



% making EXS + in maths	3/3	1/3	100%	50%	79%	27%	2/4	1/4	93%	36%	79%	27%						
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2.2 KS1 SATS																				
	2019						2020 – based on teacher predicted data						2021							
	Pupils eligible for PP(school)		Pupils not eligible for PP		National Average		Pupils eligible for PP(school)		Pupils not eligible for PP		National Average		Pupils eligible for PP(school)		Pupils not eligible for PP		National Average			
Number of pupils	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
% achieving EXS + in reading, writing and maths combined	1/2	1/2	77%	13%	65%	11%	1/2	0/2	79%	29%	62%	10%								
% making EXS + in reading	1/2	1/2	93%	33%	75%	25%	1/2	0/2	86%	26%	71%	21%								
% making EXS + in writing	1/2	1/2	77%	20%	69%	15%	1/2	0/2	82%	21%	66%	13%								
% making EXS + in maths	2/2	1/2	93%	27%	76%	22%	1/2	0/2	79%	39%	72%	18%								

2.3 Phonics Screening									
	2019			2020 – Y1 screening completed in Y2 Dec'20			2021		
	Pupils eligible for PP(school)	Pupils not eligible for PP	National Average	Pupils eligible for PP(school)	Pupils not eligible for PP	National Average	Pupils eligible for PP(school)	Pupils not eligible for PP	National Average
Number of pupils									
Y1 phonics screening				1/1	93%				
Y2 phonics Screening				N/A	N/A	N/A			

## 2.4 EYFSP

2.4 EYFSP																		
	2019						2020 – based on teacher predicted data						2021					
	<i>Pupils eligible for PP(school)</i>		<i>Pupils not eligible for PP</i>		<i>National Average</i>		<i>Pupils eligible for PP(school)</i>		<i>Pupils not eligible for PP</i>		<i>National Average</i>		<i>Pupils eligible for PP(school)</i>		<i>Pupils not eligible for PP</i>		<i>National Average</i>	
Number of pupils	1		28				2		28									
	EXP+	EXC	EXP+	EXC	EXP+	EXC	EXP+	EXC	EXP+	EXC	EXP+	EXC	EXP+	EXC	EXP+	EXC	EXP+	EXC
<b>Prime Early Learning Goals</b>	1/1	0/1									N/A	N/A						
<b>Reading Early Learning Goal</b>	1/1	0/1	86%	36%	77%	19%	2/2	0/2	89%	43%	N/A	N/A						
<b>Writing Early Learning Goal</b>	1/1	0/1	79%	32%	74%	11%	1/2	0/2	86%	36%	N/A	N/A						
<b>Number Early Learning Goal</b>	1/1	0/1	89%	32%	80%	17%	2/2	0/2	93%	43%	N/A	N/A						
<b>Good Level of Development</b>	1/1				72%		1/2		86%		N/A							

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Social Emotional and Mental Health needs including attachment disorders, Adverse Childhood Experiences, low self-esteem, anxiety
<b>B.</b>	Special Educational Needs including Autism, communication and language,
<b>C.</b>	Low prior academic attainment in Reading, Writing and Maths
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Limited access to rich and varied enrichment experiences

4. Desired outcomes		
	<b><i>Desired outcomes and how they will be measured</i></b>	<b><i>Success criteria</i></b>
<b>A.</b>	<p><b>Desired outcomes:</b></p> <ul style="list-style-type: none"> <li>All children's SEMH needs are met.</li> <li>All children are able to access the full curriculum and engage in their learning.</li> <li>All children are able to develop positive relationships with adults and peers in school.</li> <li>All children entering reception below Age Related Expectations make accelerated progress towards PSED early learning goals.</li> </ul> <p><b>How will these be measured?</b></p> <ul style="list-style-type: none"> <li>Strengths and Difficulties Questionnaires (SDQs) will be completed by staff and parents and will be repeated termly.</li> <li>Pupils SEMH and well-being will be discussed in pupil progress meetings.</li> <li>Health and Well-being hub provision maps will measure impact of support using both quantitative and qualitative records.</li> <li>Records of meetings with parents.</li> <li>Records of meetings with children.</li> <li>Records of pupil progress meetings.</li> <li>MyConcern records</li> <li>Monitoring of teaching and learning (work scrutiny, learning walks)</li> </ul>	<ul style="list-style-type: none"> <li>SDQs completed by teachers evidence improvements for all pupils.</li> <li>SDQs completed by parents evidence improvements for all pupils.</li> <li>Children demonstrate improved behaviour for learning in lessons.</li> <li>Feedback from teachers in pupil progress meetings evidences that all children's concentration and engagement in learning has improved.</li> <li>Feedback from parents evidences that all children feel safe and happy in school.</li> <li>Feedback from children evidences that all children feel safe and happy in school.</li> </ul>

<p><b>B.</b></p>	<p><b>Desired outcomes:</b></p> <ul style="list-style-type: none"> <li>• All children's SEND needs are identified and met.</li> <li>• All children are able to access the full curriculum and engage in their learning.</li> <li>• All children make 'expected' progress towards individualised targets.</li> <li>• All children achieve the best possible outcomes.</li> </ul> <p><b>How will these be measured?</b></p> <ul style="list-style-type: none"> <li>• SEND Individual Target Plans (ITPs) and Continuums</li> <li>• Records of pupil progress meetings.</li> <li>• SEND provision maps.</li> <li>• SEND data overviews.</li> <li>• Monitoring of teaching and learning (work scrutiny, learning walks)</li> </ul>	<ul style="list-style-type: none"> <li>• All children's ITPs evidence that children have made at least 1 band progress per term.</li> <li>• All children's work across the curriculum evidences progress over time.</li> </ul>
<p><b>C.</b></p>	<p><b>Desired outcomes:</b></p> <ul style="list-style-type: none"> <li>• All children make at least expected progress from their various starting points (and many make accelerated progress) to achieve (or exceed) end of year outcomes.</li> <li>• All children are well-prepared for the next phase in their education.</li> </ul> <p><b>How will these be measured?</b></p> <ul style="list-style-type: none"> <li>• Termly teacher assessment data.</li> <li>• Termly summative standardised assessment data.</li> <li>• Records of pupil progress meetings.</li> <li>• Monitoring of teaching and learning (work scrutiny, learning walks)</li> </ul>	<ul style="list-style-type: none"> <li>• All children entering Reception below Age Related Expectations make accelerated progress towards Early Learning Goals.</li> <li>• Children who have not passed the phonics screening in Year 1 make accelerated progress and pass their phonics screening in Year 2.</li> <li>• All children make at least expected progress to achieve (or exceed) end of year outcomes.</li> <li>• All children are on track to achieve or exceed their end of key stage FFT 50 targets and most achieve FFT 20 targets.</li> </ul>
<p><b>D.</b></p>	<p><b>Desired outcomes:</b></p> <ul style="list-style-type: none"> <li>• All children benefit from access and to wider-curriculum (eg music tuition, educational visits, sports clubs.) enabling them to develop new skills, interests and friendships.</li> </ul> <p><b>How will these be measured?</b></p> <ul style="list-style-type: none"> <li>• Music service registers and reports</li> <li>• After school club registers.</li> <li>• Pupil voice</li> </ul>	<ul style="list-style-type: none"> <li>• All children attend educational visits.</li> <li>• All children have the opportunity to access at least one term of music tuition.</li> <li>• Time limited financial support is available (if needed) to support children to access before and after school club to enable parents to seek and sustain employment.</li> </ul>

5. Planned expenditure					
Academic year	2020-2021				
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.					
<b>i. Quality of teaching for all</b>					
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?
All children's SEMH needs are met and children are able to access the full curriculum and engage in their learning.	<ul style="list-style-type: none"> <li>Professional development for teaching staff eg Adverse Childhood Experiences training, Emotion Coaching Training, Attachment training.</li> <li>Embed use of Social Emotional Learning approaches into routines for Quality First Teaching</li> <li>Joint learning walk by Educational Psychologist / SEMH lead to inform action planning and CPD.</li> </ul>	EEF toolkit based on extensive research identifies that Social and Emotional learning interventions provide moderate impact for moderate cost: Improvements appear more likely when Social Emotional Learning approaches are embedded into routine educational practices and supported by professional development and training for staff.	Monitor impact of actions set to address in Pupil Progress meetings and monitoring of teaching and learning	TH	SDQ'a reviewed termly.  Pupil progress meetings - April'20 - July'20 - Oct'20 - Jan'21 - Apr'21 - July'21 -  Monitoring of teaching and learning – half termly overview
All children's SEND needs are identified and met so that all children make progress in all subjects.	<ul style="list-style-type: none"> <li>Raise attainment through improved teaching and learning.</li> <li>All teaching to be good or better.</li> <li>CPD for teachers and TAs on effective Quality First Teaching. inc pre-tutoring, same day interventions</li> <li>Use of evidenced based interventions for SEND children and LPA children with measurable targets and be time specific.</li> </ul>	<ul style="list-style-type: none"> <li>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor impact of actions set to address in Pupil Progress meetings and monitoring of teaching and learning.</li> <li>SENDSCO monitoring of ITPs and continuums</li> <li>SENDSCO / EP learning walk.</li> </ul>	TH	Assessment data  Pupil progress meetings - April'20 - July'20 - Oct'20 - Jan'21 - Apr'21 - July'21  ITP / continuums  Monitoring of teaching and learning – half termly overview including SENDSCO monitoring
All children make at least	<ul style="list-style-type: none"> <li>Raise attainment through improved teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor impact of actions set to address in Pupil Progress meetings.</li> </ul>	CK / DG	Assessment data  Pupil progress meetings

<p>expected progress from their various starting points (and many make accelerated progress) to achieve (or exceed) end of year outcomes.</p>	<ul style="list-style-type: none"> <li>• All teaching to be good or better.</li> <li>• Use FFT aspire to set targets and inform discussions in Pupil Progress meetings</li> <li>• Purchase FFT pupil tracking and embed use into assessment cycle.</li> </ul>	<p>Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching.</p>	<ul style="list-style-type: none"> <li>• Monitoring of teaching and learning.</li> </ul>		<ul style="list-style-type: none"> <li>- April'20</li> <li>- July'20</li> <li>- Oct'20</li> <li>- Jan'21</li> <li>- Apr'21</li> <li>- July'21</li> <li>-</li> </ul> <p>Monitoring of teaching and learning – half termly overview</p>
	<ul style="list-style-type: none"> <li>• Phonics lead to attend phonics training and deliver training to teaching staff.</li> <li>• Implement consistent teaching of daily phonics session YR and KS1 using Letters and sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</li> </ul>	<ul style="list-style-type: none"> <li>• Phonics record sheets and regular phonics screening.</li> <li>• Monitor impact of actions set to address in Pupil Progress meetings and monitoring of teaching and learning.</li> </ul>	FB / CM	<p>Assessment data</p> <p>Pupil progress meetings</p> <ul style="list-style-type: none"> <li>- April'20</li> <li>- July'20</li> <li>- Oct'20</li> <li>- Jan'21</li> <li>- Apr'21</li> <li>- July'21</li> <li>-</li> </ul> <p>Monitoring of teaching and learning – half termly overview</p>
	<ul style="list-style-type: none"> <li>• Daily reading lesson using Power of Reading – purchase books, plan reading spine, reading lead to deliver CPD, sharing effective practice sessions</li> <li>• Support for reading lead through BEP.</li> <li>• Purchase fully decodable books linked to Letters and Sounds</li> </ul>	<ul style="list-style-type: none"> <li>• On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor impact of actions set to address in Pupil Progress meetings and monitoring of teaching and learning.</li> <li>• Scrutiny of Reading records and reading journals.</li> <li>• Rising stars / past SATS papers reading assessments</li> </ul>	AP	<p>Assessment data</p> <p>Pupil progress meetings</p> <ul style="list-style-type: none"> <li>- April'20</li> <li>- July'20</li> <li>- Oct'20</li> <li>- Jan'21</li> <li>- Apr'21</li> <li>- July'21</li> </ul> <p>Monitoring of teaching and learning – half termly overview</p>

	<ul style="list-style-type: none"> <li>• Introduce YR and Y1 small group reading including CPD for teachers and TAs.</li> </ul>				English lead monitoring for subject leadership – monitored and reviewed through subject development plan
	<ul style="list-style-type: none"> <li>• Maths lead to source and deliver CPD on use of manipulatives.</li> <li>• Maths lead to audit resources and purchase additional manipulatives.</li> <li>• Maths lead to introduce White Rose schemes of learning – update maths curriculum overview, deliver training</li> </ul>	<ul style="list-style-type: none"> <li>• Traditional teaching keeps time spent on a topic constant and allows pupils’ ‘mastery’ of curriculum content to vary. Mastery learning keeps learning outcomes constant but varies the time needed for pupils to become proficient or competent at these objectives.</li> <li>• There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months’ progress.</li> </ul> <p>Recommendations from EEF Maths guidance reports:</p> <ul style="list-style-type: none"> <li>• Use assessment to build on pupils’ existing knowledge and understanding</li> <li>• Use manipulatives and representations</li> <li>• Develop practitioners’ understanding of how children learn mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor impact of actions set to address in Pupil Progress meetings and monitoring of teaching and learning.</li> <li>• Scrutiny of Maths books</li> <li>• White Rose assessments and past SATS papers</li> </ul>	JB	<p>Assessment data</p> <p>Pupil progress meetings</p> <ul style="list-style-type: none"> <li>- April’20</li> <li>- July’20</li> <li>- Oct’20</li> <li>- Jan’21</li> <li>- Apr’21</li> <li>- July’21</li> <li>-</li> </ul> <p>Monitoring of teaching and learning – half termly overview</p> <p>Maths lead monitoring for subject leadership – monitored and reviewed through subject development plan</p>
<ul style="list-style-type: none"> <li>•</li> </ul>				<b>Total budgeted cost</b>	£ 12000



<b>ii. Targeted support</b>					
<b>Desired outcome</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>When will you review implementation?</b>
All children's SEMH needs are met and children are able to access the full curriculum and engage in their learning.	<ul style="list-style-type: none"> <li>The Health and Well-Being Hub will be used to target support where concerns are raised about individuals. Well-being hub interventions for identified children.</li> <li>1:1 and/or group well-being intervention to support their mental health and well-being, resilience techniques and anxiety management.</li> <li>Additional support allocated for identified children through Malachi, EP, Forward Thinking Birmingham</li> </ul>	<ul style="list-style-type: none"> <li>EEF guidance states that 'On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.'</li> <li>Well-being hub support is provided in addition to support provided for all pupils in class by class teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Strengths and Difficulties Questionnaires (SDQs) will be completed by staff and parents and will be repeated termly.</li> <li>Pupils SEMH and well-being will be discussed in pupil progress meetings.</li> <li>Health and Well-being hub provision maps will measure impact of support using both quantitative and qualitative records.</li> <li>Records of meetings with parents.</li> <li>Records of meetings with children..</li> <li>MyConcern records</li> <li>Feedback and reports from Malachi, EP, FTB etc</li> </ul>	TH	<p>SDQ's completed termly by teachers and parents.</p> <p>Termly review of Health and Well-being hub provision maps by SENDCO.</p>
All children's SEND needs are identified and met so that all children make progress in all subjects.	<ul style="list-style-type: none"> <li>SENDCO to source CPD from PSS / EP on evidenced based interventions eg direct phonics, first class at number etc</li> <li>SENDCO to attend Pupil progress meetings and strategically plan use of interventions and deployment of TAs across school.</li> <li>Use of evidenced based interventions for SEND children and LPA children must have measurable targets and be time specific.</li> <li>Individual barriers to learning discussed in Pupil Progress meetings. Precise actions set to overcome barriers to learning.</li> </ul>	A series of studies from 2003 to 2017 investigated the typical deployment of TAs in English schools. A striking finding was that the majority of TAs spent most of their time working in a direct, but informal, instructional role with pupils on a small-group or one-to-one basis (both inside and outside of the classroom). TAs were principally working with pupils with SEND or pupils not making expected levels of progress. As a result of high levels of TA support, pupils with the most complex needs spent less time in whole-class teaching, less time with the teacher, and had fewer opportunities for peer interaction compared with their classmates. The net result of this	<ul style="list-style-type: none"> <li>Monitor impact of actions set to address in Pupil Progress meetings and monitoring of teaching and learning.</li> <li>SENDCO monitoring intervention records</li> <li>SENDCO monitoring of ITPs and continuums</li> <li>SENDCO / EP learning walk.</li> </ul>	TH	<p>Assessment data</p> <p>Pupil progress meetings</p> <ul style="list-style-type: none"> <li>- April'20</li> <li>- July'20</li> <li>- Oct'20</li> <li>- Jan'21</li> <li>- Apr'21</li> <li>- July'21</li> <li>-</li> </ul> <p>ITP / continuums</p> <p>Monitoring of teaching and learning – half termly overview including SENDCO monitoring</p>

	<p>Effectiveness of actions monitored and evaluated.</p> <ul style="list-style-type: none"> <li>• Rigorous monitoring of impact of interventions by teachers and leaders to ensure effectiveness of interventions on accelerating progress and raising attainment.</li> </ul>	<p>approach results in TAs in mainstream schools regularly adopting the status of 'primary educator' for pupils in most need. Although this arrangement is often seen as beneficial for the pupils and the teacher—because the pupils in need receive more attention while the teacher can concentrate on the rest of the class—it causes a 'separation' effect</p> <p>EEF toolkit based on limited research identifies that use of Teaching Assistants provided low impact for high cost.</p> <ul style="list-style-type: none"> <li>• The effective deployment of TAs is, therefore, critical for securing a good education for pupils with SEND. When well-trained and properly supported, TAs can have a positive impact: many of the EEF's most successful programmes have involved TAs. Unfortunately, where the deployment of TAs is not carefully considered by school leadership, it can have negative impacts on pupils' learning and wellbeing.</li> </ul>			
<ul style="list-style-type: none"> <li>•</li> </ul>				<p><b>Total budgeted cost</b></p>	<p>£5000</p>

<b>iii. Other approaches</b>					
<b>Desired outcome</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>When will you review implementation?</b>
All children benefit from access and to wider-curriculum (eg music tuition, educational visits, sports clubs.) enabling them to develop new skills, interests and friendships.	<ul style="list-style-type: none"> <li>All children benefit from access and to wider-curriculum (eg music tuition, educational visits, sports clubs.) enabling them to develop new skills, interests and friendships.</li> </ul>	<p>EEF toolkit guidance:</p> <ul style="list-style-type: none"> <li>-Participating in sports and physical activity is likely to have wider health and social benefits.</li> <li>- Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of a positive link between music and spatial awareness and between drama and writing. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</li> </ul>	<ul style="list-style-type: none"> <li>• Music service registers and reports</li> <li>• After school club registers.</li> <li>• Pupil voice</li> </ul>	LT	<p>Termly allocation of music sessions, sports clubs etc.</p> <ul style="list-style-type: none"> <li>- Apr'20</li> <li>- Jul'20</li> <li>- Sep'20</li> <li>- Dec'20</li> <li>- Apr 21</li> <li>- Jul'21</li> </ul>
				<b>Total budgeted cost</b>	£13000

## 6. Review of expenditure March 2021

### 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
<p>All children's SEMH needs are met and children are able to access the full curriculum and engage in their learning.</p>	<ul style="list-style-type: none"> <li>Professional development for teaching staff eg Adverse Childhood Experiences training, Emotion Coaching Training, Attachment training.</li> <li>Embed use of Social Emotional Learning approaches into routines for Quality First Teaching</li> <li>Joint learning walk by Educational Psychologist / SEMH lead to inform action planning and CPD.</li> </ul>	<ul style="list-style-type: none"> <li><i>SDQs evidence improvements for all pupils.</i> SDQ's were due to be completed and analysed by SENDCO Jan'21. School was closed to all pupils except vulnerable and children of critical workers so this was not completed. SDQs will be completed when children are settled after wider re-opening and will be used to plan SEMH support.               <ul style="list-style-type: none"> <li><i>Children demonstrate improved behaviour for learning in lessons.</i></li> </ul> </li> </ul> <p>Progress towards this has been made though lockdown leading to wider school closures has negatively impacted progress for some children.</p> <p>Staff absence has had a negative impact on children and led to inconsistent support for pupils in well-being hub interventions and in class.</p> <ul style="list-style-type: none"> <li><i>Feedback from teachers in pupil progress meetings evidences that all children's concentration and engagement in learning has improved.</i></li> </ul> <p>Pupil progress meetings were scheduled for Jan'21 to review impact of interventions. These were postponed due to wider school closure due to lockdown. These are rescheduled for Apr '21. Progress will be discussed and further support allocated as required.</p> <ul style="list-style-type: none"> <li><i>Feedback from children evidences that all children feel safe and happy in school.</i></li> </ul>	<ul style="list-style-type: none"> <li>Well-being hub provision has not been consistently provided since Mar'20 due to Covid restrictions and wider school closure.</li> <li>Control measures prevented crossing of bubbles which impacted on provision of group support in well-being hub.</li> <li>Staff absence of well-being hub staff has led to inconsistent provision for identified pupils which has negatively impacted on pupils progress.</li> <li>Staff CPD on bereavement and ACES has been beneficial and staff show greater awareness of children's SEMH needs (this is evidenced in discussions with staff and increased in recording of concerns on MyConcern).</li> <li>SEMH learning approaches to be further embedded into quality first teaching – staff training on emotion coaching, to be delivered and implemented through phased implementation led by acting DHT beginning Spr term 2021.</li> </ul>	<p>£6,500</p>

<p>All children's SEND needs are identified and met so that all children make progress in all subjects.</p>	<ul style="list-style-type: none"> <li>• Raise attainment through improved teaching and learning.</li> <li>• All teaching to be good or better.</li> <li>• CPD for teachers and TAs on effective Quality First Teaching.</li> <li>• Use of evidenced based interventions for SEND children and LPA children with measurable targets and be time specific.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>All children's ITPs evidence that children have made at least 1 band progress per term.</i></li> </ul> <p>Some ITP's evidence that children have made accelerated progress in some strands.</p>	<ul style="list-style-type: none"> <li>• Use of evidenced based interventions, strategically planned with measurable targets.</li> <li>• Monitoring and evaluation of impact of interventions.</li> </ul>	
<p>All children make at least expected progress from their various starting points (and many make accelerated progress) to achieve (or exceed) end of year outcomes.</p>	<ul style="list-style-type: none"> <li>• Raise attainment through improved teaching and learning.</li> <li>• All teaching to be good or better.</li> <li>• Use FFT aspire to set targets and inform discussions in Pupil Progress meetings</li> <li>• Purchase FFT pupil tracking and embed use into assessment cycle.</li> <li>• Phonics lead to attend phonics training and deliver training to teaching staff.</li> <li>• Implement consistent teaching of daily phonics session YR and KS1 using Letters and sounds.</li> <li>• Daily reading lesson using Power of Reading – purchase books, plan reading spine, reading lead to deliver CPD, sharing effective practice sessions</li> <li>• Support for reading lead through BEP.</li> <li>• Purchase fully decodable books linked to Letters and Sounds</li> <li>• Introduce YR and Y1 small group reading including CPD for teachers and TAs.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>All children entering Reception below Age Related Expectations make accelerated progress towards Early Learning Goals.</i></li> </ul> <p>Reading 6/6. (4/6 on track to achieve ELG) Writing 5/6 (1/6 exp progress), 3/6 on track to achieve ELG. Maths 2/6 (4/6 exp progress) 6/6 on track to achieve or ELG</p> <ul style="list-style-type: none"> <li>• <i>Children who have not passed the phonics screening in Year 1 make accelerated progress and pass their phonics screening in Year 2.</i></li> </ul> <p>- Phonics screening in Summer 2020 did not take place due to school closure due to COVID restrictions. - Current Y1 screened Dec'20 2/2 PP children on track to pass screening Jun'21 - Current Y2 screened Dec'20. 1/1 PP passed screening. - Current Y3 class in school data shows 1/2 PP children would pass screening Jun'20. 1/2 children has had additional reading support during Y3. Will be screened Mar'21.</p> <ul style="list-style-type: none"> <li>• <i>All children make at least expected progress to achieve (or exceed) end of year outcomes.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Aut'20 Pupil progress meeting discussions led to precise actions being set.</li> <li>• Wider school closures and restrictions due to Covid have impacted on plan do review process</li> <li>• Some actions have not been possible due to restrictions and due to school closures eg Y1 / R reading groups due to risk of bubbles mixing.</li> <li>• PP meetings were planned for Jan'21. These have been postponed due to school closure.</li> <li>• Monitoring of impact of actions has been impacted by school closures, covid restrictions, staff absence and increased workload.</li> <li>• Improvements to teaching and learning will be embedded once school is open to all children.</li> <li>• Monitoring of teaching and learning and implementation of pupil progress meeting cycle will enable school to effectively monitor impact of actions and ensure that improvements are effective at</li> </ul>	

	<ul style="list-style-type: none"> <li>• Maths lead to source and deliver CPD on use of manipulatives.</li> <li>• Maths lead to audit resources and purchase additional manipulatives.</li> <li>• Maths lead to introduce White Rose schemes of learning – update maths curriculum overview, deliver training</li> </ul>	<p><b>YR</b> 3/6 PP children currently on track to achieve GLD <b>PP making accelerated progress to Jan'21:</b> Reading 6/6. (4/6 on track to achieve ELG) Writing 5/6 (1/6 exp progress), 3/6 on track to achieve ELG. Maths 2/6 (4/6 exp progress) 6/6 on track to achieve or ELG</p> <p><b>Y1</b> Reading 1/2 EXP progress Writing 1/2 EXP progress Maths 1/2 EXP progress</p> <p><b>Y2</b> Reading 1/1 EXP progress Writing 1/1 EXP progress Maths 1/1 EXP progress</p> <p><b>Y3</b> Reading 1/2 EXP progress Writing 0/2 EXP progress Maths 1/2 EXP progress</p> <p><b>Y4</b> (1 PP pupil new to school) Reading 1/2 EXP progress Writing 0/2 EXP progress Maths 1/2 EXP progress</p> <p><b>Y5</b> Reading 1/4 EXP progress Writing 1/4 EXP progress Maths 1/4 EXP progress</p> <p><b>Y6</b> Reading 3/4 EXP progress Writing 3/4 EXP progress Maths 3/4 EXP progress</p> <ul style="list-style-type: none"> <li>• <i>All children are on track to achieve or exceed their end of key stage FFT 50 targets and most achieve FFT 20 targets.</i></li> </ul> <p><b>Y2</b> Reading 1/1 on track to achieve FFT 50 Writing 1/1 on track to achieve FFT 50</p>	<p>raising standards by accelerating progress.</p>	
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		<p>Maths 1/1 on track to achieve FFT 50</p> <p><b>Y6</b>  Reading 4/4 on track to achieve FFT 50  Writing 1/4 on track to achieve FFT 50  Maths 2/4 on track to achieve FFT 50</p>		
<b>li 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>
All children's SEMH needs are met and children are able to access the full curriculum and engage in their learning.	<ul style="list-style-type: none"> <li>The Health and Well-Being Hub will be used to target support where concerns are raised about individuals. Well-being hub interventions for identified children.</li> <li>1:1 and/or group well-being intervention to support their mental health and well-being, resilience techniques and anxiety management.</li> <li>Additional support allocated for identified children through Malachi, EP, Forward Thinking Birmingham</li> </ul>	<ul style="list-style-type: none"> <li><i>SDQs evidence improvements for all pupils.</i> SDQ's were due to be completed and analysed by SENDCO Jan'21. School was closed to all pupils except vulnerable and children of critical workers so this was not completed. SDQs will be completed when children are settled after wider re-opening and will be used to plan SEMH support.</li> <li><i>Children demonstrate improved behaviour for learning in lessons.</i></li> </ul> <p>Progress towards this has been made though lockdown leading to wider school closures has negatively impacted progress for some children.</p> <p>Staff absence has had a negative impact on children and led to inconsistent support for pupils in well-being hub interventions and in class.</p> <ul style="list-style-type: none"> <li><i>Feedback from teachers in pupil progress meetings evidences that all children's concentration and engagement in learning has improved.</i></li> </ul> <p>Pupil progress meetings were scheduled for Jan'21 to review impact of interventions. These were postponed due to wider school closure due to lockdown. These are rescheduled for Apr '21.</p>	<p>See above.</p> <p>Early indications suggest that lockdown and school closure appears to have had a significant impact on the SEMH of some children.</p> <p>Once school has re-opened fully to all pupils identified pupils will be targeted for additional support including referrals to outside agencies and planned in-school interventions (once these can safely resume.)</p>	£10,000

		<p>Progress will be discussed and further support allocated as required.</p> <ul style="list-style-type: none"> <li>• <i>Feedback from children evidences that all children feel safe and happy in school.</i></li> </ul>		
<p>All children's SEND needs are identified and met so that all children make progress in all subjects.</p>	<ul style="list-style-type: none"> <li>• SENDCO to source CPD from PSS / EP on evidenced based interventions eg direct phonics, first class at number etc</li> <li>• SENDCO to attend Pupil progress meetings and strategically plan use of interventions and deployment of TAs across school.</li> <li>• Use of evidenced based interventions for SEND children and LPA children must have measurable targets and be time specific.</li> <li>• Individual barriers to learning discussed in Pupil Progress meetings. Precise actions set to overcome barriers to learning. Effectiveness of actions monitored and evaluated.</li> <li>• Rigorous monitoring of impact of interventions by teachers and leaders to ensure effectiveness of interventions on accelerating progress and raising attainment</li> </ul>	<ul style="list-style-type: none"> <li>• <i>All children's ITPs evidence that children have made at least 1 band progress per term.</i></li> </ul> <p>Some ITP's evidence that children have made accelerated progress in some strands.</p>	<ul style="list-style-type: none"> <li>• Aut'20 Pupil progress meeting discussions led to precise actions being set.</li> <li>• Wider school closures and restrictions due to Covid have impacted on plan do review process</li> <li>• Covid restrictions restricted visit availability of professionals to school.</li> <li>• Progress has been slowed by factors beyond school's control eg staff absence, school closure.</li> <li>• CPD on quality first teaching has been delivered to teaching staff and now needs to be embedded into practice.</li> <li>• Pupil progress meetings to resume following assessments Apr'21</li> <li>• Strategic planning of interventions for SEND children and improved record keeping to measure impact towards targets to be implemented.</li> <li>• Identification of evidence based interventions and CPD to be delivered.</li> </ul>	
<b>iii Other approaches</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>All children benefit from access and to wider-curriculum (eg music tuition, educational visits, sports clubs.) enabling them to develop new skills, interests and friendships.</p>	<ul style="list-style-type: none"> <li>All children benefit from access and to wider-curriculum (eg music tuition, educational visits, sports clubs.) enabling them to develop new skills, interests and friendships.</li> </ul>	<ul style="list-style-type: none"> <li><i>All children attend educational visits.</i></li> </ul> <p>Educational visits have not taken place due to Covid-19 restrictions.</p> <ul style="list-style-type: none"> <li><i>All children have the opportunity to access at least one term of music tuition.</i></li> </ul> <p>? PP children have received funded music tuition.</p> <ul style="list-style-type: none"> <li><i>Time limited financial support is available (if needed) to support children to access before and after school club to enable parents to seek and sustain employment.</i></li> </ul> <p>1 PP child received funded B/A SC provision</p>	<ul style="list-style-type: none"> <li>Ensure systems in place for continuity of record keeping when staff leave and join.</li> <li>Ensure allocation of PP funding is apportioned when strategy is set and impact of spend can be measured and evaluated.</li> <li>Research informed Evidenced based interventions to be used to set strategy.</li> </ul>	
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## 7. Review of expenditure March 2020

### 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
<p>All Post-LAC pupils will have access to 1:1 and/or group well-being intervention to support their mental health and well-being, resilience techniques and anxiety management. This will be measured via SDQs (completed by staff, parents) and repeated termly; health and well-being considered in pupil progress meetings to record impact at half-termly reviews; impact of support is measured through the HWB provision maps generating both quantitative and qualitative records; meetings with parents; meetings with children.</p>	<p>Dedicated sessions in the Health and Well-Being Hub (a dedicated purposeful space created in school solely for this) with a designated leader (Miss Hussey or Miss McKeown)</p> <p>Miss Hussey to create provision maps and analyse the effectiveness</p>	<p>All Post LAC children have received 1:1 weekly support during at least 1 term.</p> <p>Evidence from SENCO's analysis of Strengths and Development Questionnaires for Post LAC children shows 3/4 children showed positive impact scores (</p> <p>Evidence of well-being and health in not seen in Pupil Progress meeting documentation.</p>	<p>The desired outcome identified does not relate to Quality Teaching for All as it well-being interventions were used to provide targeted support for identified children.</p> <p>Outcomes of Monitoring of teaching and learning, Pupil Progress documents and Assessment data to be used to identify precise actions needed to improve pedagogy to improve quality of teaching for all.</p> <p>Senior leaders to use EEF toolkit to use evidence from research to inform identification of precise actions to improve Quality First Teaching.</p> <p>EEF toolkit based on extensive research identifies that Social and Emotional learning interventions provide moderate impact for moderate cost:            "On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important."</p> <p>Embed good practice from use of Social Emotional Learning approaches used in Well-Being Hub into routines for Quality First Teaching through Professional Development led by staff with significant expertise.</p>	<p>£6500</p>

li Targeted support				
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
<p>Children who are currently assessed at WTS for their year group improve their academic ability to a standard to narrow the gap with/ reach National Expectation. They will recap objectives which they have previously failed to meet/ develop skills which enable them to meet objectives more readily. Outcomes will be measured by objectives achieved/ scores gained in assessments.</p>	<p>Children's specific areas of weakness to be assessed by class teachers/ TA's.</p> <p>Specific targeted 1:1 support provided to develop areas of difficulty</p> <p>Access to additional resources to support learning.</p>	<p>Pupil progress documents show:</p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• 1/14 universal support from EXP to WTS</li> <li>• 3/ 11 received 1:1 support / targeted interventions but remained WTS in all subjects.</li> <li>• 6 / 14 universal support remained EXP</li> <li>• 2/ 14 universal support GDS</li> <li>• 1 /14 universal support remained wts</li> <li>• 1/14 left</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• 1/14 universal support made progress from EXP to GDS</li> <li>• 3/ 14 received 1:1 support / targeted interventions but remained WTS in all subjects.</li> <li>• 5 / 14 universal support remained EXP</li> <li>• 2/ 14 universal support GDS</li> <li>• 1 /14 universal support wts</li> <li>• 1/14 universal support from EXP to WTS</li> <li>• 1/14 left</li> </ul> <p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• 1/14 universal support made progress from WTS to EXP</li> <li>• 3/ 14 received 1:1 support / targeted interventions but remained WTS in all subjects.</li> <li>• 5 / 14 universal support remained EXP</li> <li>• 2/ 14 universal support remained GDS</li> <li>• 2 /14 universal support remained wts</li> </ul> <p>1/14 left</p>	<p>EEF toolkit based on limited research identifies that use of Teaching Assistants provided low impact for high cost.</p> <p>“Evidence suggests that TAs can have a positive impact on academic achievement. However, effects tend to vary widely between those studies where TAs provide general administrative or classroom support, which on average do not show a positive benefit, and those where TAs support individual pupils or small groups, which on average show moderate positive benefits. The headline figure of one additional month's progress lies between these figures.</p> <p>Research that examines the impact of TAs providing general classroom support suggests that students in a class with a teaching assistant present do not, on average, outperform those in one where only a teacher is present. This average finding covers a range of impacts. In some cases teachers and TAs work together effectively, leading to increases in attainment. In other cases pupils, particularly those who are low attaining or identified as having special educational needs, can perform worse in classes with teaching assistants.</p> <p>Where overall negative impacts have been recorded, it is likely that support from TAs has substituted rather than supplemented teaching from teachers. In the most positive examples, it is likely that support and training will have been provided for both teachers and TAs so that they understand how to work together effectively, e.g. by making time for discussion before and after lessons.</p> <p>There is also evidence that working with TAs can lead to improvements in pupils' attitudes, and also to positive effects in terms of teacher morale and reduced stress.”</p> <p>Rigorous monitoring of impact of interventions by teachers and leaders is needed to ensure effectiveness of interventions on accelerating progress and raising attainment.</p> <p>Use of evidenced based interventions for SEND children and LPA children must have measurable targets and be time specific.</p> <p>Pupil Premium children identified and barriers to learning discussed in Pupil Progress meetings. Precise actions set to</p>	<p>£5000</p>

			<p>overcome barriers to learning. Effectiveness of actions monitored and evaluated.</p> <p>Further CPD for Teachers and TAs on effective deployment of TAs and evidence based interventions eg for pre-tutoring, same day interventions, direct phonics, precision teaching etc</p> <p>Further CPD for teachers and TAs for effective Quality First Teaching to meet needs of all children.</p>	
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### iii Other approaches

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
To enable pupils' participation in the wider curriculum and extra-curricular opportunities (inc. BASC) (For Post-LAC and FSM pupils)	As last year: Offer music tuition to pupils in receipt of funding; Offer subsidised meals; Offer attendance at BASC; Offer support to parents for purchase of uniform items; Offer subsidised educational visits (inc residential).	<p>10/ 11 children accessed at least one term of music tuition (Jan 2019-Dec 2019)</p> <p>6 / 11 children accessed subsidy to attend Educational visits.</p> <p>4/11 children attended clubs.</p> <p>5/11 accessed subsidy for meals.</p> <p>1/11 children attended Before / After School club.</p> <p>Impact on progress and attainment in subjects across the Curriculum is not measurable.</p> <p>Evidence of impact on attitude to learning and well-being not documented.</p>	<p>EEF toolkit based on moderate research identifies that Social and Arts Participation provides low impact for low cost.</p> <p>“Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils.</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of a positive link between music and spatial awareness and between drama and writing.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.”</p> <p>Toolkits such as Pupils Attitude to School and Self (PASS survey) might be beneficial for identifying specific barriers to learning and providing a robust measure of impact.</p> <p>Ensure that Curriculum clearly evidences the intended learning outcomes of visits, visitors and experiences so that impact on learning can be measured.</p>	£13,000

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**8. Review of expenditure Previous Academic Year 2018-2019**

**i. Quality of teaching for all**

<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>
All Post-LAC pupils will have access to 1:1 and/or group well-being intervention to support their mental health and well-being, resilience techniques and anxiety management. This will be measured via SDQs (completed by staff, parents) and repeated termly; addition of health and well-being to pupil progress meetings to record impact at half-termly reviews; meetings with parents; meetings with children.	SDQ's completed for all LAC/Post-LAC children  H/TM led 1:1 and small group sessions with all LAC/ post-LAC pupils in the MHWB Hub.	Impact of this intervention continues to be excellent. The children's social and emotional skills have developed significantly and this has transferred/ been evident in all aspects of their lives with parents also reporting improvements at home.  The training received by TH/TM has also developed their skills and confidence in working with the LAC/Post-LAC children, but also means more adults, and therefore more time, is available so that other children can also access the MHWB hub provision.	This has been effective expenditure – the outcomes have justified the ongoing cost of running and resourcing the hub. The internal training, and therefore running of the sessions (as opposed to previous outside agencies), has also allowed the provision to be more specific to the needs of the individuals accessing it.  This expenditure will continue in 2019-20	£10,000

ii. Targeted support				
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
Children who are currently assessed at WTS for their year group improve their academic ability to a standard to narrow the gap with/ reach National Expectation. They will recap objectives which they have previously failed to meet/ develop skills which enable them to meet objectives more readily. Outcomes will be measured by objectives achieved/ scores gained in assessments.	<p>Children's specific areas of weakness to be assessed by class teachers/ TA's.</p> <p>Specific targeted 1:1 support provided to develop areas of difficulty</p> <p>Access to additional resources to support learning</p>	<p>-Whilst there are still a number of children at WTS, the support has allowed specific areas of difficulty to be targeted and significant steps of progress to be made.</p> <p>-Other children not eligible for PP, who have worked within small group intervention alongside those receiving PP, have also made steady steps of progress.</p>	This additional intervention has been effective and will continue in 2019-20. More targeted timetabling of the SENCO TA will allow more children to access the support.	£2000
iii. Other approaches				
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
To enable pupils' participation in the wider curriculum and extra-curricular opportunities (inc. BASC) (For Post-LAC and FSM pupils)	To offer parents half-price / subsidised educational visits, funding towards uniform, school meals, music tuition and attendance at BASC.	All pupils in receipt of PP have benefitted. It has enabled all of the PP pupils to have a hot school dinner daily (or as requested); attendance at BASC allowing parents to work knowing their child is safe (this has also developed friendship groups amongst PP pupils and non-PP pupils as BASC is mixed aged); PP pupils have attended ALL educational visits hosted for their year group; PP pupils have received music tuition enabling them to develop talents and skills not accessible to them otherwise.	<p>As the pupils in receipt of PP (for Post-LAC and FSM) do not have a large gap between them and the non-PP pupils, we felt that opening up opportunities for the pupils to mix with other pupils of different ages and an opportunity to attend educational visits as well as learn new skills and talents was key to their school experience, stability and personal development. Every pupil has benefitted with a positive addition of academic success (via progress and attainment).</p> <p>This plan for expenditure will continue in 2019-20.</p>	£12000