

The logo for Academy Transformation Trust, featuring three overlapping, curved, light blue shapes that resemble a stylized 'A' or a series of arcs.

Academy
Transformation
Trust

Pupil Premium Review
Caldmore Primary Academy
2017-18

Improving Education Together.

1. Summary information					
Academy	Caldmore Primary Academy				
Academic Year	2017/18	Total PP budget	£175,660	Date of most recent PP Review	28.09.17
Total number of pupils	401	Number of pupils eligible for PP	133	Date for next internal review of this strategy	March '18
Total number of LAC pupils	3	Link governor for PP	Jan Forrest	Lead teacher for PP	Hilary Mitchell/ Andrew Ballance

2. Current attainment			
2016-17	<i>All pupils</i>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
KS2 READING ATTAINMENT	68%	67%	54%
KS2 WRITING ATTAINMENT	72%	73%	54%
KS2 MATHS ATTAINMENT	75%	93%	54%
KS2 COMBINED ATTAINMENT (RWM)	57%	60%	42%
KS1 READING ATTAINMENT	42%	47%	39%

KS1 WRITING ATTAINMENT	37%	42%	34%
KS1 MATHS ATTAINMENT	40%	42%	39%
Y1 PHONICS	65%	68%	63%
EYFS GLD	55%	62%	53%

3. Barriers to future attainment

In-school barriers

- | | |
|-----------|---|
| A. | Significantly low % of pupils with age related skills on entry for speaking, reading, writing and numbers |
| B. | High proportion of mid-year admissions, mostly of children with little or no previous schooling and limited or no English |
| C. | Poor oral language skills create barriers to access to age-related curriculum and application of knowledge and skills across the curriculum |

External barriers

- | | |
|-----------|--|
| D. | Attendance rates for pupils eligible for PP are 94.6% (below the target for all children of 96%) There are currently 28 pupils with attendance figures of less than 92%. |
| E. | Many PP pupils do not receive support or guidance when undertaking home reading because parents lack the necessary skills/confidence needed. |
| F. | Social and emotional problems outside of the school environment impact on attitude to school life and being prepared for a school day. |

4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	EYFS PP pupils are able to communicate effectively in English by the end of Reception and are therefore ready to access the KS1 curriculum.	Pupils eligible for PP in EYFS make rapid progress so that a higher proportion are working at ARE at the end of reception in comparison to their baseline assessment, with a particular focus on CLL.
B.	PP pupils. Particularly those in KS1, make rapid progress in maths and are able to apply their knowledge, skills, understanding and reason effectively.	Pupils eligible for PP in KS1 make rapid progress so that a higher proportion are at ARE by the end of year 2, therefore diminishing the difference in attainment between those pupils and what others achieve nationally.

C.	The academy fosters a love of reading. All PP pupils, particularly those in UKS2, are increasingly able to summarise, make inferences and deductions based on evidence from the text and reading confidently for pleasure.	PP pupils make rapid progress leading to a higher proportion working at ARE by the end of year 6 therefore diminishing the difference with others nationally.
D.	PP pupils are given a range of opportunities to write for purpose and pleasure. The teaching of writing across the academy is centred on high-quality texts and develops pupils' knowledge skills and understanding in grammatical structures and cohesive devices.	PP pupils make rapid progress leading to a higher proportion working at ARE by the end of year 6 therefore diminishing the difference with others nationally.
E.	The newly established Pupil Welfare Team use a range of strategies to monitor and address the attendance of PP Pupils, particularly those with attendance figures of less than 92%.	Attendance rates for pupils eligible for PP is 96%+ with a decreasing number of pupils who are persistently absent.

5. Planned expenditure

Academic year

2017/18

The three headings below enable academies to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

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?
A, C, D: Improved pedagogical knowledge and range of strategies for pupils' language and writing development	<ul style="list-style-type: none"> SALT Word Aware Colourful Semantics Wellcom 	Pupils' CLL skills are significantly below ARE on entry to the academy. High proportion of mid-year admissions, mostly of children with little or no previous schooling and limited or no English.	SLT lead Staff CPD from SALT Robust monitoring External validation from SALT Review through pupil progress meetings	Mrs Mitchell	Termly
B: Models and images used consistently so that pupils are able to apply their mathematical knowledge, skills,	<ul style="list-style-type: none"> Singapore Maths implemented from years 1-5 	Pupils' reasoning skills are a key area for development, owing to CLL skills being significantly below ARE on entry to the academy (as above).	SLT lead Staff CPD Robust monitoring External validation from ID Review through pupil progress meetings	MrBallance	Termly

understanding and reason effectively.	<ul style="list-style-type: none"> • Numicon, diennes and other models/images use as prompts • In the moment learning captured and displayed 				
C, D: An academy wide strategy is used to foster a love of reading and provide accurate assessment of pupils' reading ages	<ul style="list-style-type: none"> • Implement Accelerated Reader • Appoint 3 'Reading Champions' 	Pupils' reading skills are a key area for development; owing to CLL skills being significantly below ARE on entry to the academy (as above). Reading Champions to lead on i) library ii) reading areas iii) reluctant readers	SLT lead Staff CPD Robust monitoring External validation from ID Review through pupil progress meetings	Miss Haselgrove	Half Termly
Total budgeted cost					£52,000

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?
E: Attendance rates for pupils eligible for PP is 96%+ with a decreasing number of pupils who are persistently absent.	<ul style="list-style-type: none"> • Establish Pupil Welfare Team • Appoint Pupil Welfare Manager • Provide incentives for reward-based attendance • SLA for weekly EWO visits and support with legal 	Attendance rates for pupils eligible for PP are 94.6% (below the target for all children of 96%) There are currently 28 pupils with attendance figures of less than 92%.	Weekly reviews Robust monitoring by Principal Parent workshops Incentives for pupils, raised profile First day phone calls Home visits Pupil Welfare Manager spends one day each week out of admin office with a sole focus on attendance Back to school meetings with PA pupils	Mrs. Vincent	Weekly

	proceedings				
A, B, C, D: Outcomes for PP pupils reviewed, emerging needs are identified and addressed	<ul style="list-style-type: none"> Pupil progress meetings 	Poor oral language skills create barriers to access to age-related curriculum and application of knowledge and skills across the curriculum Accountability	SLT Lead Half termly review Ongoing monitoring	SLT	Half termly
A, B, C, D: Bespoke, targeted support across the academy supported by expertise of external agencies	<ul style="list-style-type: none"> Inclusion manager/PP lead SALT SLA IBSS SLA Rushall Inclusion SLA 	Poor oral language skills create barriers to access to age-related curriculum and application of knowledge and skills across the curriculum Social and emotional problems outside of the school environment impact on attitude to school life and being prepared for a school day.	SLT Lead Staff CPD Review through pupil progress meetings	Mrs. Mitchell	Half termly
A, B, C, D: Pupils access a range of online learning platforms during the school day and at home to support emerging needs	<ul style="list-style-type: none"> IDL Mathletics Education City Little Bridge 	Poor oral language skills create barriers to access to age-related curriculum and application of knowledge and skills across the curriculum Pupil engagement Tailored tasks specifically targeting next steps and documenting progress	Incentives Monitored by subject leaders, class teachers, LSP with E. Euspecialism Create time for access during the school week	SLT	Half termly
Individual PP pupils in particularly challenging home circumstances can access expert support	<ul style="list-style-type: none"> Pupil welfare team Play therapy Counselling Supervised contact 	Social and emotional problems outside of the school environment impact on attitude to school life and being prepared for a school day.	Pupil Welfare Team to manage as appropriate through safeguarding meetings	Mr Tuck	Monthly
Total budgeted cost					£87,000

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?
PP pupils are able to access extra-curricular enrichment e.g. residential trips, creative/performing arts programmes	<ul style="list-style-type: none"> • Music tuition • Forest Arts events • Resources for safeguarding overview/ curriculum • Theatre companies • Visiting authors 	Social and emotional problems outside of the school environment impact on attitude to school life and being prepared for a school day.	Monitor participation/ attendance Identification of particular skills/talents Attendance at out of school performances, events	L. Metcalfe M. Brackstone	Annually
Total budgeted cost					£36,000

6. Review of expenditure				
Previous Academic Year		2016-17		
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
Models and images used consistently so that pupils are able to apply their mathematical knowledge, skills, understanding and reason effectively.	Maths No Problem (Singapore Maths) KS1 Pilot	One of the key learning principles behind this is the concrete pictorial abstract approach, often referred to as the CPA approach. It is based on research by psychologist Jerome Bruner and suggests that there are three steps (or representations) necessary for pupils to develop understanding of a concept. Reinforcement is achieved by going back and forth between these representations. This 'hands on' approach is the foundation for conceptual understanding and meets the needs of our pupils, particularly those who are EAL.39% of pupils made more than expected progress in KS1.	This was extremely successful and will continue with the addition of years 1-5 from September 2017.	£3911.64
Improved pedagogical knowledge and range of strategies for pupils' language and writing development	Word Aware resources purchased	CPD and resource used to develop pupils' vocabulary by focussing on key words. Pupils' vocabulary has been specifically targeted and developed resulting in at least expected progress and a wider ranging vocabulary, particularly topic-related.	Extremely successful. Embed throughout academy with specialist CPD for staff from September 2017.	£ 87.50

Improved pedagogical knowledge and range of strategies for pupils' language and writing development	WIDGIT resources	Enabled teachers to use picture cues alongside Colourful Semantics to support all pupils with speech and language needs and those for whom English is an additional language.	Extremely successful. Embed throughout academy with specialist CPD for staff from September 2017.	£649
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
Accelerated progress of pupils receiving intervention compared to other comparable pupils.	3rd Space Learning after school Maths sessions for 6 targeted pupil premium children	Data analysis shows that these pupils did not make any better progress than similar pupils that did not receive this intervention.	Discontinue this intervention in September 2017.	£1950
PP pupils benefit from specialist support	Partial funding of SEN/Inclusion Manager Additional teachers Additional support staff	Additional provision and family support from the Special Needs Co-ordinator to identify and address overcome barriers to their learning. Work has taken place with pupils in small groups with either a teaching assistant or a teacher to address gpoints in their learning, extend their knowledge and diminish the difference in attainment between groups. All groups made better than expected progress. In KS2, pupils in additional reading and maths groups made an average of 4.8POINTS progress and those in writing groups made an average of 3.5POINTS progress. In KS1, pupils in additional maths groups made an average of 5POINTS progress. In one cohort, pupils in receipt of pupil premium are now attaining higher than others in core subjects.	This was extremely successful and will continue on a broader scale following recruitment of Pupil Welfare Manager.	£29,543.30

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
Curriculum enrichment with a focus on literacy.	Visiting authors, poets, theatre companies and book workshops.	Children in receipt of pupil premium have accessed a range of enrichment activities to ensure they are not disadvantaged compared to others; they have thrived on the experiences gained during these activities including improved social and emotional development and increased enthusiasm for reading.	This was extremely successful and will continue on a broader scale linking to pupil welfare in addition to reading and creative curriculum.	£2270
PP pupils have access to high quality texts linked to their curriculum content.	Purchase a range of books for each Cornerstones topic.	Resources to enrich the topic-based curriculum, improving pupil engagement and enthusiasm for learning. Access enables pupil-led topic planning.	Successful in principle – this year the texts will be further targeted using pupils’ reading ages to select. There will also be a selection of texts for boys with high interest, low reading age.	£3000
Engaged reluctant readers using a variety of texts/genres.	DLT New and First Media subscription.	An alternative style of texts for children to read and engage with, increasing enthusiasm for reading and providing access to such texts for those who may face a barrier to this at home.	Pupils responded well to the texts and enjoyed reading them. This will continue 2017-18.	£990

Recommendation and actions from the review

Outcomes for PP pupils are rising in line with outcomes overall throughout the academy. The over-arching strategies utilized to develop language, core skills and engagement of pupils are effective in meeting the needs of PP pupils and result in strong progress.

Key actions for 2017-18:

- Further develop the indoor and outdoor environments in EYFS to embed core skills so that progress continues to be rapid and GLD outcomes for PP pupils compare favourably with national
- Further strengthen the induction process and language strategy in KS1 so more PP pupils make accelerated progress and achieve age related expectations in reading, writing and maths
- Maintain the consistent application and tracking of the Phonics programme so that more PP pupils pass the phonics screening at year 1
- Continue to utilise internal tracking and pupil progress meetings to ensure appropriate intervention and challenge at all levels so that all pupils, particularly those eligible for PP, continue to make rapid progress therefore diminishing the difference in attainment in comparison to national