

| Total expenditure: £262,680   |   |  |  |   |
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| A: Quality of teaching for all  |   |  |  |   |
| Desired outcome   | Actions/Strategies  | Impact   | Costs  | Lessons learnt  |
| Quality-first teaching in mathematics for all pupils, using 'Effective Maths' – high quality CPD, developmental days and robust evaluation and improvement schedules – leading to attainment and progress in line with national averages for 2019 | <ul style="list-style-type: none"> <li>• Train all teaching staff in Effective Maths by 5<sup>th</sup> March 2018</li> <li>• Invest in digital technology and concrete resources in order to deliver high quality teaching to classes and specific intervention groups based on quality feedback – see below, and formative assessment</li> <li>• Pay for lead trainer to spend development days in school – quality assuring practice and supporting individual teachers where applicable for release</li> <li>• Train SLT to a high standard in order to coach other staff</li> <li>• Employ an assistant maths lead</li> </ul> | <p>Improved quality, consistency and coverage of maths teaching.</p> <p>Improved subject teacher knowledge leading to better outcomes for pupils.</p> <p>Disadvantaged pupil progress in maths:</p> <ul style="list-style-type: none"> <li>- KS1 Disadvantaged outperformed other pupils nationally by 3%.</li> <li>- KS2 disadvantaged pupils' performance was in line with pupils nationally.</li> </ul> | <p>Effective maths lead trainer</p> <p>Tracking system</p> <p>Release time for staff</p> <p>Consultancy support</p> <p>Assistant Maths lead salary</p> | <p>Leaders recognise that while Effective Maths had a positive impact on pupils learning, staff and pupils were ready to move away from the prescriptive nature of the scheme.</p> <p>Next step: The maths network in partnership with the Trust Maths lead have designed a personalised approach to mathematics teaching. This will support quality first teaching further and ensure that staff continue to meet the needs of disadvantaged pupils.</p> |
| Through quality-first teaching raise achievement in reading so that it is line with national averages   | <ul style="list-style-type: none"> <li>• Introduce 5-day reading</li> <li>• Coaching via SLT</li> <li>• Purchase reading spine books</li> <li>• Wolverhampton Training for KS2 teachers</li> </ul>  | <p>Standards in reading improved.</p> <p>Disadvantaged pupil progress in reading:</p> <ul style="list-style-type: none"> <li>- KS1 Disadvantaged pupils outperformed others by 4%</li> <li>- KS2 Disadvantaged pupils in line with national.</li> </ul>  | <p>Texts</p> <p>Training for staff</p> <p>SLT Coaching</p>   | <p>The focus on reading strategy had a positive effect on pupils' achievement. This focus on reading will be continued and the 5-day structure will be modified to include authorial intent, 'short burst' reading and response and mixed domain learning one day of the week (varied style of questioning and mixed domain exposure.)</p>  |

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|  |  | Pupil voice regarding reading showed that high levels of enjoyment due to a greater choice of reading materials  |  | Higher focus on phonics and early reading in EYFS and Key stage 1 is needed to further increase   |
| Ensure that the disadvantaged pupils continue to make strong progress year on year.  | <ul style="list-style-type: none"> <li>Half termly pupil progress meetings to have a greater emphasis on disadvantaged groups</li> <li>TA and summative testing to be tracked via O'Track platform</li> <li>All pupils to have aspirational FFT targets – scaled score targets in every pupil's book.</li> </ul>   | <p>Disadvantaged pupils reached higher standards than in the past. See appendix for achievement information</p> <p>Teachers made better use of assessment information to target pupils. Pupils who were targeted made strong progress.</p> | SLT monitoring/coaching time   | Improved assessment strategies and monitoring have been successful in ensuring children receive appropriate individual support. This approach will continue.  |
| Leaders will coach staff to ensure there is an improvement in teaching and learning. | <ul style="list-style-type: none"> <li>Weekly book scrutiny and drop in feedback given within 24 hours</li> <li>VP's action plans to reflect teaching and learning focus with bi-weekly review with the Principal.</li> <li>VP's to support staff with planning.</li> </ul>  | <p>Teaching improved throughout the year. As a result, disadvantaged pupils reached higher standards.</p> <p>Pupils books high quality work as a result of high teacher expectations</p>   | <p>Contribution to salary costs</p> <p><b>Total for A</b><br/>£121,300</p>   | The quality and consistency of teaching has improved over time as reflected in the progress made by pupils. Support for teachers will continue because this focus on improving teaching is having a beneficial impact on outcomes.  |
| <b>B: Targeted support</b>   |  |  |  |   |
| <b>Desired outcome</b>   | <b>Actions/Strategies</b>  | <b>Impact</b>  | <b>Costs</b>   | <b>Lessons learnt</b>   |
| Improve social skills and language development in Nursery and Reception              | <ul style="list-style-type: none"> <li>Small group provision of 'Wellcomm' intervention for children in Reception and Nursery.</li> <li>Weekly use of Speech and Language therapist to support the planning and teaching of interventions.</li> <li>Ensure systematic, high quality teaching of phonics</li> </ul> | <p>Disadvantaged pupils made better progress than previously</p> <p>+0.47 L&amp;A<br/>+0.68Und<br/>+0.23 Speaking<br/>SC&amp;S +0.38<br/>MF&amp;B +0.51<br/>MR +0.68</p> <p>Disadvantaged pupil's communication and language</p>           | <p>Wellcomm training</p> <p>Speech and Language therapist 1 day</p> <p>0.8 TA salary</p> <p>Phonics intervention</p> | <p>The intervention will continue.</p> <p>The inclusion lead will work with Salt to ensure TA's support pupils to continue support in between Salt visits.</p> <p>This approach to phonics will be continued, the 'plan/do/review' strategy has been particularly successful in accelerating pupils progress in communication and language.</p> |

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|   |   | <p>has improved at a more rapid rate than peers.</p> <p>The gap between disadvantaged pupils' outcomes and others in phonics has narrowed.</p>  | 1-day salary of Speech and Language therapist  | Continue to work with Little Sutton English Hub to further support teaching of phonics.  |
| Ensure that more disadvantaged pupils reach the higher standard             | <ul style="list-style-type: none"> <li>Target groups to receive reading / literacy intervention</li> </ul>  | <p>Reading:KS2</p> <ul style="list-style-type: none"> <li>28% of disadvantaged pupils achieved the higher standard compared to 15% in 2018.</li> </ul> <p>Writing: KS2</p> <ul style="list-style-type: none"> <li>13% disadvantaged children reached the expected standard in 2019 compared to 8% in 2018.</li> <li>Maths: KS2</li> <li>13%% disadvantaged children reached the expected standard in 2019 compared to 9% in 2018.</li> <li>-</li> </ul> |  | To ensure more disadvantaged pupils attain the higher standard, there will be a greater focus on these pupils in lessons and interventions |
| Improve English and mathematical skills for disadvantaged pupils in Year 6. | <ul style="list-style-type: none"> <li>Smaller group split and curriculum focus for maths in year 5/6.</li> <li>Breakfast booster club Yr6 intervention from Oct half term</li> </ul> | <p>Reading:KS2</p> <ul style="list-style-type: none"> <li>75% of disadvantaged pupils achieved the higher standard compared to 46% in 2018.</li> </ul> <p>Writing: KS2</p> <ul style="list-style-type: none"> <li>80% disadvantaged children reached the expected standard in 2019 compared to 38% in 2018.</li> <li>Maths: KS2</li> <li>75% disadvantaged children reached the</li> </ul>  | <p>Contribution to teacher and HLTA salary costs</p> <p><b>Total for B: £106,210</b></p> | A new maths plan in place for Year 6 in order to close gaps in learning.   |

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|  |  | <p>expected standard in 2019 compared to 42% in 2018.</p> <p>The gap between disadvantaged pupils and others nationally narrowed significantly in maths.</p> <p>Attainment of disadvantaged pupils was broadly in line for writing in comparison to 2018 outcomes.</p>   |   |   |
| <b>C: 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>   |
| Improve disadvantaged pupil's emotional wellbeing in school and their readiness for learning | <ul style="list-style-type: none"> <li>Reorganise the pastoral team, which includes an inclusion lead, SENCO, learning mentor, family support mentor, school nurse and an</li> <li>Ensure the attendance officer to follow up issues quickly.</li> <li>Embed the values curriculum.</li> </ul> | <p>Incidents of high level and low-level behaviour incidents have fallen over the year.</p> <p>Pupils opportunities to take part in physical activity and sport have increased.</p> <p>School attendance has risen by nearly 1% over the year and PA has fallen. Disadvantaged pupil attendance has narrowed to that of their peers.</p> | <p>School nurse<br/>0.5 days per fortnight</p> <p>Attendance officer salary<br/>learning mentor salaries<br/>Family support worker (1 day per week)</p> <p><b>Total for C £44,410</b></p> | <p>Pastoral and family support will continue for the next academic year because this is having a positive impact.</p> <p>The new EWO has had a positive impact on punctuality and attendance</p> <p>Learning mentors will continue to train Peer mediators and they have had a positive impact on pupils' behaviour and learning.</p> <p>The EWO will increase input to 1 day per week.</p> |