

Summary Information			
Date of most recent PP review:	January 2022	Date of next PP review:	Mid-year review spring 2022
Total number of pupils:	445	Total PP budget and planned expenditure:	£99,460
Number of pupils eligible for PP:	66	Amount of PP received per child:	£1,345 (FSM/ever 6) £2,345 (LAC/Post LAC)

Context
<p>Publicly funded schools in England get extra funding from the government to help them improve the attainment of their disadvantaged pupils. Schools get pupil premium funding for pupils who are entitled to free school meals or who are looked-after or previously looked-after. Evidence shows that children from disadvantaged backgrounds:</p> <ul style="list-style-type: none"> • generally face extra challenges in reaching their potential at school • often do not perform as well as their peers <p>The pupil premium grant is designed to allow schools to help disadvantaged pupils by improving their attainment and progress. To assist school leaders in this process, the Education Endowment Foundation (EEF) has been working with thousands of schools across the country to establish what works best in raising pupils' attainment. There is now a growing body of evidence on how schools can best help disadvantaged pupils make progress which suggests that schools should consider using a 'tiered' approach to their PP that balances spend across:</p> <ol style="list-style-type: none"> 1. supporting training and continuous development to improve the quality of all teaching 2. targeting support for disadvantaged pupils through evidence-based interventions 3. supporting whole-school strategies to improve attendance, behaviour and readiness to learn

3 Year Overall Aims
<p>Our PP Strategy for the next three years will be based on the guidance from the EEF and that shared at the National PP Conference in July 2019. The overall aims of our strategy are to:</p> <ol style="list-style-type: none"> 1. Invest in effective CPD so that all staff are supported to keep improving and therefore there is consistent excellent teaching and learning which improves the outcomes for all pupils including the disadvantaged. 2. Provide targeted support for disadvantaged pupils to reduce the attainment gap in combined reading, writing and maths between PP children at Handsworth and their non-PP peers nationally. 3. Develop the curriculum so aspirations are raised and that disadvantaged pupils are acquiring the knowledge and cultural capital they need to succeed and be prepared for secondary school and in life. 4. Continue to improve the attendance of PP children so that it is in line with their non-PP peers. 5. Improve outcomes for disadvantaged pupils through the work of Equality, Diversity and Inclusion Working Party

Assessment Information 2018-19 (no formal assessments in 2020-21)

EYFS			
	Pupils eligible for PP (7 pupils)	School Average (all pupils)	National Average (all pupils)
Reading	57%	83%	73%
Writing	57%	78%	79%
Maths	71%	88%	79%

Year 1 phonics screening check

Pupils eligible for PP (11 pupils)	School Average	National Average
91%	98%	82%

End of KS1

	Pupils eligible for PP (12 pupils)	School Average (all pupils)	National Average (all pupils)
% achieving expected standard in reading, writing and maths	25%	58%	65%
% achieving the expected standard in reading	58%	80%	75%
% achieving the expected standard in writing	25%	65%	69%
% achieving the expected standard in maths	67%	73%	76%

End of KS2

	Pupils eligible for PP (12 pupils)	School Average (all pupils)	National Average (all pupils)
% achieving expected standard in reading, writing and maths	50%	71%	65%
% achieving the expected standard in reading	67%	81%	73%
% achieving the expected standard in writing	58%	85%	78%
% achieving the expected standard in maths	67%	76%	79%
% achieving greater depth in reading, writing and maths	0%	19%	11%
% achieving greater depth in reading	25%	53%	27%
% achieving greater depth in writing	17%	34%	20%
% achieving greater depth in maths	8%	31%	27%

Barriers to Attainment

1. The number of PP children who also have SEND is high and is increasing.
 - i. 38% of PP children at Handsworth have SEND
 - ii. 20% of all children at Handsworth have SEND
 - iii. 15% of all children Nationally have SEND
2. In EYFS, a three-year trend shows oral language skills are lower for PP pupils than for other pupils.
3. Attendance of PP children is not in line with the national average for all children or in line with non-PP peers at school (2020-21 Overall attendance 93.6%, Pupil Premium attendance 88.2%)
4. Some PP children may experience lack of access to resources, including to experiences
5. A number of PP children present with complex behavioural needs
6. Covid 19 has impacted social and emotional needs which can disproportionately affect the disadvantaged
7. The number of PP children who also have English as an additional language is high and is increasing
 - i. 33% of PP children at Handsworth have EAL
 - ii. 30% of all children at Handsworth have EAL
 - iii. 21% all children Nationally have EAL

1. Quality of teaching for all

Maths			
Success Criteria / Desired Outcomes	Action	Expenditure / Resources	Impact
<ul style="list-style-type: none"> • Reduced attainment gaps between PP children and all pupils nationally in Maths • Whole school data shows Maths attainment and progress is above national. • Pupil voice demonstrates a sound understanding of Maths Mastery • Staff CPD improves outcomes for children and staff feel more confident when teaching Maths Mastery 	<ul style="list-style-type: none"> • PP review at monthly Pupil Progress Meetings • Maths Mastery Staff CPD • Targeted group and 1:1 intervention programme for individuals delivered by LSAs and Class Teachers • Maths team to monitor (T&L committee) • Staff to deliver parents' workshop about Maths Mastery 	<ul style="list-style-type: none"> • Staff CPD – Maths Mastery • Staff Cover • Maths Mastery Resources • LSAs • Assessment Systems • Pupil Progress Meetings termly (cover) • After school/homework clubs <p>£15,000</p>	<p>Maths Mastery impacting outcomes for pupils.</p> <p>Autumn data show that PP children are making good progress in Maths.</p> <p>No formal assessments in 2022-21. Maths Mastery will remain a school priority for 2021-22.</p>

Curriculum

Success Criteria / Desired Outcomes	Action	Expenditure / Resources	Impact
<ul style="list-style-type: none"> • The developed curriculum ensures that aspirations are raised and that disadvantaged pupils are acquiring the 	<ul style="list-style-type: none"> • RSE parental consultation • Subject leads develop one-page subject summary 	<ul style="list-style-type: none"> • RSE policy • RSE lead (cover) • RSE Staff CPD 	<p>The development of the curriculum continues to be a school priority for 2021-22</p>

<p>knowledge and cultural capital they need to succeed and be prepared for secondary school and in life.</p> <ul style="list-style-type: none"> The RSE curriculum is fully implemented and is supporting pupil wellbeing The curriculum extends beyond the academic. It provides for pupil's broader development, enabling them to develop and discover their interests and talents. 	<ul style="list-style-type: none"> Target PP children to access aspirational and enrichment activities e.g. Young Voices Ensure all PP children have access to the Year 6 residential through subsidy/covering the cost Instrumental tuition available to PP children 	<ul style="list-style-type: none"> Year 6 residential Music provision (e.g. instrumental and young voices O2) Sports provision Subject Leads and Curriculum Teams time and cover <p>£18,000</p>	<p>Following the parental consultation, the RSE curriculum is fully implemented and is providing opportunities to pupils' broader development.</p>
---	--	---	--

2. Targeted support

Language Acquisition and EAL			
Success Criteria / Desired Outcomes	Action	Expenditure / Resources	Impact
<ul style="list-style-type: none"> Improved oral language skills of all pupils PP pupils make accelerated progress in oral language skills and this is demonstrated in summer Early Years data and at Year 1 phonics screening. Improved language skills positively impact on outcomes in Reading and Writing EAL Pupils make accelerated progress from their starting points. 	<ul style="list-style-type: none"> Early Intervention – Speech & Language Targeted reading aloud Explicitly extending pupils' spoken vocabulary Targeted language acquisition support for EAL Modelling by S&L professional with LSAs Use language line to support families with EAL EAL INSET Spring 2021 	<ul style="list-style-type: none"> Speech & Language LSA small group intervention Teacher small group intervention 1:1 intervention Parent volunteers – 1:1 reading Language Line INSET Spring EAL <p>£19,960</p>	<p>Specialist Speech and Language continued, via Zoom, through lockdown and pupils made good progress</p> <p>Reception on-entry data identified specific need; interventions were put in place, including 1:1 support</p> <p>EAL Spring INSET provided staff with valuable training – positive impact on the T&L of EAL pupils</p>

SEND			
Success Criteria / Desired Outcomes	Action	Expenditure / Resources	Impact
<ul style="list-style-type: none"> SEND PP pupils make accelerated progress and there is no gap between SEND PP and SEND Non-PP. 	<ul style="list-style-type: none"> Ensure that Learning Passports are used consistently and effectively Pupil Progress Meetings to track PP with contextual SEND information 	<ul style="list-style-type: none"> Investors in Diversity training Learning Passports Inclusion Manager EHCPs SEND 1:1/group intervention 	<p>No formal assessments during the pandemic</p> <p>Changes to how we record assessment data</p>

	<ul style="list-style-type: none"> • Small group and 1:1 targeted intervention for individuals with SEND • Equality, Diversity and Inclusion Working Party outcomes support SEND pupils in T&L 	£17,000	will help to see progress for SEND children. We are now recording where a child is working AT rather than recording working below. eg. a child maybe in year 4 maybe working at year 2.
--	--	---------	---

3. Whole-school strategies to improve attendance, behaviour and readiness to learn

Behaviour			
Success Criteria / Desired Outcomes	Action	Expenditure / Resources	Impact
<ul style="list-style-type: none"> • There are clear routines and expectations for the behavior of pupils across all aspects of school life. • Improved behaviour for learning removes barriers to accessing teaching and learning. • The newly developed Behaviour Policy is applied consistently and effectively across the whole school. 	<ul style="list-style-type: none"> • Behaviour Policy staff INSET • Play Therapy to provide emotional support • Mentors to support behavioural needs • Magic Behaviour Management INSET autumn 2020 • Behaviour Policy shared with parents and carers. • Educational Psychologist/PRU/CAMHS support with behaviour diagnosis and suggested intervention 	<ul style="list-style-type: none"> • INSET - Magic Behaviour Management and Behaviour Policy • Incident Monitoring • Mentors • Play Therapist • Student Social Worker • Educational Psychologist <p>£13,500</p>	Staff have received behaviour training and have reported that they feel more confident and able to support the children in their class. The play therapists and mentoring sessions have had a visible positive impact on the children and how they manage their emotions. My Concern identifies less behaviour incidents.

Attendance			
Success Criteria / Desired Outcomes	Action	Expenditure / Resources	Impact
<ul style="list-style-type: none"> • Improve PP attendance to bring it in line with all pupils nationally <p>PP attendance: 2017/18 = 94.8% 2018/19 = 95.3% (all pupils 96.4%) 2019/20 before lockdown = 94.3% (all pupils 96.3%)</p>	<ul style="list-style-type: none"> • Robust monitoring of attendance and punctuality by Attendance Officer/HT/Inclusion Manager. • Support for vulnerable families • Educational Welfare Officer • Rigorous first day response 	<ul style="list-style-type: none"> • Attendance Officer • Education Welfare Officer • Inclusion Manager • School Improvement Manager <p>£9,000</p>	This continues to be a focus for 2021-22. 2020-21 overall attendance = 93.6% Pupil Premium attendance = 88.2%

<p>2020/21 = 88.2% (all pupils 93.6%)</p> <ul style="list-style-type: none"> Improved attendance and punctuality has positive outcomes on the teaching and learning of PP children. 	<ul style="list-style-type: none"> Support to help with getting pupils into school 		
--	---	--	--

Equality, Diversity and Inclusion			
Success Criteria / Desired Outcomes	Action	Expenditure / Resources	Impact
<ul style="list-style-type: none"> Staff are empowered and are proactive in their approach to EDI There is a culture throughout the school community where the Equality Duty 2010 is embraced and everyone aims to eliminate discrimination, advance equality of opportunity and foster good relations between all groups. Our recruitment process, curriculum, CPD and communications celebrate the uniqueness of the whole community Staff completed Unconscious Bias training and personal reflection in order to better support all children 	<ul style="list-style-type: none"> Equality, Diversity and Inclusion working party to produce action plan focusing on: <ul style="list-style-type: none"> o Recruitment o Curriculum o Training o RSE policy o Communications o EAL 	<ul style="list-style-type: none"> Investors in Diversity Parent/staff consultation CPD all staff (Ngozi) <p>£7,000</p>	<p>Revised International day resulted in staff feeling far more comfortable in leading the day. The enthusiasm around school was evident. High quality projects were shared across the school. EDI has remained as a focus in the school. Deeper conversations are happening with school and parents are more open about their concerns</p>

Review
<ol style="list-style-type: none"> Pupil Premium attainment data is monitored termly The impact of actions is reviewed termly at Pupil Progress Meetings Attendance is monitored monthly by the Attendance Officer, Inclusion Manager and SLT The Pupil Premium Strategy is shared with staff and governors and is shared on the website for parents/carers Governors undertake a mid-year review of the PP Strategy