

Pupil Premium Strategy Statement:

1. Summary Information						
School	Erdington Hall Primary School, A Ninestiles Academy					
Academic Year	2018/19	Total PP budget	£262,680	Date of most recent PP Review	Nov 2018	
Total number of pupils	425	Number of pupils eligible for PP	199	Date for next internal review of this strategy	Dec 2018	

3. Outcomes – 2018 Statutory Testing Data ***National data will be updated with the release of data via ASP***						
	ALL (national in brackets)	Pupils eligible for PP (National in brackets)	Pupils not eligible for PP (National in brackets)	In school difference	Difference to national other	National other
% EYFS GLD	66% (72%)	57% (71%)	74% (73%)	-17%	-16%	73%
% PHONICS	82% (83%)	77% (81%)	83% (83%)	-6%	TBC	TBC
% KS1 EXPECTED STANDARD READING, WRITING, MATHEMATICS	50% ()	46%	60%	14%	-20%	64%
% KS1 HIGHER STANDARD READING, WRITING, MATHEMATICS						11%
% KS1 EXPECTED STANDARD READING	66% (75%)	46% (79%)	78% (79%)	-%32	-33%	79%
% KS1 HIGHER STANDARD READING	13% (26%)	13%(29%)	14% (26%)	-1%	-16%	29%
% KS1 EXPECTED STANDARD WRITING	54% (70%)	38% (74%)	65% (74%)	-27%	-36%	74%
% KS1 HIGHER STANDARD WRITING	7% (16%)	8% (18%)	5% (18%)	+3%	10%	18%
% KS1 EXPECTED STANDARD MATHEMATICS	61% (76%)	42% (80%)	73% (80%)	-31%	-38%	80%
% KS1 HIGHER STANDARD MATHEMATICS	11% (22%)	13% (25%)	11% (25%)	+2%	-12%	25%
% KS2 EXPECTED STANDARD READING, WRITING, MATHEMATICS	47% (64%)	30% (70%)	67% (70%)	-37%	-40%	70%
% KS2 HIGHER STANDARD READING, WRITING, MATHEMATICS	3% (10%)	3% (12%)	4% (12%)	1%	-9%	12%

% KS2 EXPECTED STANDARD READING	57% (75%)	45% (80%)	70% (80%)	25%	-35%	80%
% KS2 HIGHER STANDARD READING	18% (28%)	15% (33%)	22% (33%)	-7%	-18%	33%
KS2 PROGRESS SCORE READING	-1.9	-2.2	-1.55	-0.45		
% KS2 EXPECTED STANDARD WRITING	72% (78%)	64% (83%)	81% (83%)	-17%	-19%	83%
% KS2 HIGHER STANDARD WRITING	13% (20%)	6% (24%)	22%(24%)	-16%	-18%	24%
KS2 PROGRESS SCORE WRITING	0.18	-0.39	+0.86	-0.47		
% KS2 EXPECTED STANDARD MATHEMATICS	57% (76%)	42% (81%)	74% (81%)	-32%	-39%	81%
% KS2 HIGHER STANDARD MATHEMATICS	12% (24%)	9% (28%)	15%(28%)	-6%	-19%	28%
KS2 PROGRESS SCORE MATHEMATICS	-2.6	-3.29	-1.78	-1.51		

2. Barriers to Future Attainment (for pupils eligible for PP including high ability)

In-school Barriers

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| A. | Disadvantaged pupils typically enter EYFS with social, linguistic, and mathematical skills below those of pupils nationally. EYFS begins at EHS Primary School in the Reception class having attended a range of prior settings (or none). 50% of pupils attend the school nursery. |
| B. | Pupils repertoire, understanding and application of technical and more advanced vocabulary is limited across ks2 in comparison to pupils achieving national outcomes. |
| C. | A legacy of inconsistent teaching, a lack of consistency in the teaching workforce and change in curriculum expectations has resulted in disadvantaged pupils not making the required progress based on prior attainment as other pupils in school and nationally. In year progress was strong for the majority of year groups last year, this will take time to impact on attainment at the end of the key stage 2. Reading and writing outcomes have shown significant gains. A new maths system was introduced in the Spring term and is having a positive impact. |

External Barriers

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| D. | Parents have not always given good attendance a high priority, and turbulence in families' situations affects both attendance and the emotional resilience of pupils. Disadvantaged pupils are more likely to be part of this group which has an even greater impact on their ability to learn. |
| E. | Many disadvantaged pupils do not experience a range of opportunities beyond what is available locally and do not develop a good general knowledge or wider perspective in order to apply understanding to their learning, develop a good vocabulary and generate and articulate ideas and opinions. This in many cases is combined with EAL which limits exposure and application of higher level vocabulary. |

3. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	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"> • Outcomes for disadvantaged pupils between FFT prediction and national 'other' (benchmarking against 2018 outcome plus 5%) – and where below, gaps to national 'others' are further closed. • Across all year groups FFT50 targets to be met. • The proportion of teaching and learning considered 'good' or better increases over time, with an end of year target of 100%+ - these judgements moderated and externally validated • Moderation and evaluation of maths books indicate no significant differences between those of disadvantaged pupils and others. Where differences exist, they are clearly being addressed.
B.	Quality-first teaching in reading for all pupils, using the transforming reading partnership and school to school support with Gt Barr Primary' – high quality CPD, developmental days and robust evaluation and improvement schedules – leading to attainment and progress in line with national averages for 2018. Pupils will be able to access high quality texts through: <ul style="list-style-type: none"> – Class library – Class topic library – Home readers – Inspirational library and reading for pleasure stock – Reading spine books. 	<ul style="list-style-type: none"> • Outcomes for disadvantaged pupils between FFT predictions (68% KS2 and 64% KS1 based on prior attainment) and national 'other' (benchmarking against 2017 outcome plus 5%) – and where below, gaps to national 'others' are further closed. • The proportion of teaching and learning considered 'good' or better increases over time, with an end of year target of 85%+ - these judgements moderated and externally validated • Across all year groups FFT targets to be met. • Moderation and evaluation of reading journals indicate no significant differences between those of disadvantaged pupils and others. Where differences exist, they are clearly being addressed.
C.	Transition (into school, between classes and phases) is no greater risk to vulnerable pupils than any other and that potential risks are removed through careful planning. The trajectory from baseline data to end of year data shows no 'dips' at key transition points- for example clear targeting of pupils not making GLD at EYFS in Y1 in order to close gaps.	<ul style="list-style-type: none"> • Pupils carefully and accurately tracked using teacher assessment (OTrack) and quality summative assessment materials against both prior attainment and challenging targets • Specific, short-term interventions identified for groups in danger of falling behind and their impact measured and reported on to SLT • Staff are able to clearly articulate the impact of their actions in PPM.
D.	Feedback to pupils (from teachers) and to teachers (from SLT, trainers etc.) is specific, accurate and clear, and based on prior assessment / outcomes. It gives explicit guidance on how to improve. It is timely. Evaluation records show this and the teaching and learning dashboard reflect improvements. Leaders will coach improvement in teaching and learning to ensure the consistency of provision and staff/pupil understanding of the improvements to teaching and learning and their impact	<ul style="list-style-type: none"> • Live marking and feedback demonstrates progress within lessons and misconceptions being rapidly addressed (evidenced through book scrutiny, lesson observation, learning walks and pupil interview) • Focus groups will accelerate attainment to expected. • Feedback and coaching from leaders will be acted upon to ensure all teaching and learning is graded good or better.
E.	Pupils will become more fluent with a wider range of appropriate technical vocabulary to support their access and understanding of the curriculum. Exploration and application of language will take place in all areas of the curriculum. Expectations for response will rise with the use of sentence starters and the appropriate technical vocabulary from working walls. Year 5 and 6 will use the language continuum to define the expectations of oral responses.	<ul style="list-style-type: none"> • Pupil oral responses will be grammatically correct and use appropriate technical vocabulary. • Pupils will be able to orally justify and reason which will be evidenced in their written explanations/reasoning. • Pupil voice will demonstrate pupils understanding of the learning taking place.
F.	The pastoral needs of pupils will be met to ensure learning time is maximised. Pupils will feel happy and safe in school. Pupils who are vulnerable or have periods of vulnerability will be supported to ensure learning can continue to take place.	<ul style="list-style-type: none"> • Attendance will be at national level, evidence will, be in place to demonstrate we have taken every possible action to support parents to get pupils into school. • PA pupils will either have exited PA or shown significant improvement.

		<ul style="list-style-type: none"> • Mentoring and pastoral intervention will impact positively on behaviour by demonstrating and improvement in the average behaviour scores from baseline. • Learning behaviours will be graded good or better in learning walks/observations. Immediate intervention will take place in any classes where this is not the case.
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4. Planned expenditure					
Academic Year	2018/19				
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 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 2018	<ul style="list-style-type: none"> • Continue to provide effective maths CPD • Pay for lead trainer to spend development days in school – quality assuring practice and supporting individual teachers where applicable (£1200 release, £2200 consultancy) • Train SLT to a high standard in order to coach other staff (UD or external) • Continue to employ an assistant maths lead to exemplify best practice (£2500) • Release maths lead for 0.1 to support monitoring and coaching of maths 	Moderate evidence shows a moderate impact (+5 months) for a very low cost when applying mastery learning concepts (which Effective Maths does). More importantly, the EEF Attainment Gap report 2018 acknowledges Quality First Teaching and high quality staff CPD has the greatest impact for all pupils – Effective maths has the elusive track record of proven impact in a range of contexts, with many similar to our own. It also incorporates an element of peer tutoring – again shown by extensive evidence to have a moderate impact (+5 months) for a low cost. <i>Excellence in teaching model (Barak Rosenshine)</i> <i>Pupil Premium is not working (Professor Becky Allen)</i> <i>Teach everyone better (Tom Sherrington)</i> Quality First Teaching (QFT) for all using proven strategies has the greatest impact on development. (EEF)	Attainment and progress targets included in performance management, pupil progress meetings and evaluation schedule External QA from Trust school improvement director(s) and Effective Maths Specific additional coaching / training for teachers needing additional supporting. Personalise CPD and development supported by the skills matrix for teaching.	Principal Principal SLE/ DB/ AN	Dec / March / May / July 2018/19 KPI check & summative testing analysed Maths review and development days in each half term. QR each half term led by SID PPA book review 3 weekly cycle Termly impact report

	<ul style="list-style-type: none"> Focus breakfast tuition clubs provided 3 mornings per week with 3 teachers from Oct half term After school graduate tutoring (Action tutoring) to be provided once a week from Oct half term (£2500) 	<p>Feedback - high impact for very low cost, based on moderate evidence (EEF Toolkit)</p> <p>Making Best Use of Teaching Assistants (EEF Recommendations)</p> <p>Small Group Tuition - moderate impact for moderate cost, based on limited evidence (EEF Toolkit)</p>	<p>Trust wide action plan, milestones and expected outcomes</p> <p>Parent and pupil voice incorporated into feedback</p>	<p>SS</p> <p>DB/AN</p>	
<p>B. Quality-first teaching in reading for all pupils, using the transforming reading partnership and school to school moderation with the Greenholm cluster, high quality CPD, developmental days and robust evaluation and improvement schedules – leading to attainment and progress in line with national averages for 2018. Pupils will be able to access high quality texts through: Class library Class topic library</p>	<p>Authorial intent to be added into the 5 day structure</p> <p>Adapt the year one reading curriculum to focus support on reading fluency in term one – led by SLE.</p> <p>Wolverhampton mastery training to be provided for all year 5/6 staff. (£1000)</p> <p>Short burst reading activities to be included in timetabling.</p> <p>Lead staff to attend the transforming reading training and Trust network and feedback into school CPD calendar.</p> <p>Reading stock to be replenished and topic libraries enriched and matched to any curriculum changes. (£3500)</p> <p>Release reading lead for 0.1 to support monitoring and coaching of maths</p> <p>Reading eggs interactive platform continued. (£1800)</p>	<p>-Moderate evidence shows a moderate impact (+5 months) for a very low cost when applying mastery learning concepts (which the 5 day structure does). More importantly, the EEF Attainment Gap report 2018 acknowledges Quality First Teaching and high quality staff CPD has the greatest impact for all pupils.</p> <p><i>Excellence in teaching model (Barak Rosenshine)</i> <i>Pupil Premium is not working (Professor Becky Allen)</i> <i>Teach everyone better (Tom Sherrington)</i></p> <p>Quality First Teaching (QFT) for all using proven strategies has the greatest impact on development. (EEF)</p> <p>Feedback - high impact for very low cost, based on moderate evidence (EEF Toolkit)</p> <p>Making Best Use of Teaching Assistants (EEF Recommendations)</p>	<p>Include in performance management, pupil progress meetings and evaluation schedule</p> <p>External QA from Trust school improvement director(s) and CP Trust reading lead</p> <p>Specific additional coaching / training for teachers needing additional support</p> <p>Trust wide action plan, milestones and expected outcomes</p> <p>Trust reading lead and lead practitioner to review termly</p>	<p>Principal</p> <p>Principal</p> <p>SLE/DB</p> <p>SS</p>	<p>Dec / March / May / July 2018/19 KPI check & summative testing analysed</p> <p>Maths review and development days in each half term.</p> <p>QR each half term led by SID</p> <p>PPA book review 3 weekly cycle</p> <p>Termly impact report</p>

<p>C</p> <p>Transition (into school, between classes and phases) is no greater risk to vulnerable pupils than any other and that potential risks are removed through careful planning. The trajectory from baseline data to end of year data shows no 'dips' at key transition points- for example clear targeting of pupils not making GLD at EYFS in Y1 in order to close gaps.</p>	<p>Transition data documents created and updated for half termly pupil progress meetings. (£3600 cover)</p> <p>TA and summative testing tracked via O'Track platform (£2500)</p> <p>All pupils to have aspirational FFT targets – scaled score targets in every pupil's book.</p>	<p>The 2018 EEF Closing the Gap report highlights transition as a key area where pupils become vulnerable. We know we experience turbulence in teaching staff. We further know that historic poor teaching can impact on attainment and teachers at the point of transition need to have high</p>	<p>SID to review data each half term.</p> <p>Standards committee review each term.</p>	<p>Principal</p> <p>Principal</p>	<p>Dec / March / May / July 2018/19 KPI check & summative testing analysed</p> <p>PPM every half term</p> <p>QR each half term led by SID</p> <p>PPA book review 3 weekly cycle</p>
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<p>D Feedback to pupils (from teachers) and to teachers (from SLT, trainers etc.) is specific, accurate and clear, and based on prior assessment / outcomes. It gives explicit guidance on how to improve. It is timely. Evaluation records show this and the teaching and learning dashboard reflect improvements. Leaders will coach improvement in teaching and learning to ensure the consistency of provision and staff/pupil understanding of the improvements to and learning and their impact</p>	<p>SLE and SLT support provided as additional focused coaching and CPD to improve the consistency of teaching. Timely and precise feedback given as part of ongoing supportive monitoring. (£23,500)</p> <p>Questioning/modelling/ Feedback to be focuses for teaching skills matrix – release for peer to peer support for CPD. Bespoke CPD programs accessible for quality first teaching. (£5000)</p> <p>SLE/SLT feedback with SLE via action plans and formal review (half termly)</p> <p>Post PPM raising achievement plans to identify actions and coaching.</p>	<p>Moderate evidence shows high impact (+8 months) for a very low cost when this strategy is applied systematically</p>	<p>SLE / SLT coaching plans</p> <p>SID QA every two weeks.</p>		<p>Dec / March / May / July 2018/19 KPI check & summative testing analysed</p> <p>PPM every half term</p> <p>QR each half term led by SID</p> <p>PPA book review 3 weekly cycle</p>
Total budgeted cost					£60,000
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 ?

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A. Improve social skills and language development in Nursery and Reception	<p>Small group provision of 'Wellcomm' intervention for children in Reception and Nursery. (0.4 TA salary)</p> <p>Weekly use of Speech and Language therapist to support the planning and teaching of interventions. (0.5 salary)</p> <p>Develop the use of achievasaurus and Plan/so/review to support pupils' articulation of learning and achievement (SLE led 12k) – parent sharing via Tapestry</p> <p>Free flow activities to be based around core stories – resources to reflect this.</p> <p>Ensure systematic, high quality teaching of phonics – external review</p>	<p>Some of the groups require targeted support to enhance their communication skills and develop language acquisition. This programme has proven to be an effective tool used in many schools.</p> <p>EEF summary report for literacy guidance – improving literacy at ks1/ks2 – skills to be age appropriate EYFS.</p> <p>Communication and language approaches – high impact for very low cost based on extensive research (EEF – EY Toolkit)</p> <p>Early numeracy approaches - high impact for very low cost based on extensive research (EEF – EY Toolkit)</p> <p>Parental engagement – moderate impact for moderate cost, based on moderate evidence (EEF –EY Toolkit)</p>	<p>SLE to review and coach on a weekly basis.</p> <p>Staff CPD to be bespoke to EYFS.</p> <p>Training and moderation to take place alongside Billesley primary.</p> <p>Action planning has been quality assured by an external HMI.</p>	AI/LN Inclusion Lead	<p>Review each half termly through phase action plans.</p> <p>External HMI review in Oct 2018 and in Summer term 2019</p>
B. Higher rates of progress across Key Stage 2 for high attaining pupils eligible for PP	<p>Target groups to receive reading/literacy intervention – BRP (0.5 HLTA) targeted y3/4</p> <p>Smaller group split and curriculum focus for maths in year 6. (0.5 Y6 teacher salary)</p> <p>Breakfast maths club intervention from Oct half term</p> <p>Additional capacity to drive progress in year 5/6. (0.5 Teach First salaries year 5/6)</p>	<p>We want to provide extra support to improve attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as the EEF Toolkit.</p> <p>Three teachers with the subject knowledge to delivery mastery learning approaches and allow gaps in knowledge to repaired at a faster pace. (Mastery learning +5 months)</p> <p>Highly successful in the school context for the 2017 academic year. (One to one tuition +5 months additional progress – EEF)</p>	<p>Planned group delivery with planning support and key targets.</p> <p>Targets and identification led by robust data.</p> <p>Data monitoring termly will evidence the progress.</p>	English/ Maths lead Principal Vice Principal	Project entry and exit baseline every term.
C. Improve English and mathematical skills for pupils eligible for PP in Key stage 2.					
Total budgeted cost					£60,900
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 ?

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<p>D. Improve pupil's emotional wellbeing in school and their readiness for learning.</p>	<p>Whole school curriculum delivery on 'Peace Makers' a restorative justice strategy to be continued alongside the values curriculum. Values training to be provided to deepen understanding and the depth of influence on culture and ethos.</p> <p>Ensure attendance of all groups is 96%+</p> <p>(senior learning mentor 0.25 salary, parent liaison, 0.25 attendance, 0.5 mentoring teaching intervention) (Family support worker 1 day per week) (Sports TA to lead on provision)</p>	<p>Research by EEF Toolkit on social and emotional learning has proven to have significant impact on attitudes to learning, social relationships and attainment itself.</p>	<p>Whole school INSET continuing to include all staff members. Impact measures created for monitoring behavioural outcomes via smile and CPOMS. Targets set in the inclusion action plan.</p> <p>Monitor whether improvements of social and emotional learning translate into improved attainment.</p> <p>Training / CPD schedule set out for the year with catch up session for new staff where appropriate.</p> <p>Attendance and behaviour to be monitored bi-weekly at inclusion SLT.</p>	<p>Inclusion Lead</p>	<p>External review by Governing body chair Feb 2019.</p> <p>Focus for QR line of enquiry in Spring 2/ summer 1</p>
Total budgeted cost					£74,000

Expenditure available post disadvantaged review: £87,780