

# Pupil premium strategy 2019-2020

1: Summary information						
School	Erdington Hall					
Academic Year	2019/20	Total PP budget	246,840.00	Date of most recent PP Review	Oct 19	
Total number of pupils	413	Number of pupils eligible for PP	179	Date for next internal review of this strategy	Jan 20	

2: Current attainment							
	National 2019		School 2019				
	National all	National other	School all	School other	School disadvantaged	Gap (Schools dis and Nat. other 2018 / 2019)	
EYFS (GLD)	72%	TBC (published Nov)	67	72	56	-15 (2018)	-16 (2019)
Phonics	82%	84%	75	82	59	-7	-26
Key Stage 1							
Reading	75%	78%	70	67	79	-33	+4
GD	25%	28%	26	33	11	-16	-15
Writing	69%	73%	70	69	72	-36	+2
GD	15%	17%	23	28	11	-18	-10
Maths	76%	79%	68	64	79	-38	+3
GD	22%	24%	26	33	11	-12	-11
Key Stage 2							
Combined	65%	71%	63	47	70	-40	+6
Reading	73%	78%	70	58	75	-35	0
HS	27%	31%	20	5	28	-18	0
Writing	78%	83%	73	58	80	-19	+2
GD	20%	24%	10	11	10	-18	-10
Maths	79%	84%	71	63	75	-39	-1

HS	27%	31%	15	21	13	-17	-11
<b>Progress</b>							
Reading			0.4	0.3	-0.6	-0.45 (2018)	-0.6 (2019)
Writing			0.9	0.2	-0.6	-0.47	-0.6
Maths			0.0	0.9	-0.3	-1.51	-0.3

<b>3. Attendance Information</b>				
	Overall Absence		Persistent Absence	
	School:	National 2019	School:	National 2019
Disadvantaged	7%	5.9	24%	17.6%
Other	4.7%	3.5	9%	6.3%
Overall	5.9%	3.9	17%	8.4%

<b>4. Barriers to future attainment (for pupils eligible for PP)</b>	
<b>In-School barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Children enter Early Years with language skills that are typically lower than their peers. ( Combined with EAL )See section 6.2.
B.	Technical and higher-level vocabulary is limited in KS2 pupils (Combined with EAL) in comparison to other pupils nationally
C.	Some pupils have a limited general knowledge due to the lack of wider experiences
D.	Some pupils lack the prerequisites to reading, writing and maths
<b>External barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )	
A.	Attendance and punctuality rates for disadvantaged pupils are likely to be lower than their peers. See section 6.3
B.	The school serves an area of high deprivation. As a result, a number of disadvantaged pupils face instability at home which has an impact on their language acquisition and emotional well- being at school. See section 6.1
<b>5: Intended outcomes</b> ( <i>specific outcomes and how they will be measured</i> )	
	Success criteria
A.	Reduce the difference in attainment in reading, writing and maths between disadvantaged pupils and pupils nationally. Staff
	Disadvantaged pupils make accelerated progress so that they are closer to national figures

<b>B.</b>	Continue to improve attendance and punctuality of disadvantaged pupils	Attendance of disadvantaged pupils improves and is closer to pupils nationally
<b>C.</b>	Enhance the disadvantaged pupils' knowledge, skills and understanding of the wider world and therefore raise their aspirations.	Pupils have a broader knowledge that contributes to higher attainment and personal development.

## 6: Planned expenditure

### 6.1: Quality of teaching for all

Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To raise the attainment of disadvantaged pupils in reading, writing and maths	<ul style="list-style-type: none"> <li>To support teachers in delivering the strategies linked to the Principals of Instruction to develop the pupils' metacognitive skills.</li> <li>Provide research to develop teacher knowledge of pedagogy.</li> </ul>	<p>Principals of Instruction help pupils to think about their own learning more explicitly. So that they can learn how to learn.</p> <p>Mastery approaches are effective leading to an additional 5 months progress</p>	<p>CPD, coaching and feedback from pupil voice. Monitoring teaching and book looks.</p> <p>Give timely constructive feedback to staff. Follow up development points</p> <p>SLT Salary ( 20,000)</p>	W.C D. B J.A A. N	Half – termly review Termly data collection
	<ul style="list-style-type: none"> <li>Introduce whole class feedback</li> <li>Embed Peer to Peer Assessment</li> <li>Embed self-assessment</li> <li>Embed Live marking</li> </ul>	EEF research indicates that pupils can make accelerated progress when feedback is timely, relevant and of a consistently high quality	Staff share best practice through CPD opportunities.	W.C D. B J.A A. N	Half termly review
	<ul style="list-style-type: none"> <li>Continue with support and training for staff on writing reading, maths and subjects across the wider curriculum.</li> </ul>	EEF 2018 report acknowledges that Quality first teaching and high quality CPD has the greatest impact for all pupils.	Coaching and training for staff, visiting speakers. Courses, Cover ( £14,000)	Principal	Termly review

	<ul style="list-style-type: none"> <li>SENDCO to provide in class support for teachers and support staff</li> <li>Reduce class sizes in year 6</li> <li>Provide reading and maths workshops for parents</li> </ul>	<p>Excellence in teaching in teaching model Barak Rosenshine</p> <p>Pupil Premium is not working Prof Becky Allen Teach everyone Better Tom Sherrington</p>	<p>Collaboration with secondary colleagues</p> <p>Pupil Progress meetings (£5,840) Teacher (£36,00) Analysis of data</p>	V/P	
	<ul style="list-style-type: none"> <li>Ensure effective deployment additional adults effectively</li> <li>SENDCO to provide CPD for additional adults and opportunities to observe effective practice</li> <li>CPD to improve their subject knowledge of the national curriculum.</li> </ul>	EEF Making Best of Teaching assistants research shows that targeted support is most effective rather than more general support.	Pupil progress meetings, monitoring	SENDCO	Half termly review

**Total budgeted cost** £75,840

### 6.2: Targeted support

Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve oral language Skills with particular emphasis on Early Years	<ul style="list-style-type: none"> <li>Speech and language therapist</li> <li>Singing teaching</li> <li>Wellcomm</li> </ul>	EEF research shows that oral language intervention supports learner's articulation and spoken expression.	Monitoring by SENDCO Gather entry and exit data Ensure regular timetabling of interventions £36,000	A.T K.R	Half termly reports
Improve the linguistic and oracy skills, of all	Teachers encourage and reinforce speaking and responding in full complete and well-articulated sentences	EEF research shows that oral language intervention aims to support learners' articulation	CPD on developing speaking and listening  Learning walks	Communi cation and	

pupils including Early years improve	<p>Teachers plan opportunities for pupils to develop a greater range of spoken vocabulary through debates and discussions</p> <p>Teachers offer pupils the opportunities to speak to a range of audiences including public speaking</p> <p>Pupils to practice and rehearse poetry</p> <ul style="list-style-type: none"> <li>•</li> </ul>	of ideas and spoken expression	<p>Speaking to the pupils</p> <p>In assemblies and when presenting to an audience</p> <p>Phase leaders to hear pupil's poetry</p>	Language Lead	
To narrow the gap between reading attainment in school and the national figure	<ul style="list-style-type: none"> <li>• Accelerated Reader</li> <li>• Targeted Reading /Phonic intervention by staff</li> <li>• Year 6 Before school Booster Group</li> </ul>	<p>Computer based reading approaches in KS2 are successful in improving reading comprehension.</p> <p>Phonics approaches are found to be effective in supporting younger readers in mastering the basics of reading.</p>	<p>SLT to monitor by listening to pupils read</p> <p>£19,000</p> <p>£23,000 HLTA</p>	C.H D.B	Pira outcomes
T To narrow the gap between maths attainment in school and the national figure	<ul style="list-style-type: none"> <li>• Mathematics</li> <li>• Timetables Rockstars</li> <li>• Year 6 Before school Booster Group</li> <li>• Provide reading workshops for parents</li> </ul>	<p>Computer based maths approaches in KS2 are successful in improving arithmetic, problem solving and reasoning.</p>	<p>SLT to monitor weekly arithmetic scores</p> <p>£5,000</p>	A.N	Puma outcomes
<b>Total budgeted cost</b>					£83,000
<b>6.3: Other approaches</b>					
<b>Intended outcome</b>	<b>Action</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>

<p>Attendance to be at least in line with national figures.</p> <p>Persistent Absence is below national figures.</p> <p>Punctuality is improved as number of late arrivals is reduced</p>	<ul style="list-style-type: none"> <li>• Attendance officer support e.g. First day calls, home visits, safe and well checks</li> <li>• EWO support</li> <li>• Meetings with parents e.g. SARMs, legal procedures</li> <li>• Family support worker</li> <li>• Attendance Newsletters</li> <li>• Monitoring at Inclusion Panel Meetings</li> <li>• Learning Mentors to analyse data to target individuals/ groups</li> <li>• Whole class and individual rewards linked to attendance and punctuality</li> <li>• Breakfast club</li> <li>• Review of data to take place half-termly</li> <li>• Free breakfast provision</li> </ul>	<p>Pupils who attend regularly and on time achieve higher outcomes than those who do not.</p>	<ul style="list-style-type: none"> <li>• Weekly meetings with EWO</li> <li>• Monitoring at school/Trust level</li> <li>• Analysis of Attendance information</li> </ul> <p>Inclusion Team Salary £18,000 EWO , Family Support Worker £20,000</p> <p>Staffing breakfast / clubs £12,000</p>	<p>J.A</p> <p>S.E</p>	<p>Inclusion meetings</p> <p>Half termly reviews</p>
<p>Pupils demonstrate positive attitudes to learning and are able to self- regulate their behaviour in different situations</p>	<ul style="list-style-type: none"> <li>• Learning mentors offer lego therapy and fun cubs</li> <li>• Daily rewards for positive behaviours</li> <li>• Peer mentors are trained to support and promote positive behaviour strategies</li> <li>• CPD for staff on behaviour management</li> </ul>	<p>Previous analysis and monitoring by leaders of these strategies shows that they have impact on the behaviour of disadvantaged pupils.</p> <p>SA focus on social and emotional learning focus has a positive impact on the self -management of their emotions (EEF)</p>	<p>Analysis and monitoring by data.</p> <p>Pupil voice feedback</p> <p>Inclusion Team Salary £18,000</p>	<p>S.E</p> <p>A.E</p> <p>C.R</p>	<p>Inclusion Meetings</p>

<p>To raise the aspirations and the broaden pupils knowledge and experiences of the world</p>	<ul style="list-style-type: none"> <li>• Subsidise Educational visits/residentials</li> <li>• Marathon Kids</li> <li>• Extra- curricular clubs</li> </ul>	<p>Pupils who take part outdoor adventure learning, arts participation and sports participation have a positive impact on pupils' learning, confidence and resilience (EEF research)</p>	<p>Monitoring of attendance at clubs</p> <p>Pupil voice feedback</p> <p>Visits, Clubs £ 20,000</p>		<p>Once per term</p>
<p>To raise parental involvement</p>	<p>Parents invited to reading and maths workshops</p> <p>Support parents in helping their children read</p> <p>Learning mentor to lead on parent /pupil reading sessions -Chatterbooks</p> <p>Parents invited to Watch the Teachers teach</p> <p>Parents invite to curriculum workshops e.g. parent/ pupil art sessions</p>	<p>Parental engagement – moderate impact for moderate cost, based on moderate evidence (EEF – EY Toolkit)</p> <p>Jeremy Finn – Parental Engagement that makes a difference</p>	<p>English and maths lead to lead and monitor attendance at workshops</p>	<p>Maths lead</p> <p>English lead</p> <p>Phase leaders</p>	<p>Termly</p>
<p><b>Total budgeted cost</b></p>					<p><b>£88,000</b></p>