

Summary Information			
Date of most recent PP review:	December 2022	Date of next PP review:	Mid-year review spring 2023
Total number of pupils:	445	Total PP budget:	£94,600
		Planned expenditure:	All funding
Number of pupils eligible for PP:	64 (14%)	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. 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

Number of disadvantaged pupils	8
Percentage of disadvantaged pupils	13%
Percentage of disadvantaged pupils reaching the expected standard in reading, writing TA and mathematics	63%
Percentage of disadvantaged pupils achieving a higher standard in reading, writing TA and mathematics	0%

Barriers to Attainment

1. The number of PP children who also have SEND is high and is increasing.
2. Attendance of PP children is not in line with the national average for all children or in line with non-PP peers at school
3. Some PP children may experience lack of access to resources, including to experiences
4. A number of PP children present with complex behavioural needs
5. Covid 19 has impacted social and emotional needs which can disproportionately affect the disadvantaged

1. Quality of teaching for all

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 Writing • Whole school data shows Writing attainment and progress is above national. • Pupil voice demonstrates a sound understanding how to improve writing and what areas need to be developed • Staff CPD improves outcomes for children and staff feel more confident when teaching Writing 	<ul style="list-style-type: none"> • PP review at termly Pupil Progress Meetings • Staff CPD • Targeted group and 1:1 intervention programme for individuals delivered by LSAs and Class Teachers • English team to monitor (T&L committee) • Moderation sessions 	<ul style="list-style-type: none"> • Staff CPD • Staff Cover • Writing resources • LSAs • Assessment Systems • Pupil Progress Meetings termly (cover) • After school/homework clubs <p>£9,000</p>	

Handsworth Primary School 3 Year Pupil Premium Strategy 2022-25

<ul style="list-style-type: none"> To raise the progress and attainment in writing to exceed national expectations at the end of KS1 and KS2 and ARE in all other year groups. 	<ul style="list-style-type: none"> PP review at monthly Pupil Progress Meetings Writing and moderation Staff CPD Targeted group and 1:1 intervention programme for individuals delivered by LSAs and Class Teachers English team to monitor (T&L committee) 	<ul style="list-style-type: none"> Staff CPD – Writing Staff Cover Writing Resources LSAs Assessment Systems Pupil Progress Meetings termly (cover) After school/homework clubs 	
<ul style="list-style-type: none"> To raise the progress and attainment in reading and maths to exceed national expectations at the end of KS1 and KS2 and ARE in all other year groups. 	<ul style="list-style-type: none"> PP review at monthly Pupil Progress Meetings Maths mastery and English CPD Targeted group and 1:1 intervention programme for individuals delivered by LSAs and Class Teachers English and Maths team to monitor (T&L committee) 	<ul style="list-style-type: none"> Staff CPD Staff Cover Writing resources LSAs Assessment Systems Pupil Progress Meetings termly (cover) After school/homework clubs <p>£10,000</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 knowledge and cultural capital they need to 	<ul style="list-style-type: none"> Subject leads develop one-page subject summary 	<ul style="list-style-type: none"> RSE policy RSE lead (cover) RSE Staff CPD Year 6 residential 	

<p>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 Wellbeing Ambassadors 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 Develop Magnificent 7 activities 	<ul style="list-style-type: none"> Music provision (e.g. instrumental and young voices O2) Sports provision Subject Leads and Curriculum Teams time and cover <p>£20,000</p>	
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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. Speech and language/communication improved. 	<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 resource 	<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 EAL resources <p>£16,000</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 Small group and 1:1 targeted intervention for individuals with SEND 	<ul style="list-style-type: none"> Investors in Diversity training Learning Passports Inclusion Manager EHCps SEND 1:1/group intervention <p>£20,000</p>	

	<ul style="list-style-type: none"> Equality, Diversity and Inclusion Working Party outcomes support SEND pupils in T&L 		
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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 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>£13,000</p>	

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%) 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"> Robust monitoring of attendance and punctuality by Attendance Officer/HT/Inclusion Manager. Support for vulnerable families Educational Welfare Officer Rigorous first day response Support to help with getting pupils into school 	<ul style="list-style-type: none"> Attendance Officer Education Welfare Officer Inclusion Manager School Improvement Manager <p>£4,000</p>	

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 <p>£2,000</p>	

Review
<ol style="list-style-type: none"> 1. Pupil Premium attainment data is monitored termly 2. The impact of actions is reviewed termly at Pupil Progress Meetings 3. Attendance is monitored monthly by the Attendance Officer, Inclusion Manager and SLT 4. The Pupil Premium Strategy is shared with staff and governors and is shared on the website for parents/carers 5. Governors undertake a mid-year review of the PP Strategy