



		national other diminished, but not rapidly enough.	EYFS TA salary (0.4)	CPD providers to continue supporting the teaching of mathematics, reading and writing as well as tools such as IRIS to support effective in class coaching.																					
<b>C: Improve QFT of Maths and develop the curriculum across KS1 and KS2</b> in order to close the gap in attainment at the end of each key stage between PP pupils and other pupils in school and nationally.	<ul style="list-style-type: none"> <li>Introduce and embed Effective Maths</li> <li>CPD GW- modelling lessons in key year</li> <li>Visit to Kings Heath for Leaders</li> <li>Y6- extra maths support- sessions started 8:30pm and pupils targeted for after school intervention</li> </ul>	<table border="1"> <thead> <tr> <th></th> <th>Sufficient</th> <th>Accelerated</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>83%</td> <td>22%</td> </tr> <tr> <td>5</td> <td>79%</td> <td>29%</td> </tr> <tr> <td>4</td> <td>93%</td> <td>25%</td> </tr> <tr> <td>3</td> <td>92%</td> <td>35%</td> </tr> <tr> <td>2</td> <td>88%</td> <td>8%</td> </tr> <tr> <td>1</td> <td>84%</td> <td>29%</td> </tr> </tbody> </table> <p>On-going Effective Maths CPD had a positive impact on teachers' subject knowledge and pedagogy. Initial observations and book looks indicated better teaching of mathematics.</p> <p>The 2017 autumn term curriculum did not give pupils sufficient opportunities to develop the expected skills and understanding. Changes made from January 2018 included a revised curriculum and resources. Learning walks and book looks demonstrated that whilst progress and improvements had been made, staff required further support with the delivery and implementation of a new curriculum.</p>		Sufficient	Accelerated	6	83%	22%	5	79%	29%	4	93%	25%	3	92%	35%	2	88%	8%	1	84%	29%	Total for A,B,C £154,517.50	Effective maths is having a positive impact on pupils' outcomes. This needs to be embedded this year with continued CPD and support. Additional CPD may be required for some identified year groups (6 and 2).
			Sufficient	Accelerated																					
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8:30 Intervention group did impact on standards. A data review in December will dictate whether it will be required to re-introduce this in January 2019.	Mathematics outside the classroom was not prominent, e.g. through homework. Next step: explore options for tools to support maths learning at home.																								

Targeted support																								
Desired outcome	Actions/Strategies	Impact	Costs	Lessons learnt																				
<b>A: Develop the basic linguistic and mathematical skills for pupils (inc. PP) entering EYFS</b> so that they achieve a Good Level of Development (GLD) by the end- ready for KS1.	<ul style="list-style-type: none"> <li>Speech and Language therapist screening (Aut Term), 1:1 and small groups weekly</li> <li>S&amp;L Therapist led CPD for EYFS TAs</li> <li>TA led follow up 1:1 and small group intervention groups weekly.</li> </ul>	<table border="1"> <thead> <tr> <th colspan="4">End of EYFS 2018</th> </tr> <tr> <th></th> <th>All</th> <th>PP</th> <th>PP diff national other</th> </tr> </thead> <tbody> <tr> <td>GLD</td> <td>59%</td> <td>36%</td> <td>-36%</td> </tr> <tr> <td>Communication &amp; Language</td> <td>77.6%</td> <td>75%</td> <td>-2%</td> </tr> <tr> <td></td> <td></td> <td></td> <td>2017 -8%</td> </tr> </tbody> </table> <p>There was a considerable gap between the achievement of PP and non-PP</p>	End of EYFS 2018					All	PP	PP diff national other	GLD	59%	36%	-36%	Communication & Language	77.6%	75%	-2%				2017 -8%	Wellcomm: £2000  Staffing resources including Educational Psychologist:	Wellcomm and the speech and language therapist support is upskilling staff. This work is leading to improvements in communication and language support for pupils. Although entry and exit data is available, this needs to be tracked rigorously so that support is timely and targeted. The school will incorporate this data into pupil progress meetings.
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		pupils in attaining a good level of development. The attainment gap in communication and language diminished, partly due to the success of Wellcomm.		
<p><b>B:</b> <b>Improve QFT across KS2</b>, so that PP pupils in particular make accelerated progress by the end of KS2 in writing and maths</p> <p><b>C:</b> <b>Improve QFT of Maths and develop the curriculum across KS1 and KS2</b> in order to close the gap in attainment at the end of each key stage between PP pupils and other pupils in school and nationally.</p>	<p>Research based interventions:</p> <ul style="list-style-type: none"> <li>▪ Success @ arithmetic for Years 4,5,6</li> <li>▪ PAT (SEND) Y4</li> <li>▪ Cued spelling (SEND) in Y4</li> </ul>	<p>Success @ arithmetic had limited impact and was time-consuming. TAs would be away from the class for long periods of time. This will not be continued.</p> <p>PAT (SEND/PP) intervention made some impact particularly with SEND and PP pupils. This programme will be continued.</p> <p>Cued spelling will not be continued due to a revised approach to spelling across the school.</p>	£2000	<p>The impact of these interventions has been inconsistent.</p> <p>With the focus on Quality First Teaching, we are moving towards reducing the amount of withdrawals from class where pupils may miss other elements of the curriculum. As a result, PAT interventions will be carried out in spelling/comprehension time.</p> <p>Monitoring revealed that while disadvantaged/SEND pupils were well catered for, the most-able disadvantaged pupils were not. We are going to introduce 'Reading Gladiators' in September to support the most-able pupils, and especially the most-able disadvantaged pupils.</p>
<p><b>D:</b> <b>Improve attendance, emotional resilience and behaviour for PP pupils</b> in order to enable them to achieve in line with other pupils in school and nationally</p>	<ul style="list-style-type: none"> <li>▪ Health and well-being lead (as Attendance officer) working in partnership with EWO to support as well as hold families to account.</li> <li>▪ Health and well-being lead support for most vulnerable pupils (Inc CP/CIN/LAC pupils)</li> <li>▪ Learning mentor support</li> <li>▪ In-class coaching</li> <li>▪ 1:1 mentoring</li> <li>▪ Small group social groups</li> <li>▪ Learning mentor interventions</li> <li>▪ Lego therapy</li> <li>▪ Fun friends</li> <li>▪ Friends for life</li> </ul>	<p>PP pupil attendance marginal increase from 2016-2017. (94.87%)</p> <p>PA reduction of 2.71% for persistent absence (13.94% 2016 reduced to 12%)</p> <p>Pupil voice regarding Learning Mentor interventions was positive. Behaviour monitoring demonstrated pupils that have been identified to work with the Learning Mentor behaved better in class.</p>	<p>0.1 Learning mentor salary</p> <p>Attendance initiatives £1000</p> <p>Total cost: A,B,C,D £79,967.80</p>	<p>The work carried out by the Health and well-being lead (as Attendance officer) in partnership with EWO is having an impact. The work the EWO carries out with regards to the legal procedures is supporting the school.</p> <p>Behaviour monitoring showed that there were too many exclusions from classes- strategies to support emotional resilience and behaviour need to be further explored.</p> <p>A revised behaviour system will be introduced in September to support this.</p>
<b>Other approaches (including links to personal, social and emotional wellbeing)</b>				
<b>Desired outcome</b>	<b>Actions/Strategies</b>	<b>Impact</b>	<b>Costs</b>	<b>Lessons learnt</b>
<p><b>B:</b> <b>Improve QFT across KS2</b>, so that PP pupils in particular make accelerated progress by</p>	<ul style="list-style-type: none"> <li>▪ Extension to school day for Y6 in the morning to allow time for additional Maths skills time</li> </ul>	<p>Extension of the school day was beneficial and supported outcomes at the end of KS2.</p>	<p>inc. <b>To support attendance, emotional resilience and</b></p>	<p>Extending the school day and booster groups impacted positively on outcomes at the end of Key Stage 2.</p> <p>We will review outcomes at KPI 2 and plan next steps.</p>

<p>the end of the key stage in Writing and Maths</p> <p><b>C:</b>  <b>Improve QFT of Maths and develop the curriculum across KS1 &amp; KS2</b>, in order to close the gap in attainment at the end of each key stage between PP pupils and other pupils in school and nationally.</p>	<ul style="list-style-type: none"> <li>▪ Y6 Maths Booster Sessions after school twice a week for targeted pupils</li> <li>▪ Subscription to online homework programmes: <ul style="list-style-type: none"> <li>- TT Rockstars</li> <li>- SPaG.Com</li> </ul> </li> </ul>	<p>Booster sessions supported targeted pupils so that they made at least expected progress.</p> <p>These online programmes were not purchased. However, pupils were identified to attend homework clubs after school so the projected spend was used to purchase homework materials.</p>	<p><b>behaviour for learning:</b>  Learning Mentor salary (0.1)  Attendance initiatives budget (£1000)  <b>To provide pupils with a wide range of experiences :</b>  Sports Coach salary (0.1)  Class budgets for Y1-Y6 (£3300)</p>	<p>Subscription is now in place for TT Rockstars and this will be implemented across Key Stage 1 and Key Stage 2.</p>
<p><b>D:</b>  <b>Improve attendance, emotional resilience and behaviour for learning for PP pupils</b> in order to enable them to achieve in line with other pupils in school and nationally.</p>	<ul style="list-style-type: none"> <li>▪ Embedding attendance rewards – including ‘Attendance Monopoly’ where pupils earn rewards as a class inc. non-uniform days</li> </ul>	<p>Attendance figures for last year were similar to the previous year’s figures.  2016-17: PP: 94.6%  2017-18-PP: 95.4%  (0.8% increase)</p>		<p>Attendance initiatives must have a higher profile in the school. The attendance monopoly’s profile dropped. This will be re-launched in September along with other initiatives such as ‘Tea with the Principal’.</p>
<p><b>E:</b>  <b>Provide all pupils (Inc. PP_ with a range of experiences</b> in order to broaden their knowledge and perspective of the world.</p>	<ul style="list-style-type: none"> <li>▪ Through the Topic and Science curriculum, class teachers to plan for: <ul style="list-style-type: none"> <li>- access to wider range of resources</li> <li>- curriculum linked trips</li> <li>- visitors/workshops</li> </ul> </li> <li>▪ Throughout the year, plan for extra-curricular opportunities inc. sports and arts – subsidising as necessary for PP pupils</li> </ul> <p>Provide opportunities for KS2 pupils to attend residential trips, subsidising as necessary for disadvantaged pupils</p>	<p>Learning walks and book looks showed limited opportunities in science and the wider curriculum in the autumn term. Trips and visitors were not routinely planned for.</p> <p>This was not a consistent approach. In June, an external artist was employed to support upper Key Stage 2.</p> <p>Opportunities were provided and subsidised as necessary. This enrichment opportunity will be continued next year as pupil and staff voice was incredibly supportive.</p>	<p>Total cost of B,C,D,E  £16,314.70</p>	<p>The 2017 Autumn term curriculum did not give pupils sufficient opportunities to develop the expected skills and understanding. Changes made from January 2018 included a revised curriculum and resources. The revised curriculum is having a positive impact. This work will continue.</p> <p>The new curriculum lead will map out an overview for the curriculum. This will include visits and trips.</p> <p>Key Stage 2 residential will continue. Leaders will review locations and value for money. Historically, the numbers were limited for these trips, however, we feel it is important to offer these opportunities to as many pupils in the year group as we can to increase impact.</p>