	Nat 2019
DA	7	7	23	11
Non DA	9	17	29	24
Gap	3	10	7	13

Maths

	KS1		KS2	
	Sum 2021	Nat 2019	Sum 2021	Nat 2019
DA	20	12	23	16
Non DA	28	24	40	32
Gap	8	12	17	16

Cross Trust moderation took place online until lockdown which caused a disruption to scheduled meetings.

Accurate monitoring and analysis of pupil progress has enabled interventions to be deployed. Please see intervention folder.

Focused CPD and release time given to improve maths and writing teaching, through attendance at courses and dissemination to colleagues through coaching to improve quality first teaching

Monitoring of teaching and learning through

Additional staff will once again be deployed to key year groups and be funded through a mix of Pupil Premium Funding and Catch up Premium funding depending upon the purpose and intended outcomes.

Additional TAs will be employed on a temporary basis to focus on reducing group sizes so to provide more tailored support to pupils.

Appointment of internal HLTAs and paying up of existing TAs will release subject leaders to work alongside less confident and less experienced colleagues.

We will continue to utilize existing assessments alongside seeking new assessments to provide specific data around PP pupils progress and tracking.

Interventions need further monitoring to ensure entry and exit data is analysed for PP chn.

Teachers need to identify potential GDS chn who are PP and try and accelerate learning in order to narrow the gap between non GDS chn especially in writing and reading. A proforma for Pupil Progress meetings will ensure that robust and consistent dialogue is taking place throughout the school in regards to PP chn.

Will commence when safe to do so.

Desired outcome	Chosen action/approach	Review of impact	Lessons learned
<p>C - For the progress of PP pupils, from different starting points, to be at least in line with national .</p>	<p>Deployment of additional teacher time to focus on PP pupils across the academy and in Year 6 to decrease class size and provide bespoke provision. SC & ZE to work alongside identified pupils in Year 6 to accelerate learning. SA to work alongside identified vulnerable pupils in Year 5 to accelerate learning</p> <p>NQT and RQT release time; alongside additional release time for assistant principal and mentors to provide continual development and coaching.</p> <p>Phase structure and interventions to focus upon identified sub groups of PP pupils in order to ensure personalised and focused interventions; particularly boys.</p> <p>Highly skilled TAs to deliver bespoke BRP sessions to identified PP children in order to enhance and accelerate learning.</p> <p>TAs to receive high levels of training and support to maximise progress – coaching</p>	<p>(ZE contract & succession planning - SCITT) ZE employed to provide extra capacity in Year 6 in order to reduce class sizes and support disadvantaged pupils. Interventions for disadvantaged chn took place</p> <p>Release given SA time to work alongside identified pupils in Years 5 to provide acceleration. Support was provided through a digital platform.</p> <p>Appointment of new PP lead as a senior leader to ensure PP continues to have a high profile. Leader will be better placed to track implementation of approaches from a class teacher perspective.</p> <p>TAs across the school were upskilled in the delivery of BRP and other identified interventions. Work was undertaken to set clear entry and exit criteria for each of these interventions. To combat the issue of a lack of reading at home, we have started BRWP reading and prioritised the PP children to ensure their reading is frequently carried out. This has proven to be a great success for our PP kids as children have made great progress with their reading and they are regularly reading during the week.</p>	<p>Smaller groups sizes proved effective in targeting pupils requiring acceleration. Additional colleagues will be deployed to the Year 5 & 6 bubbles where data indicates the greatest gap.</p> <p>Continue with this as soon as it is safe to do so.</p> <p>Wider role out of BRP training to newly appointed staff.</p>

<p>E - Early engagement and support from our Removing Barriers to Learning Team leads to a reduced impact on life chances as evidenced through minimal exclusion figures, shorter term CP plans and increased parental engagement. Through work with external agencies, families are supported to improve parenting capacity.</p>	<p>Pastoral Support Lead</p> <p>Removing Barriers to Learning Team aims to empower pupils and parents/carers to make positive changes in their lives for the wellbeing of the entire family.</p> <p>We build 'non-judgemental' relationships with families to ensure we get the best out of everyone and that their voices are heard.</p> <p>We support parents / carers with housing, Visa and school applications, write reports for medical appointments, signpost to debt management agencies and charity support.</p> <p>We offer pupils in house support in regard to bereavement counselling, friendship concerns and conflict resolution.</p> <p>Through effective liaison with external agencies, we source and ensure pupils receive specific support/interventions to meet their individualised needs which are often funded by the academy (play therapy, Relate Counselling, SEMH advice and support)</p> <p>Offer tools for parents / carers to improve routines and boundaries at home.</p>	<p>Continuation of pastoral lead appointment to empower pupils/parents/carers to make positive changes in their children's lives (Expenditure of £32,536)</p> <p>Case studies carried out on most vulnerable pupils by RBL team to ensure bespoke support could maximise impact. Reports to be found in RB2L folder.</p> <p>Parental support provided through disseminating information leaflets on aspects of learning such as character muscles and how to maximise home learning by RB2L team. Carried out Impact Education and Safeguarding surveys to identify most vulnerable pupils who needed support with particular areas. This support was then provided to help pupils feel an increased sense of wellbeing. Please see Pupil survey folder.</p> <p>Invested further in appropriate technology to allow PP pupils to be loaned devices where necessary to support with school life where pupils need to self-isolate. Worked with the Trust to source additional devices and revenue streams to support this.</p> <p>Relationships with families have continued to thrive; these have been promoted by close relationships across the school. Throughout lockdown, teachers made regular phone calls to</p>	<p>Continuation of contract to support our most in need pupils.</p> <p>Additional appointment of Inclusion & Wellbeing Advocate to provide more bespoke support to vulnerable pupils. Pupils will be identified as vulnerable via a range of factors; including attendance, wellbeing surveys, dysregulation and CPOMs incidents.</p>
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<p>E - Early engagement and support from our Removing Barriers to Learning Team leads to a reduced impact on life chances as evidenced through falling exclusion figures, shorter term CP plans and increased parental engagement</p>	<p>Offer parenting workshops through liaison with Family Learning Service to best support pupil's development.</p> <p>Strengthen character of pupils to build positive outlook and resilience to failure through continuing to develop Route 2 Resilience approach and sharing with other city schools to support pupils across the city.</p> <p>Access additional support, advice and workshops through Special Needs Learning Service.</p> <p>Work closely with and deploy staff to support transition between schools.</p>	<p>Family Learning workshops were sourced and run from the school. Despite initial uptake being good, this decreased significantly overtime, potentially due to a lack of familiarity with staff and language barriers.</p> <p>We are aware that many parents need parenting support and techniques at home. To further support this, we have trained in house staff in the Solihull Parenting Approach to offer continuity of provision and translation (BJ, CR)</p> <p>HLTAs in school to release staff to continue to deliver and promote the development of character.</p> <p>Staff have been released to attend regular sessions in Route 2 Resilience so to drive character and personal development in children in school. They have then received additional release time in school to deliver coaching and sessions to colleagues. (Expenditure of £1800)</p>	
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i. Other approaches

Desired outcome	Chosen action/approach	Review of impact	Lessons learned
<p>D: As academy wide attendance improves, the attendance and punctuality of pupils eligible for PP to increase proportionately to be inline or above the academy wide percentage</p>	<p>Half-termly analysis of attendance data and identification of vulnerable pupils and those identified as Persistent Absentees.</p> <p>First day response provision to aid pupils in coming to school; establishing positive routines and supporting vulnerable families in the mornings to assist in getting children to school</p> <p>Attendance incentives to motivate and sustain improvements.</p> <p>For identified PP children to be offered the provision of breakfast club to support with punctuality.</p> <p>Buy-back into Education Welfare Service provision.</p> <p>Establish Cross Trust network and working party to focus upon Attendance.</p> <p>Appointment of specialist music teacher to deliver enriching curriculum to promote cultural capital.</p>	<p>School wide attendance continued to improve throughout the year. Up to the date of lockdown, there had been a significant decrease in the number of pupils classified as persistent absentees. This was due to a significant reduction in the number of families taking term time holiday due to consistent messages, clear systems and follow up from the Education Welfare Service. (Expenditure of £1,824)</p> <p>The attendance of all pupils on an individual basis has continued. Due to high levels of infection within the community, it was essential to ensure that families felt well supported and communication was clear. We continued to utilize established communication systems and ensured bilingual staff were able to communicate with families accordingly.</p> <p>The focus from the March lockdown turned to support our most in need families through regular communication, food hampers, offer of places in school alongside key workers, supporting with housing concerns and benefits applications.</p> <p>Over the summer holidays, regular contact was maintained with vulnerable families to signpost to support agencies and ensure confidence in returning to school in September. As such, the attendance of pupils in September was high and the attendance of PP pupils was roughly inline with the wider cohort.</p>	<p>Sporadic and unexplained absences will continue to be tackled rigorously so to ensure that no pupils are disadvantaged by poor attendance.</p> <p>We will continue to lead on cross trust attendance to ensure that consistency is key and children across our Trust are afforded the same opportunities brought about by regular attendance.</p>

Pupil Premium Spending 2020 to 2021 (Full Academic Year) = £134,650.00 plus Underspend from 19/20 Allocation = £28,514.89 Combined Total = £163,164.89		
Item/Project	Action	Amount
Pastoral Support Lead (MS)	Removing barrier to Learning: aim to empower pupils/parents/carers to make positive change	£35,560
PP Champion (SLT - JA)	To ensure that there are no barriers to DA children accessing the full range of learning that the curriculum offers, particularly those that enhance standards in Reading and Writing	£5,810
EWO	Support removing barriers to learning by ensuring regular attendance for most vulnerable	£1,900
Additional EYFS staffing (PP)	To facilitate regular opportunities for language development	£28,797
Yr 6 Reducing class size & bespoke provision (ZE)	To ensure that there are no barriers to DA children accessing the full range of learning that the curriculum offers, particularly those that enhance standards in Reading and Writing	£32,480
After school clubs	To enrich the curriculum and provide experiences to enhance progress in academic, social and emotional development.	£7,346
Music Provision	To enrich the curriculum and provide experiences to enhance progress in academic, social and emotional development.	£843
Target Tracker	Accurate monitoring and analysis of pupil progress to enable interventions to be deployed	£1,870
Training	Focused CPD to improve maths and writing teaching, improve quality first teaching	£1,850
TA delivered Interventions (NS)	Provide bespoke provision through bespoke interventions	£15,856
Reading Resources	To ensure that there are no barriers to DA children accessing the full range of learning that the curriculum offers, particularly those that enhance standards in Reading and Writing	£7,448
Reading Specialist Training	Removing barrier to Learning: aim to empower pupils/parents/carers to make positive change	£1,498
Health and Wellbeing training	Ensuring that all children are ready to learn and mental health and wellbeing barriers are reduced	£2,988
Cover	Ensuring enough time is given over to allow for staff professional development, Ensuring enough time for maths and English leads to develop their subject area and support teachers with targeting specific groups of chn	£10,002
Data monitoring (10%)	Accurate monitoring and analysis of pupil progress to enable interventions to be deployed	£742
Subsidise School Trips	Provide pupils with enrichment opportunities	£4,071
SMEH Support	LA provision to support most vulnerable	£2,314
Development of 'Gruffalo Trail' in grounds	To enrich the curriculum and provide experiences to enhance progress in academic, social and emotional development.	£1,250
Development of The Hub	To ensure that there are no barriers to DA children accessing the full range of learning that the curriculum offers, particularly those that enhance standards in Reading and Writing	£1,277
19/20 Underspend plus 20/21 Allocation Total £163,903.06		

