

# Pupil premium strategy statement (primary)

1. Summary information					
School	William Murdoch Primary School				
Academic Year	2019-20	Total PP budget	£336,600	Date of most recent PP Review	Dec 2019
Total number of pupils	682	Number of pupils eligible for PP	255	Date for next internal review of this strategy	Dec 2020

2. Attainment and Progress (End of KS2 Assessment 2019)								
	All Pupils	Pupils eligible for PP (WMPS)	Pupils not eligible for PP (WMPS)	Difference (Gap comparison on previous year)	Pupils eligible for PP (national average)	Difference (Gap comparison on previous year)	Pupils not eligible for PP (national average)	Difference (Gap comparison on previous year)
% achieving in reading, writing and maths	66%	68%	64%	+4% (Gap narrowed by 16%- now positive)	51%	+17% (Gap improved by 9%- still positive)	71%	-3% (Gap narrowed by 9%)
% achieving in reading	70%	73%	68%	+5% (Gap narrowed by 14%- now positive)	62%	+11% (Gap improved by 8%- still positive)	78%	-5% (Gap narrowed by 9%)
% achieving in writing	78%	85%	72%	+13% (Gap narrowed by 16%- now positive)	68%	+17% (Gap improved by 7%- still positive)	83%	+2% (Gap narrowed by 8%- now positive)
% achieving in maths	85%	85%	84%	+1% (Gap narrowed by 18%- now positive)	67%	+18% (Gap improved by 8%- still positive)	84%	+1% (Gap narrowed by 8%- now positive)
Average progress in reading	+1.14	+0.17	+2.02	-1.85 (Gap widened by 1.29)	-0.62	+0.79 (Gap narrowed by 2.44- now positive)	+0.32	-0.15 (Gap narrowed by 2.41)
Average progress in writing	-0.62	-0.62	-0.62	0 (Gap widened by 1.57)	+0.26	-0.88 (Gap widened by 0.24)	+0.26	-0.88 (Gap widened by 0.24)
Average progress in maths	+3.17	+2.94	+3.38	-0.44 (Gap narrowed by 1.74)	-0.71	+3.65 (Gap improved by 2.40- still positive)	+0.36	+2.58 (Gap improved by 2.06)

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

#### In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

<b>A.</b>	Reading- fluency, vocabulary, inference and reasoning (including early reading).
<b>B.</b>	Maths reasoning skills- problem solving and application of knowledge.
<b>C.</b>	Poor speaking and listening skills- to develop vocabulary rich pupils and for EAL pupils.
<b>D.</b>	Lack of pupil knowledge (in relation to foundation subjects).
<b>E.</b>	Lack of wider experiences- pupils lack imagination and creativity in their writing.
<b>F.</b>	Disadvantaged pupils have a higher absence rate than non-disadvantaged pupils.
<b>G.</b>	Declining physical fitness- a growing number of overweight or obese pupils.

<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved Reading across the school.	<ul style="list-style-type: none"> <li>• Higher number of disadvantaged pupils achieving the expected standard in Reading at the end of KS2.</li> <li>• Increased average standardised score for disadvantaged pupils in Reading in end of KS2 Assessments.</li> <li>• Disadvantaged pupils make increased average progress in Reading from end of KS1 SATs to end of KS2, compared to previous year.</li> <li>• Disadvantaged pupils continue to outperform similar pupils nationally in end of KS2 Reading assessments.</li> <li>• Gap closed between disadvantaged pupils and non-disadvantaged pupils in Reading, both in school and nationally.</li> <li>• Higher number of disadvantaged pupils achieving the expected standard in Reading at the end of the academic year (Y1-5).</li> <li>• Higher number of disadvantaged pupils pass the Phonics Screening Check at the end of Year 1.</li> </ul>
<b>B.</b>	Improved Maths reasoning skills and application of knowledge and basic skills, leading to improved attainment in mathematical reasoning formative assessments.	<ul style="list-style-type: none"> <li>• Higher number of disadvantaged pupils achieving the expected standard in Maths at the end of KS2.</li> <li>• Increased average standardised score for disadvantaged pupils in Maths in end of KS2 Assessments.</li> <li>• Disadvantaged pupils make increased average progress in Maths from end of KS1 SATs to end of KS2, compared to previous year.</li> <li>• Disadvantaged pupils continue to outperform similar pupils nationally in end of KS2 Maths assessments.</li> <li>• Gap closed between Disadvantaged pupils and non-Disadvantaged pupils in Maths, both in school and nationally.</li> <li>• Higher number of disadvantaged pupils achieving the expected standard in Maths at the end of the academic year (Y1-5).</li> <li>• Higher number of disadvantaged pupils pass the Multiplication Tables Check at the end of Year 4.</li> </ul>
<b>C.</b>	Improved vocabulary and speaking and listening skills, including improved use of standard English.	<ul style="list-style-type: none"> <li>• Higher number of disadvantaged pupils achieving the expected standard in Writing at the end of KS2.</li> <li>• Disadvantaged pupils make increased average progress in Writing from end of KS1 SATs to end of KS2, compared to previous year.</li> <li>• Gap closed between disadvantaged pupils and non-disadvantaged pupils in Writing, both in school and nationally.</li> </ul>

		<ul style="list-style-type: none"> <li>Increased number of disadvantaged pupils reaching at least the expected standard in Writing across Years 3 to 5.</li> </ul>
<b>D.</b>	Improved pupil knowledge in relation to foundation subjects, with subsequent improvement in reading.	<ul style="list-style-type: none"> <li>Establishment of a knowledge-rich curriculum in school</li> <li>Disadvantaged pupils excel in foundation subjects</li> <li>Disadvantaged pupils acquire knowledge through direct teaching of explicit subjects</li> <li>Disadvantaged pupils score well on knowledge organiser-based mini-quizzes, with no gap between them and non-disadvantaged pupils</li> <li>Disadvantaged pupils score well in end of year 'big quizzes', with no gap between them and non-disadvantaged pupils</li> <li>Higher number of disadvantaged pupils achieving the expected standard in Writing at the end of KS2.</li> <li>Higher number of disadvantaged pupils achieving the expected standard in Reading at the end of KS2.</li> <li>Higher number of disadvantaged pupils achieving the expected standard in Reading at the end of the academic year (Y1-5)</li> <li>Increased number of disadvantaged pupils reaching at least the expected standard in Writing across Years 1 to 5.</li> </ul>
<b>E.</b>	Disadvantaged pupils given access to both in and out of school activities which broaden their experiences and develop their imaginations.	<ul style="list-style-type: none"> <li>Higher number of disadvantaged pupils achieving the expected standard in Writing at the end of KS2.</li> <li>Disadvantaged pupils make increased average progress in Writing from end of KS1 SATs to end of KS2, compared to previous year.</li> <li>Gap closed between disadvantaged pupils and non-Disadvantaged pupils in Writing, both in school and nationally.</li> <li>Increased number of disadvantaged pupils reaching at least the expected standard in Writing across Years 1 to 5.</li> <li>Disadvantaged pupils more confident in writing across a range of different genres, including narratives.</li> </ul>
<b>F.</b>	Improved absence rate for disadvantaged pupils.	<ul style="list-style-type: none"> <li>The absence gap between disadvantaged and non-disadvantaged pupils narrows.</li> <li>Lower absence rate for disadvantaged pupils compared to the last academic year.</li> </ul>
<b>G.</b>	Increased well-being and physical fitness.	<ul style="list-style-type: none"> <li>Pupils show good levels of physical fitness.</li> <li>Pupils are happy in school.</li> <li>Pupils engaged at lunch and break times, with a decrease in the number of instances of negative behaviour.</li> </ul>
<b>H.</b>	Increased engagement from parents in their child's learning.	<ul style="list-style-type: none"> <li>Fortnightly 'Stay and Play' sessions put on for Reception parents, which are attended by the majority of parents.</li> </ul>

		<ul style="list-style-type: none"> <li>• Parent workshops based on a variety of themes run throughout the academic year which are attended by the majority of parents.</li> <li>• 'Dads and Sons' reading workshop well attended.</li> <li>• Good attendance from parents at Class, Celebration and Festival assemblies, as well as other school events such as Sports Day.</li> <li>• Increased attendance by parents of Disadvantaged pupils at Parents' Evening.</li> </ul>
I.	Pupils' social development and behaviour improved.	<ul style="list-style-type: none"> <li>• Reduced number of behaviour incidents recorded on SIMS for Disadvantaged pupils who have been identified as having social or behavioural difficulties.</li> <li>• Pupils identified as having social or behavioural difficulties feel happy and look forward to coming to school.</li> </ul>

5. Planned expenditure					
Academic year	2019-20				
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?
<p>Improved Pupil Knowledge</p> <p>Improved Reading across the school</p> <p>Improved Vocabulary and Speaking and Listening skills, including improved use of standard English.</p>	<p>A knowledge-rich curriculum will continue to be planned, implemented and embedded throughout the school. This will include knowledge organisers which pupils are regularly tested on using low-stakes quizzing. The curriculum will look to build on pupils' existing cultural capital and immerse them in rich vocabulary. Pupils will build a powerful knowledge which they can apply in different scenarios and will give them a basis to succeed in later life. Dedicated times will be set for year groups to develop their foundation planning, which will ensure quality first teaching is taking place consistently across year groups and the school.</p>	<p>The influence of E D Hirsch on educational thinking has been profound. At its heart is the idea that returning to a traditional, academic curriculum built on shared knowledge is the best way to achieve social justice in society. His work has also encouraged schools to focus on the concept of building cultural capital as a way to close the attainment gap. Ofsted and the DfE are also pushing the merits of a knowledge-rich curriculum. Generally speaking, our pupils, particularly our Disadvantaged pupils, do not arrive in school knowledge-rich and would not become so without school intervention. Therefore it is crucial that we supply our pupils with powerful knowledge so that they can succeed in the next stages of their lives.</p>	<p>Conferences and courses delivered by prominent advocates of knowledge-rich curricula will be sourced and members of staff booked to attend. This includes from for example The Knowledge Schools Trust, Andrew Percival and Clare Sealy. Support from The Knowledge Schools Trust will also be sought- we will apply to take part in their pilot programme, using their plans whilst we develop our own, as well as receiving bespoke support from them through development days and CPD. Members of staff will be released to begin formulating and planning our curriculum.</p>	<p>Mr Singh Mr Matthews Mrs Pannu Miss Wilkes Miss Busby All subject leaders</p>	<p>There will be regular monitoring of the implementation by SMT. A final review will take place in December 2020. The impact of the initiative will be assessed once the teacher assessments in all year groups have been completed.</p> <p><b>Total Cost: £50,000</b></p>
<p>Improved Reading Fluency</p> <p>Improved Reading comprehension skills across the school</p>	<p>A text-based approach to the teaching of English will continue to be embedded. High quality texts will be used to inspire pupils, give them access to rich vocabulary and</p>	<p>The English Lead has worked extensively with the BEP Reading project and World's End Junior School (project partner school) as part of his role as English Lead. This approach has been very successful at World's End, as well as other settings throughout the country and has been adopted to</p>	<p>Significant research and work will be completed in developing the school's approach to writing, including liaising with experts and schools whose writing teaching is already of a very high standard. Regular learning walks, lesson observations and book scrutinies</p>	<p>Mr Panichi Mrs Pannu Mr Singh Mr Matthews</p>	<p>A final review will take place in December 2020.</p> <p><b>Total Cost: £20,000</b></p>

<p>Improved Vocabulary and Speaking and Listening skills, including improved use of standard English.</p> <p>Disadvantaged pupils given access to both In and Out of School activities which broaden their experiences and develop their imaginations.</p> <p>Improved pupil knowledge in relation to foundation subjects, with subsequent improvement in reading.</p>	<p>encourage their imaginations. These books will be purchased in class sets where appropriate. This will mean all pupils will access a range of different texts ensuring everyone has the same reading opportunities in school. Specific non-fiction reading lessons will also be timetabled to give pupils the opportunity to engage in wider reading around their foundation topics, as well as improve their general knowledge. Funding will be put in place to resource these lessons, including a subscription to First News. The school will also engage with Peters Bookselling Services to evaluate and improve the school library, as well as class libraries to ensure pupils have access to high quality texts during independent reading sessions. 'Book Bag Books', which are linked to the school's chosen phonics scheme, RWInc, will be purchased so younger pupils are reading texts which contain the specific sounds they are learning at any one time. In addition to this the English team will engage with numerous</p>	<p>improve the teaching of English. High quality texts are needed to spark pupils' imaginations and provide them with opportunities to find and explore new vocabulary. Research shows that pupils need a wide knowledge base to be successful readers, so timetabling non-fiction reading sessions will help develop that wider understanding which can be applied whilst reading. It is also clear that younger pupils having access to texts which directly link to the sounds they are learning will help them embed and apply those sounds and quicken the rate at which they become fluent readers.</p>	<p>will also be carried out to monitor the effectiveness of the approach.</p>		
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	CPD opportunities with the aim of developing the school's approach to writing, which includes input from Bob Cox, a well-respected English teaching expert, as well as looking into the Talk4Writing approach.				
Improved Maths reasoning skills and application of knowledge and basic skills, leading to improved attainment in Mathematical reasoning formative assessments.	Power Maths, a DfE approved Maths Mastery scheme will continue to be embedded and training provided for all staff. This will include introducing the scheme in Reception. Additionally, concrete resources to support the teaching of Maths will be supplemented where necessary. This will allow all pupils the same access to resources that support the mastery approach to the teaching Maths. The school is also engaged with the Central Maths Hub, who will be supporting the mastery journey, providing CPD and development days.	Maths Mastery has become an integral part of the British curriculum due to significant evidence from many other nations, mainly in East Asia, which shows that teaching for mastery leads to excellent outcomes for children. It is therefore important that our staff continue to be supported to deliver this new approach, of which a central pillar is scaffolding through the use of concrete resources, which will in turn produce improved outcomes in Maths for our pupils. The Power Maths scheme has been approved by the DfE.	Extensive research was carried out into the best way to support the embedding of the mastery approach to the teaching of Maths, with Power Maths being the best option. All staff will receive top-up training on using Power Maths during the the academic year. Further advice will also be sought from the Central Maths Hub. Regular learning walks, book scrutinies and lesson observations will further provide monitoring opportunities.	Mr Singh Mr Matthews Mrs Malhi	A final review will take place in December 2020.  <b>Total Cost: £10,000</b>
Improved Reading comprehension skills across the school.  Improved Maths reasoning skills and application of knowledge and basic skills, leading to improved attainment	ALP will be run in Year 2 and 6 to allow for more focused support for individual pupils. An additional teacher will take responsibility for a Maths and English group, which will mean that all pupils in these year groups will be	This strategy has been employed by the school for many years and has been successful in boosting the progress and attainment of the majority of pupils.	Experienced practitioners will take on the additional groups. The Year 2 and 6 additional groups will be taken by teachers with many years of experience in teaching in those year groups, including the DHT and the school's SENCO. Progress and attainment of all children will be monitored throughout the year.	Mr Singh Mr Matthews Miss Buchray Mr Desai Mr Panichi Mrs Pannu Ms O'Hara	Review will be an ongoing process, however a final review will be completed in December 2020. The impact of the initiative will be assessed once the end of KS2 results

<p>in Mathematical reasoning formative assessments.</p> <p>Improved Spelling across the school</p>	<p>taught in smaller class sizes, allowing for the more focused support.</p>				<p>have been published.</p> <p><b>Total cost: £40,000</b></p>
<p>Improved Reading comprehension skills across the school.</p> <p>Improved Maths reasoning skills and application of knowledge and basic skills, leading to improved attainment in Mathematical reasoning formative assessments.</p> <p>Improved Vocabulary and Speaking and Listening skills, including improved use of standard English.</p> <p>Improved Reading Fluency</p>	<p>Targeted intervention groups will be run by all Teaching Assistants across the school. These will include focused support in Maths, Reading, Phonics, Writing, Speaking and Listening and Grammar. These intervention groups will include both pre-teach and catch-up. It will also give pupils the opportunity to learn in small groups and receive even more focused support.</p>	<p>The new curriculum demands that all pupils learn at the same speed, which makes 'catch-up' groups vitally important, as it is evident that some pupils will take longer than others to grasp new concepts and embed learning. There will be a pre-teach set of interventions in Maths, where pupils are given introductions to topics before going into their lessons so they are better equipped to meet expected standards. Resources/schemes to help practitioners deliver their interventions will be researched and sourced accordingly, along with any necessary training.</p>	<p>Intervention groups will be created as part of a collaborative working arrangement between Teachers and Teaching Assistants. This will ensure that the interventions are relevant and give support to pupils where it is most needed.</p>	<p>Mr Singh Mr Matthews Mrs Pannu Miss Buchray</p>	<p>Review will be an ongoing process, with termly reviews carried out. A final review will be completed in December 2020. The impact of the initiative will be assessed once the end of KS2 results have been published.</p> <p><b>Total cost: £20,000</b></p>
<p>Improved Reading comprehension skills across the school.</p> <p>Improved Maths reasoning skills and application of knowledge and basic skills, leading to improved attainment in Mathematical reasoning formative assessments.</p>	<p>Pupils in Year 2 and 6, as well as other year groups where required will be provided with CGP workbooks to support their learning. This will include Maths, Reading and Grammar and Spelling. This will give teachers an additional resource and provide the children with quality opportunities to extend their learning and practice their skills. Year group leaders will</p>	<p>Year 6 have traditionally provided CGP workbooks for pupils. This has always proved to be a very valuable resource which has extended progress and attainment. By continuing and extending this provision school-wide, we will be affording all pupils with the same opportunities.</p>	<p>Regular monitoring of the use of the books will take place.</p>	<p>Mr Singh Mr Matthews Mrs Pannu Miss Kelly Mr Panichi Mrs Najran Mrs Malhi Miss Wilkes Mr Desai</p>	<p>Review will be an ongoing process, with termly reviews carried out. A final review will be completed in December 2020. The impact of the initiative will be assessed once the end of KS2 results have been published.</p> <p><b>Total cost: £5,000</b></p>

	have the opportunity to select the most appropriate resources for their year group, dependant on areas for development identified.				
Improved Reading comprehension skills across the school.  Improved Maths reasoning skills and application of knowledge and basic skills, leading to improved attainment in Mathematical reasoning formative assessments.	All pupils will be provided with access to online subscriptions to Lexia, EducationCity, IamLearning and MyMaths to support their learning. This will give teachers an additional resource to provide the children with quality opportunities to extend their learning and practice their skills. The subscriptions will be accessible for pupils from home, so they can further extend their own learning out of normal school hours. In addition to these subscriptions, the school will also purchase access to Curriculum Visions and First News so teachers have access to a wider range of resources.	Pupils enjoy the use of technology and respond well to learning online. These subscriptions will give all pupils the opportunity to further their English and Maths learning in an enjoyable format.	The online subscriptions available will be presented to staff, with all pupils given an individual login. A number of ICT lessons will be dedicated to using these resources.	Mr Singh Mr Matthews Mrs Pannu Mr Panichi Mr Desai	Review will be an ongoing process, with termly reviews carried out. A final review will be completed in December 2020. The impact of the initiative will be assessed once the end of KS2 results have been published.  <b>Total cost: £5,000</b>
Improved absence rate for Disadvantaged pupils.	Pastoral Manager will be given dedicated time each day to monitor and follow up absences. She will work closely with the AHT and a member of the office staff to identify pupils whose absence is a concern and plan to support those pupils.	In the last academic year Disadvantaged pupils had an absence rate of 4.3% whilst all pupils had an absence rate of 3.9%. Having a member of staff dedicated to monitoring and following up absences will ensure the school is fully aware of any issues contributing to the absences and can generate strategies to help those pupils and further improve overall attendance.	Attendance reports will be completed on a weekly basis and shared during half-termly SLT meetings Any concerns will be discussed and strategies put in place to help those pupils whose absence is high.	Mr Singh Mr Matthews Mrs Pannu Miss Buchray Mrs Baker Miss Kumari	The implementation will be reviewed on a half-termly basis, with a final review taking place in December 2020.  <b>Total Cost: £10,000</b>
Disadvantaged pupils given access to both	A wide range of in and out of school activities	Pupils writing is often limited due to a lack of experiences out of school. 'The	The range of activities provided for our pupils will be monitored	Mr Singh	The implementation will

<p>In and Out of School activities which broaden their experiences and develop their imaginations.</p>	<p>and workshops will broaden pupils' experiences. This will include theatre groups and other organisations coming into school to deliver sessions. It will also include the opportunity for pupils to go out of school into the wider community and visit places of interest which may inspire them. These experiences will allow pupils to improve their creativity and imagination when writing as they will have a wider bank of experiences to call upon.</p>	<p>Best Day of My Holiday' pieces of writing are often dominated by visits to Star City for example. It is also the case that pieces of creative writing, narratives for example, do not show much imagination and are often inspired by the media- mainly television. In order to improve the creative writing of our pupils, as well as their general education, it is important to give them access to as wide a range of experiences as possible.</p>	<p>closely. Part of this monitoring will be to check whether all possible opportunities for extended learning are taken in all year groups.</p>	<p>Mr Matthews Mrs Pannu All members of staff</p>	<p>be reviewed on a half-termly basis, with a final review taking place in December 2020.</p> <p><b>Total Cost: £50,000</b></p>
<p>Disadvantaged pupils given access to both In and Out of School activities which broaden their experiences and develop their imaginations.</p> <p>Increased well-being and physical fitness.</p>	<p>A 'Forest School' has been set up in the school's nature area. A member of staff has received full training around 'Forest Schools', including First Aid training. Both Reception and Year 5 pupils will receive Forest School lessons. An outdoor classroom will be installed in the Forest School area and additional resources will also be purchased to support the pupils' learning.</p>	<p>Research backs up what forest school practitioners have known all along – that children and young people are stimulated by the outdoors and typically experience, over time, an increase in their self-belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills and emotional well-being.</p>	<p>Appropriate CPD was sourced for a member of staff to become fully trained around how to effectively run a 'Forest School', which was successfully completed. This member of staff will be released every Monday morning and Friday to provide each class in Reception and Year 5 this outdoor education. Half of the each class will attend Forest School on a rota basis each week. The Forest School Lead will also attend refresher First Aid training.</p>	<p>Mr Singh Mr Matthews Mrs Pannu Mr Blackmore</p>	<p>The implementation will be reviewed immediately after the sessions are delivered in the Summer Term, with a final review taking place in December 2020.</p> <p><b>Total Cost: £45,000</b></p>
<p>Disadvantaged pupils given access to both In and Out of School activities which broaden their experiences and</p>	<p>A range of Out of Hours clubs will be provided for pupils, including sports clubs, a breakfast clubs and clubs which enhance academic</p>	<p>Out of Hours Learning offers pupils the opportunity to learn in a more relaxed environment than the classroom. It also offers them the chance to try out new activities, find out what they are good at or develop new interests. Good quality</p>	<p>Members of staff will be encouraged to run out of hours learning clubs in line with their own interests and expertise. Any necessary CPD will be sourced to</p>	<p>Mr Singh Mr Matthews Mrs Pannu</p>	<p>The implementation will be reviewed on a termly basis, with a final review taking</p>

<p>develop their imaginations.</p> <p>Increased well-being and physical fitness.</p>	<p>learning. These will run before school, at lunchtimes and after school.</p>	<p>out of hours learning activities can have positive effects: activities which provide support for coursework and exams can have a direct impact on attainment, while other forms of provision can have an indirect impact by improving relationships and students' motivation to learn.</p>	<p>provide support for members of staff to deliver these activities.</p>		<p>place in December 2020.</p> <p><b>Total Cost:</b> <b>£15,000</b></p>
<p>Increased engagement from parents in their child's learning.</p>	<p>A series of 'Stay and Play' sessions will be run throughout EYFS for parents to engage with their child's learning and give them an insight into how best to support their child at home. Additionally, workshops will be run throughout the year based on different areas of school life, including Reading, Phonics and Maths again with the aim of giving parents an insight into how best to support their child at home. Boromi resources will be purchased to encourage parents to engage with their child at home and help them to be creative in support their child's learning at home. Parents of Disadvantaged pupils who are reluctant to come into school will be contacted directly and invited to these events, including Parents' Evening.</p>	<p>Feedback from parents suggests that they are very keen to be more involved in school life. The EEF Toolkit shows that pupils whose parents are engaged in their learning will make 3 months more progress than pupils whose parents are not engaged in their learning. Therefore it is vital to give parents as many opportunities to come into school as possible.</p>	<p>Feedback will continue to be sought from parents around the types of sessions they would like to see put on. The areas of pupils' learning which have been identified as requiring improvement will be targeted and sessions put on to boost engagement in these areas.</p>	<p>Mr Singh Mr Matthews Mrs Pannu Mrs Kullar Mrs Khera Team Leaders</p>	<p>A final review will take place in December 2020.</p> <p><b>Total Cost:</b> <b>£2,000</b></p>
<p>Pupils' social development and behaviour improved.</p>	<p>There are a number of pupils in school, particularly</p>	<p>This strategy will allow pupils to initially develop these skills in small groups in safe place, before transferring what they</p>	<p>All pupils involved in the sessions will have individual targets set by the Pastoral Manager. These</p>	<p>Mr Singh Mr Matthews</p>	<p>A final review will take place in December 2020.</p>

	Disadvantaged pupils, whose social development has been restricted, which often leads to behavioural issues. To support these pupils with their social development and behaviour, the Pastoral Team will timetable sessions to develop their SEMH needs, including communication skills, following rules and routines, team work, boundaries and turn taking.	have learnt into whole class settings. The EEF Toolkit states that strategies to improve pupils' social and emotional learning can lead to 4 months accelerated progress.	targets will be reviewed each half-term and new ones set where appropriate.	Mrs Pannu Miss Buchray Mrs Baker Mr Harris	<b>Total Cost: £15,000</b>
Improved Pupil Knowledge.  In and Out of School activities which broaden their experiences and develop their imaginations.  Improved Vocabulary and Speaking and Listening skills, including improved use of standard English.	To improve pupil knowledge and experience the school is engaging with the Services for Education Music Service to provide Sound Tots to pupils in Reception and whole class musical instrument teaching for pupils in Year 4, with one class learning the flute, one the guitar and the other brass.	The vast majority of our pupils do not have the opportunity to learn and engage with music outside of school. There is much research to suggest that musical training helps to develop both language and reasoning skills, as well as many other benefits which enrich pupils' lives and education. We hope to inspire as many pupils as possible to continue learning and mastering a musical instrument as they go through their school years and into later life.	Services for Education's Music Service employ passionate and dedicated music specialists who can give our pupils the best musical education on offer. Using this service will ensure that lessons are high quality and give pupils the best starting point in terms of singing and learning a musical instrument.	Mr Singh Mr Matthews Mrs Pannu Mr Panichi	A final review will take place in December 2020.  <b>Total Cost: £30,000</b>
	The amalgamation of Wilkes Green Junior and Infant Schools in May 2019 necessitated a 'rebranding' of the school, becoming William Murdoch Primary School. This included a new school logo, as well as a new school uniform. To ease	Having a smart uniform which reflects the ethos and values of the school instils a sense of pride in pupils and brings the school closer together as a community. It was important that school went through the rebranding process so that the organisation felt like a whole, rather than two separate parts stuck to each other.	The subsidisation will ensure that the financial burden on parents is not overwhelming and all pupils will come to school in the new uniform. Using our long-term suppliers, Gogna, will also ensure that any issues which arise can be dealt with swiftly due to the close relationship which has been established over many years.	Mr Singh Mrs Patel	A final review will take place in December 2020.  <b>Total Cost: £25,000</b>

	<p>the financial burden on parents of changing to the new uniform, the school will subsidise the cost to parents with the support of our uniform suppliers, Gogna Schoolwear.</p>				
<b>Total budgeted cost</b>					<b>£342,000</b>

6. Review of expenditure				
Previous Academic Year				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Improved Reading comprehension skills across the school</p> <p>Improved Reading Fluency</p> <p>Improved Vocabulary and Speaking and Listening skills, including improved use of standard English.</p>	<p>A text-based approach to the teaching of English will be adopted. High quality texts will be used to inspire pupils, give them access to rich vocabulary and encourage their imaginations. These books will be purchased in class sets where appropriate. Dedicated times will be set for year groups to develop their English planning. This approach will ensure quality first teaching is taking place. This will mean all pupils will access a range of different texts ensuring everyone has the same reading opportunities in school.</p> <p>ALP will be run Year 6 to allow for more focused support for individual pupils. The ALP will move into Year 5 from Year 6 after SATs. An additional teacher will</p>	<p>End of KS2 Reading Results:</p> <ul style="list-style-type: none"> <li>70% of pupils reached at least the Expected Standard (3% less than the national average and 2% less than the previous academic year)</li> <li>34% of pupils reached the Higher Standard (7% higher than the national average and 17% higher than the previous academic year)</li> <li>73% of Disadvantaged pupils reached the Expected Standard (5% higher than the previous academic year and 11% higher than the national Disadvantaged average)</li> <li>The school gap narrowed to the extent that 5% more Disadvantaged pupils reached the expected standard than Non-Disadvantaged, with Disadvantaged pupils outperforming 'All' pupils by 3%.</li> <li>The average scaled score for Reading of Disadvantaged pupils was 104.5 (2.2 points higher than the previous academic year and 2.6 points higher than the national Disadvantaged average).</li> <li>There was no difference between the average scaled score of Disadvantaged pupils and Non-Disadvantaged pupils in school.</li> <li>Disadvantaged pupils' progress score was 0.17 (2.42 higher than the previous academic year and 0.79 higher than the national Disadvantaged average)</li> </ul> <p>Whole school NFER Reading results:</p>	<ul style="list-style-type: none"> <li>The school was part of the BEP Reading project which focused on the pupils who were in Year 6 during the academic year. As part of the project the school was paired with another school and CPD has been provided to all staff through that link. A text-based approach to the teaching of English was developed out of the reading project and trialled in Year 5 over the course of the previous academic year. The trial was successful and data showed that it had a significant impact for all pupils whilst they were in Year 5, including the Disadvantaged pupils. The data at the end of Year 6 backs this up, with Disadvantaged pupils performing very well compared to similar pupils nationally and all pupils in school.</li> <li>As a result of the successful trial in Year 5, the approach was implemented throughout the whole school. A significant amount of resources were put into developing the English curriculum throughout the rest of the school. This included providing CPD and planning time for teachers, as well as purchasing the required texts. The English Lead was given a day's release time each week to monitor the planning and teaching of English to ensure the implementation was a success.</li> <li>The English Lead also continued to reinforce the home reader scheme during the academic year through the purchase of new books to allow pupils to make further progress with their reading. The home reader scheme will continue to be audited. The English Lead listened to every new pupil in the school read to ensure they started on the correct band and could therefore make progress from an accurate starting point.</li> </ul>	£74,000

	<p>take responsibility for a Maths and English group, which will mean that all pupils in these year groups will be taught in smaller class sizes, allowing for the more focused support.</p> <p>Targeted intervention groups will be run by all Teaching Assistants across the school. These will include focused support in Maths, Reading, Writing, Speaking and Listening and Grammar. These intervention groups will be in place to 'plug gaps' and allow pupils to catch up if they have fallen behind. It will also give pupils the opportunity to learn in small groups and receive even more focused support.</p> <p>All pupils will be provided with CGP workbooks to support their learning. This will include Maths, Reading and Grammar and Spelling. This will give teachers an additional resource and provide the children with quality opportunities to extend their learning</p>	<ul style="list-style-type: none"> <li>• 57% of Disadvantaged pupils in Year 3 reached the Expected Standard at the end of the academic year, compared to 65% of all pupils.</li> <li>• 63% of Disadvantaged pupils in Year 4 reached the Expected Standard at the end of the academic year, compared to 64% of all pupils.</li> <li>• 71% of Disadvantaged pupils in Year 5 reached the Expected Standard at the end of the academic year, compared to 70% of all pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• A 'Winter Reads' scheme was launched with the help of Handsworth Library, whereby pupils were rewarded for going to the library and taking out books. Prizes were organised for those pupils who managed to take out and read at least 10 books over the course of the competition.</li> <li>• The English Lead organised a 'Reading Volunteers' scheme, which focused on supporting struggling readers, including Disadvantaged pupils. This consisted of 6<sup>th</sup> form students coming into school to support readers through modelling and giving our readers positive role models.</li> <li>• RWInc Phonics training was held for all staff and the scheme was resourced in school. Further training and resources will be purchased as and when required.</li> <li>• The school has, over the years, used ALP effectively and found that the outcomes are regularly very positive. The strategy will remain in place in the next academic year. The ALP will be put in where the need is greatest.</li> <li>• It would be ideal to have ALP in place in every year group, however, due to space constraints this is not possible at present. The school plans to put this in place as soon as building work can be completed.</li> <li>• Intervention groups were in place in every year group, from Year 3 through to Year 6. Teaching Assistants planned groups carefully to provide basic skills catch-ups, as well as lesson consolidation and pre-teaching.</li> <li>• The support in place was consistent, with all year groups having two Teaching Assistants. This means that regular interventions took place in all year groups and progress was more even throughout the school. As a result, support will continue to be spread equally through the school in the next academic year, with the aim that progress remains consistent across year groups.</li> </ul>	
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	<p>and practice their skills. Year group leaders will have the opportunity to select the most appropriate resources for their year group, dependant on areas for development identified.</p> <p>All pupils will be provided with access to online subscriptions to Lexia, EducationCity, IamLearning, Abacus Learn and MyMaths to support their learning. This will give teachers an additional resource to provide the children with quality opportunities to extend their learning and practice their skills. The subscriptions will be accessible for pupils from home, so they can further extend their own learning out of normal school hours. In addition to these subscriptions, the school will also purchase access to Curriculum Visions and Twinkl so teachers have access to a wider range of resources.</p>		<ul style="list-style-type: none"> <li>• Previously interventions could be ad hoc and not planned as effectively as they could have been. This year interventions, in the main, have been directly linked to the school's assessment system. This has meant Teachers and Teaching Assistants have been working closely together and identifying gaps in learning, with interventions planned directly from those gaps. This new way of working has made tracking the effectiveness of intervention more straightforward using the school's provision map.</li> <li>• To further support Teaching Assistants with their interventions, the school purchased a number of 'intervention' resources, including On Track English. The rationale for this was the EEF's research into the effective use of TAs which found that interventions were more effective when TAs had a scheme or structure to follow.</li> <li>• Moving forwards the school will reassess the viability and suitability of running such an extensive intervention programme, as it has led to pupils missing out on full access to the wider curriculum, which is so important, particularly in the context of developing reading and language skills.</li> <li>• All year groups had the freedom to purchase support materials through CGP this year. These materials proved very valuable in supporting both lessons and homework. They gave teachers the opportunity to re-cover basic skills which may have been missed at an earlier date. Year groups will once again have the opportunity to purchase the materials they require in the next academic year.</li> <li>• All pupils had access to online learning resources. These resources proved very valuable, particularly as they gave pupils the opportunity to extend their learning further in their own time as well as during Computing lessons between curriculum coverage. They</li> </ul>	
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			also gave teachers the opportunity to direct pupils to specific learning which would help them in the areas of development they had. All pupils will once again have access to these online resources in the next academic year, along with additional resources which may be bought in.	
<p>Improved Maths reasoning skills and application of knowledge and basic skills, leading to improved attainment in Mathematical reasoning formative assessments</p> <p>Improved Vocabulary and Speaking and Listening skills, including improved use of standard English.</p>	<p>Power Maths, a DfE approved Maths Mastery scheme will be purchased and training provided for all staff. Additionally, concrete resources to support the teaching of Maths will be purchased. This will allow all pupils the same access to resources that support the mastery approach to the teaching Maths. The school is also engaged with the Central Maths Hub, who will be supporting the mastery journey, providing CPD and development days.</p> <p>ALP will be run Year 6 to allow for more focused support for individual pupils. The ALP will move into Year 5 from Year 6 after SATs. An additional teacher will take responsibility for a Maths and English group, which will mean that all pupils in these year groups will be taught in smaller</p>	<p>End of KS2 Maths Results:</p> <ul style="list-style-type: none"> <li>84% of pupils reached at least the Expected Standard (2% higher than the previous academic year and 5% higher than the national average)</li> <li>46% of pupils reached the Higher Standard (19% higher than the national average and 14% higher than the previous academic year)</li> <li>85% of Disadvantaged pupils reached the Expected Standard (1% higher than Non-Disadvantaged pupils in school, 18% higher than the national Disadvantaged average and 1% higher than the national Non-Disadvantaged average)</li> <li>The average scaled score for Maths of Disadvantaged pupils was 108.4 (4.1 points higher than the previous academic year, 5.9 points higher than the national Disadvantaged average and 2.3 points higher than the national Non-Disadvantaged average)</li> <li>Disadvantaged pupils' progress score was 2.94 (2.11 higher than the previous academic year, 3.65 higher than the national Disadvantaged average and 2.55 higher than the national Non-Disadvantaged average)</li> </ul> <p>Whole school NFER Maths results:</p> <ul style="list-style-type: none"> <li>54% of Disadvantaged pupils in Year 3 reached the Expected Standard at</li> </ul>	<ul style="list-style-type: none"> <li>The Power Maths scheme, written in conjunction between Pearson and White Rose Maths was purchased and implemented in school. A full days training was delivered by a Power Maths trainer for all staff which supplemented the mastery training received by White Rose Maths in the previous academic year.</li> <li>To support the new Math scheme, significant money was spent on concrete resources, which are central to the approach. This included counters and base10 equipment, which is now provided in every classroom.</li> <li>To further support our embedding of the mastery approach, the school engaged with the Central Maths Hub mastery programme which saw the Maths Lead and other colleagues receive CPD, including observations of lessons delivered by mastery specialists from Shanghai. This support also stretched to support days in school by our mastery partner.</li> <li>Moving forwards, further refresher training will be booked with Power Maths, as well as further support from the Central Maths Hub.</li> <li>The school has, over the years, used ALP effectively and found that the outcomes are regularly very positive. The strategy will remain in place in the next academic year. The ALP will be put in where the need is greatest.</li> <li>It would be ideal to have ALP in place in every year group, however, due to space constraints this is not possible at present. The school plans to put this in place as soon as building work can be completed.</li> </ul>	£27,000

	<p>class sizes, allowing for the more focused support.</p> <p>Targeted intervention groups will be run by all Teaching Assistants across the school. These will include focused support in Maths, Reading, Writing, Speaking and Listening and Grammar. These intervention groups will be in place to 'plug gaps' and allow pupils to catch up if they have fallen behind. It will also give pupils the opportunity to learn in small groups and receive even more focused support.</p> <p>All pupils will be provided with CGP workbooks to support their learning. This will include Maths, Reading and Grammar and Spelling. This will give teachers an additional resource and provide the children with quality opportunities to extend their learning and practice their skills. Year group leaders will have the opportunity to select the most appropriate resources for their</p>	<p>the end of the academic year, compared to 73% of all pupils.</p> <ul style="list-style-type: none"> <li>• 66% of Disadvantaged pupils in Year 4 reached the Expected Standard at the end of the academic year, compared to 65% of all pupils.</li> <li>• 78% of Disadvantaged pupils in Year 5 reached the Expected Standard at the end of the academic year, compared to 75% of all pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Intervention groups were in place in every year group, from Year 3 through to Year 6. Teaching Assistants planned groups carefully to provide basic skills catch-ups, as well as lesson consolidation and pre-teaching.</li> <li>• The support in place was consistent, with all year groups having two Teaching Assistants. This means that regular interventions took place in all year groups and progress was more even throughout the school. As a result, support will continue to be spread equally through the school in the next academic year, with the aim that progress remains consistent across year groups.</li> <li>• Previously interventions could be ad hoc and not planned as effectively as they could have been. This year interventions, in the main, have been directly linked to the school's assessment system. This has meant Teachers and Teaching Assistants have been working closely together and identifying gaps in learning, with interventions planned directly from those gaps. This new way of working has made tracking the effectiveness of intervention more straightforward using the school's provision map.</li> <li>• To further support Teaching Assistants with their interventions, the school purchased a number of 'intervention' resources, including the strengthening activities provided by Power Maths. The rationale for this was the EEF's research into the effective use of TAs which found that interventions were more effective when TAs had a scheme or structure to follow.</li> <li>• Moving forwards the school will reassess the viability and suitability of running such an extensive intervention programme, as it has led to pupils missing out on full access to the wider curriculum, which is so important, particularly in the context of developing reading and language skills.</li> </ul>	
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	<p>year group, dependant on areas for development identified.</p> <p>All pupils will be provided with access to online subscriptions to Lexia, EducationCity, IamLearning, Abacus Learn and MyMaths to support their learning. This will give teachers an additional resource to provide the children with quality opportunities to extend their learning and practice their skills. The subscriptions will be accessible for pupils from home, so they can further extend their own learning out of normal school hours. In addition to these subscriptions, the school will also purchase access to Curriculum Visions and Twinkl so teachers have access to a wider range of resources.</p>		<ul style="list-style-type: none"> <li>• All year groups had the freedom to purchase support materials through CGP this year. These materials proved very valuable in supporting both lessons and homework. They gave teachers the opportunity to re-cover basic skills which may have been missed at an earlier date. Year groups will once again have the opportunity to purchase the materials they require in the next academic year.</li> <li>• All pupils had access to online learning resources. These resources proved very valuable, particularly as they gave pupils the opportunity to extend their learning further in their own time as well as during Computing lessons between curriculum coverage. They also gave teachers the opportunity to direct pupils to specific learning which would help them in the areas of development they had. All pupils will once again have access to these online resources in the next academic year, along with additional resources which may be bought in.</li> </ul>	
<p>Improved Pupil Knowledge</p> <p>Improved Vocabulary and Speaking and Listening skills, including improved</p>	<p>A knowledge-rich curriculum will be implemented throughout the school. This will include knowledge organisers which pupils are regularly tested on using low-stakes</p>	<ul style="list-style-type: none"> <li>• In terms of end of year data, it is not possible to make a link between outcomes and the new knowledge-rich curriculum as it is too early in that particular journey.</li> <li>• However, small steps were taken towards establishing a knowledge-rich curriculum, through for example</li> </ul>	<ul style="list-style-type: none"> <li>• A significant amount of time is required to plan and implement a new curriculum or approach, as has been seen with the new English planning. Therefore, a large proportion of directed time during the next academic year will be dedicated to developing the planning and resources. This will also include weekly release time for the two Curriculum Leads in</li> </ul>	<p>£32,000</p>

<p>use of standard English.</p>	<p>quizzing. The curriculum will look to build on pupils' existing cultural capital and immerse them in rich vocabulary. Pupils will build a powerful knowledge which they can apply in different scenarios and will give them a basis to succeed in later life.</p>	<p>the use of knowledge organisers and mini-quizzes.</p> <ul style="list-style-type: none"> <li>• A number of members of staff attended CPD sessions delivered by the Knowledge Schools Trust, who have developed a high quality curriculum and are piloting it in different schools around the country. Having looked into the pilot scheme, the school decided to become part of it for the next academic year.</li> <li>• Two members of staff were appointed 'curriculum leads' and have headed the development of our own curriculum, with the support of the Knowledge Schools Trust. This included release time to plan the new curriculum for History, Geography and Art.</li> </ul>	<p>school to quality assure the work being done by the staff.</p> <ul style="list-style-type: none"> <li>• Regular monitoring of the new curriculum will take place to ensure that it is fit for purpose and to identify any amendments which need to be made.</li> <li>• Whilst we will be part of the Knowledge Schools Trust pilot for the next academic year, it is vital that we adjust and amend the curriculum/planning where necessary, taking into account the pupils we teach. This includes ensuring that the curriculum builds on their cultural capital and is relevant to the community in which they live. The Curriculum Leads will play a central role in ensuring that this will be incorporated.</li> </ul>	
<p>Disadvantaged pupils given access to both In and Out of School activities which broaden their experiences and develop their imaginations</p>	<p>A wide range of in and out of school activities and workshops will broaden pupils' experiences. This will include theatre groups and other organisations coming into school to deliver sessions. It will also include the opportunity for pupils to go out of school into the wider community and visit places of interest which may inspire them. These experiences will allow pupils to improve their creativity and imagination when writing as they will have a wider bank of experiences to call upon.</p>	<p>End of KS2 Writing Results:</p> <ul style="list-style-type: none"> <li>• 78% of pupils reached at least the Expected Standard (the same as the national average)</li> <li>• 12% of pupils reached the Higher Standard (2% more than the previous academic year)</li> <li>• 85% of Disadvantaged pupils reached the Expected Standard (7% higher than the previous academic year, 13% higher than Non-Disadvantaged pupils in school, 17% higher than the national Disadvantaged average and 2% higher than the national Non-Disadvantaged average).</li> <li>• Disadvantaged pupils' progress score was -0.62 (the same as Non-Disadvantaged pupils)</li> </ul> <p>Whole school Writing results:</p> <ul style="list-style-type: none"> <li>• 29% of Disadvantaged pupils in Year 3 reached the Expected Standard at the end of the academic year, compared to 47% of all pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• The school is fully aware that a good number of our pupils do not have a rich set of experiences to draw upon during creative tasks. This is a result of living in one of the most deprived wards in the country.</li> <li>• It is therefore crucial that the school provides as many curricular and extra-curricular opportunities as possible for all of our pupils.</li> <li>• Each year group went on several 'off-site' trips during the academic year:</li> <li>• Year 3- Think Tank, Conkers, St Andrew's Church and Handsworth Park</li> <li>• Year 4- Soho House, Dudley Zoo, Balaji Temple, Handsworth Fire Station and Handsworth walk</li> <li>• Year 5- Stratford-upon-Avon and Duckworth Trust &amp; Worcester Cathedral</li> <li>• Year 6- The Black Country Museum and Drayton Manor</li> <li>• These enriching visits will continue to be evaluated on a yearly basis, with at least 2 trips provided for each year group.</li> <li>• A healthy number of other curricular opportunities are also provided for pupils:</li> </ul>	<p>£54,000</p>

	<p>A 'Forest School' has been set up in the school's newly acquired nature area. A member of staff has received full training around 'Forest Schools', including First Aid training. One year group will be selected to take part and each week pupils from each class in that year group will have access to outdoor learning through Forest School.</p> <p>A range of Out of Hours clubs will be provided for pupils, including sports clubs, a breakfast clubs and clubs which enhance academic learning. These will run before school, at lunchtimes and after school.</p>	<ul style="list-style-type: none"> <li>• 84% of Disadvantaged pupils in Year 4 reached the Expected Standard at the end of the academic year, compared to 79% of all pupils.</li> <li>• 68% of Disadvantaged pupils in Year 5 reached the Expected Standard at the end of the academic year, compared to 67% of all pupils.</li> <li>• A wide range of Out of Hours learning opportunities were put on for pupils in the previous academic year.</li> <li>• These ranged from sport clubs, including Football, Dance and Boxercise, music clubs including Brass Band, Violin and Choir and more academic clubs including DT, Computing and Art.</li> <li>• There was a 6% increase in the number of pupils who took part in extra-curricular clubs from the previous academic year.</li> <li>• A morning Breakfast Club is available to all pupils.</li> <li>• The clubs have developed pupil confidence in different areas and given them an opportunity to extend their learning outside the classroom.</li> <li>• Forest School has been timetabled in Year 5, with pupils attending sessions on rota basis- half of each class attend in Week 1, with the other half in Week 2 and so on.</li> <li>• Pupils have a broader understanding of outdoor learning including survival skills, identification of different plants and animals, woodwork, gardening and construction.</li> </ul>	<ul style="list-style-type: none"> <li>• Saturday Masterclasses in conjunction with KEFW and the Handsworth Association- Maths (Year 4 &amp; 5)</li> <li>• Arty-Facts Theatre Company- 'The Time Capsule' performance (whole school)</li> <li>• Maths competition at KES (Year 4 &amp; 5)</li> <li>• Children in Need Talent competition (whole school)</li> <li>• Christmas Carol Concert (whole school)</li> <li>• Staff Pantomime (whole school)</li> <li>• LittleHist Quiz, KEVICHB (Year 6)</li> <li>• Christmas Science Quiz, KES (Year 4 &amp; 5)</li> <li>• Young People's Parliament, HAOS (Year 5 &amp; 6)</li> <li>• Winter Reads Competition and trip, Handsworth Library (whole school)</li> <li>• Science Day workshops (whole school)</li> <li>• Anti-Gang workshops with PC Pedley (Year 6)</li> <li>• 'Thorgill the Viking' workshop (Year 4)</li> <li>• Egyptian Music and Dance workshops (Year 3)</li> <li>• Spanish workshops (Year 5)</li> <li>• 'Put that Light Out' theatre performance (Year 6)</li> <li>• Comic Relief activities (whole school)</li> <li>• Egg-rolling competition (whole school)</li> <li>• KEVICHB UK Maths Competition (Year 4)</li> <li>• Maths Olympiad at Grove School (Year 5)</li> <li>• Chess competition, KES (Year 4, 5 &amp; 6)</li> <li>• World Book Day activities (whole school)</li> <li>• Summer School at KES (Year 4)</li> <li>• Life Education Caravan (whole school)</li> <li>• The school will continue to provide good quality curriculum enrichment opportunities in the coming academic year.</li> <li>• All pupils thoroughly enjoyed their 'Forest School' sessions.</li> <li>• The current structure of Forest School has worked well and will continue in the next academic year. It will also be widened to incorporate pupils in Reception.</li> </ul>	
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Improved absence rate for Disadvantaged pupils	Pastoral Manager will be given dedicated time (2 hours per week) each week to monitor and follow up absences. She will work closely with a member of the office staff to identify pupils whose absence is a concern.	<ul style="list-style-type: none"> <li>The Disadvantaged attendance data is 95.7%, which is a 0.4% drop from the previous academic year, but which is 2.9% higher than the national average for Disadvantaged pupils.</li> <li>The gap between the Disadvantaged pupils' attendance and the attendance of all pupils was 0.4%, with all pupils having an attendance figure of 96.1%.</li> </ul>	<ul style="list-style-type: none"> <li>This strategy to improve attendance has been successful and will therefore be continued in the next academic year.</li> <li>The Pastoral Manager will be given one hour per day to monitor and follow up attendance due to the increased size of the school.</li> <li>Fast Track procedures are used effectively when attendance is flagged up as a concern with individual pupils, with Disadvantaged pupils a priority.</li> <li>Additionally, end of year prizes are given out to pupil with 100% attendance over the course of the academic year, which will be changed to termly.</li> <li>Weekly attendance winners are allowed to use the Outdoor Gym equipment on Friday break and lunchtimes.</li> </ul>	£19,000
Increased well-being and physical fitness	<p>A 'Forest School' has been set up in the school's newly acquired nature area. A member of staff has received full training around 'Forest Schools', including First Aid training. One year group will be selected to take part and each week pupils from each class in that year group will have access to outdoor learning through Forest School.</p> <p>A range of Out of Hours clubs will be provided for pupils, including sports clubs,</p>	<ul style="list-style-type: none"> <li>Forest School has been timetabled in Year 5, with pupils attending sessions on rota basis- half of each class attend in Week 1, with the other half in Week 2 and so on.</li> <li>Pupils have a broader understanding of outdoor learning including survival skills, identification of different plants and animals, woodwork, gardening and construction.</li> <li>A wide range of Out of Hours learning opportunities were put on for pupils in the previous academic year.</li> <li>These ranged from sport clubs, including Football, Dance and Boxercise to music clubs including Brass Band, Violin and Choir.</li> <li>There was a 6% increase in the number of pupils who took part in extra-curricular clubs from the previous academic year.</li> </ul>	<ul style="list-style-type: none"> <li>All pupils thoroughly enjoyed their 'Forest School' sessions.</li> <li>The current structure of Forest School has worked well and will continue in the next academic year. It will also be widened to incorporate pupils in Reception.</li> <li>The range of Out of Hours learning in place is wide-ranging and it is hoped the same variety will be on offer in the next academic year.</li> </ul>	£26,000

	<p>a breakfast clubs and clubs which enhance academic learning. These will run before school, at lunchtimes and after school.</p>	<ul style="list-style-type: none"><li>• A morning Breakfast Club is available to all pupils.</li><li>• The clubs have developed pupil confidence in different areas and given them an opportunity to extend their learning outside the classroom.</li><li>• An outdoor learning day was run for each year group, with appropriate resources sourced.</li></ul>		
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## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)