



**Impact of Pupil Premium Strategy 2022/2023**



Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact	RAG rating
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly. GL assessment</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1,2, 3, 4</p>	<p>All classes carry our GL assessments</p> <p>KS2 SATS Reading EXS+: 81% Writing EXS+ 70% Maths EXS + 81% RWM combined – 70% <b>All above or inline with National data</b></p> <p>KS1 SATS Reading EXS+: 70% Writing EXS+ 64% Maths EXS + 75% RWM combined – 61% <b>All above or inline with National data</b></p>	
<p>Embed Rocket Phonics - a <a href="#">DfE validated Systematic Synthetic Phonics</a></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of</p>	<p>1, 2</p>	<p>Rocket Phonics embedded</p>	

<p><a href="#">programme</a> to secure stronger phonics teaching for all pupils</p>	<p>word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>		<p>Year 1 Phonics data is at 79% which is in line with National and above local averages.</p>	
<p>Supporting early reading</p>	<p>Supporting early reading develops oracy, reading and communication.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years?utm_source=/education-evidence/guidance-reports/literacy-early-years&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=early%20reading">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years?utm_source=/education-evidence/guidance-reports/literacy-early-years&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=early%20reading</a></p>	<p>1,2,8</p>	<p>KS1 SATS  Reading EXS+: 70%  Writing EXS+ 64%</p> <p>Year 1 Phonics data is at 79% which is in line with</p>	
<p>To support bespoke CPD for teachers to adapt the curriculum for our most disadvantaged pupils</p>	<p>Systematically and strategically implementing staff CPD improves the pedagogy and rates of attainment for learners.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics</a></p>	<p>2</p>	<p>Attainment in all nationally submitted areas is in line or above national levels.</p> <p>KS2 SATS  Reading EXS+: 81%  Writing EXS+ 70%  Maths EXS + 81%  RWM combined – 70%</p> <p><b>All above or inline with National data</b></p> <p>KS1 SATS</p>	

			<p>Reading EXS+: 70%</p> <p>Writing EXS+ 64%</p> <p>Maths EXS + 75%</p> <p>RWM combined – 61%</p> <p><b>All above or inline with National data</b></p> <p>Year 1 Phonics data is at 79% which is in line with National and above local averages.</p>	
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

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<p>Additional staffing and interventions</p>	<p>Staff deployed to support Early help of families and reduce the amount of safeguarding active cases. Nurture and other social/emotional interventions used to support children. Use of the outdoor environment to support small group intervention and academic mentoring. All of these will support pupil attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p>	<p>1,2,3,4,8</p>	<p>Reduction in the amount of red and orange cards (50%).</p> <p>OFSTED rated outstanding for Personal Development</p> <p>OFSTED safeguarding rated as effective.</p> <p>Sandwell wellbeing charter mark achieved 2023</p>	
<p>Support and focus on further curriculum development and enrichment, including subsidised trips and visitors, CPD and networking.</p>	<p>Improve provision for the 'most' disadvantaged children for example integrating the use of external agencies such Birmingham Hippodrome, whole school outside visitors into the curriculum to raise aspirations. Support children in the curriculum with experiences to engage and excel.</p> <p>School to subsidise trips and costs to remove financial barrier. School to also provide a broader range of experiences and opportunities, especially for the 'most' disadvantaged.</p>	<p>2,3,4,5,7,8</p>	<p>OFSTED rated outstanding for Personal Development</p> <p>Residential trips to Plas Gwynant, Edgmond and Ingestre Hall (outdoor and Arts based)</p> <p>All year groups have visitors in school or go on trips which are heavily subsidised.</p>	

	<p><a href="https://www.proquest.com/openview/ef1bb5f9473c1444321b3b7316788f32/1.pdf?pq-origsite=gscholar&amp;cbl=25066">https://www.proquest.com/openview/ef1bb5f9473c1444321b3b7316788f32/1.pdf?pq-origsite=gscholar&amp;cbl=25066</a></p> <p><a href="https://www.proquest.com/openview/ef1bb5f9473c1444321b3b7316788f32/1.pdf?pq-origsite=gscholar&amp;cbl=25066">https://www.proquest.com/openview/ef1bb5f9473c1444321b3b7316788f32/1.pdf?pq-origsite=gscholar&amp;cbl=25066</a></p>		<p>Focus days enrich the curriculum.</p> <p>Hippodrome visit school each week. The Academy visits the Hippodrome regularly.</p>	
Enrich the Reading curriculum	Enrich the Reading curriculum by the purchasing of relevant resources and providing the relevant CPD for teachers.	2	<p>KS2 SATS</p> <p>Reading EXS+: 81%</p> <p>Writing EXS+ 70%</p> <p>Maths EXS + 81%</p> <p>RWM combined – 70%</p> <p><b>All above or inline with National data</b></p> <p>KS1 SATS</p> <p>Reading EXS+: 70%</p> <p>Writing EXS+ 64%</p> <p>Maths EXS + 75%</p> <p>RWM combined – 61%</p> <p><b>All above or inline with National data</b></p> <p>Year 1 Phonics data is at 79% which is in line with</p>	

			<p>National and above local averages.</p> <p>Diversity section in school library.</p> <p>Phonics books support daily phonics teaching.</p>	
Enrich the Writing curriculum	Enrich the Writing curriculum by the purchasing of relevant resources and providing the relevant CPD for teachers.	3	<p>KS2 SATS</p> <p>Reading EXS+: 81%</p> <p>Writing EXS+ 70%</p> <p>RWM combined – 70%</p> <p><b>All above or inline with National data</b></p> <p>KS1 SATS</p> <p>Reading EXS+: 70%</p> <p>Writing EXS+ 64%</p> <p>RWM combined – 61%</p> <p><b>All above or inline with National data</b></p> <p>Year 1 Phonics data is at 79% which is in line with National and above local averages.</p>	
Enrich the Maths curriculum	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in	4	<p>KS2 SATS</p> <p>Maths EXS + 81%</p>	

	<p>the Teaching of Mathematics, drawing on evidence based approaches:          Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>		<p>Maths EXS + 75%          RWM combined – 61%</p>	
<p>Enrich Nurture provision so that sessions can be delivered in school to targeted pupils.</p>	<p>Provide additional support for children who are SEND for SEMH or at risk of exclusion and work alongside SLT /staff to improve outcomes of particular children.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p>	5,6,7,8	<p>Nurture not required this year.</p>	
<p>Support and improve Forest/outdoor learning facilities so that academic mentoring services can be delivered effectively.</p>	<p>Provide additional support for children who are SEND for SEMH or at risk of exclusion and work alongside SLT /staff to improve outcomes of particular children.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p>	5,6,7,8	<p>Exclusion rates are declining           OFSTED Personal Development outstanding.</p>	

Employ and embed school counsellor	Employ a school counsellor to work with pupils to improve wellbeing and SEMH.	1-8	School counsellor embedded and works with families and children daily. Wellbeing Charter mark achieved 2023	
Purchase resources to support children's wellbeing and mental health	Purchase resources to support the school counsellor in providing counselling for children. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=vis">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=vis</a>	5	Wellbeing Charter mark achieved 2023	

### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£26,946**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact	RAG rating
Support staff knowledge through CPD on how to	Both targeted interventions and universal approaches can have positive overall effects on behaviour:	8	Behaviour for learning in school is good – OFSTED.	



support children's behaviour for learning	<a href="http://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>			
To provide Attendance incentives to improve attendance	<p>Incentives and rewards are proven to support attendance rates in schools.</p> <p>School to pay for certificates and sustainable reading rewards linked to attendance and punctuality. Having a consistent whole school policy and procedures supports attendance improvements.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance</a></p>	6	Attendance has improved slightly (0.5%) but slightly below national levels.	
To provide Provision of breakfast and after school care/clubs for children across the school	After school clubs can improve self esteem and aspirations of children. It also a good way to improve well being.	6,7,	Full suite of after school clubs available throughout the year. Over 60% of club	

	The most disadvantaged children to be supported.		places are taken up by disadvantaged pupils.	
To provide the Pastoral and safeguarding continued professional development so that disadvantaged children can be supported	<a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development?utm_source=/education-evidence/evidence-reviews/teachers-continuing-professional-development&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=professional">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development?utm_source=/education-evidence/evidence-reviews/teachers-continuing-professional-development&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=professional</a>	5,7,8	Wellbeing Charter mark achieved 2023  Pastoral team full in place to support families, including family liaison officer.	
Invest in achieving the Wellbeing charter mark	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=vis">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=vis</a>	5,7,8	Wellbeing Charter mark achieved 2023	
To improve parental engagement with the curriculum through workshops and classes	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents?utm_source=/education-evidence/guidance-">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents?utm_source=/education-evidence/guidance-</a>	8	Parent workshops occur in each year group (Art, History, Geography, Reading, Writing and Maths) throughout the year	

	<a href="#"><u>reports/supporting-parents&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=parent</u></a>		that include EYFS phonics, Nursery Maths, Year	
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