

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The evaluation of the pupil premium strategy for the 2022 to 2023 academic year has demonstrated improvements in the outcomes for disadvantaged pupils. Through our targeted interventions, tutoring and additional data informed support programmes, these pupils have shown enhanced academic progress across key subjects. Their performance has been assessed both internally and externally through a robust quality assurance cycle which has included regular progress monitoring, formative assessments, and standardised tests, which have indicated notable advancements in their learning achievements. The implementation of tailored support programmes and close monitoring of individual progress have been instrumental in ensuring the success of the pupil premium strategy in narrowing the attainment gap and fostering inclusive educational practices.

The analysis of data from the standardised administered tests, alongside diagnostic assessments, highlights the ongoing positive progress achieved by this cohort of pupils in the areas of reading, writing, and mathematics. Results from the tests consistently reflect the dedication and effort demonstrated by the children, further evidencing the progress in their skills. The data reveals a trajectory of growth post-academisation, indicating a solid grasp of key concepts and competencies within the three core subjects. This progress not only demonstrates the pupils' academic development but also underscores the effectiveness of the teaching methodologies and support systems in place. Through continued monitoring and tailored interventions, Wallbrook pupils are picking up pace academically and are well positioned for further success in their educational journey.

The analysis of our test data reveals a promising trend in educational outcomes, there has been an increase of 8% in the number of children within Early Years who have successfully acquired a Good Level of Development (GLD). This achievement signifies positive progress in the developmental milestones of our young learners, reflecting the effectiveness of our educational approaches in nurturing holistic growth.

Furthermore, the data indicates a significant improvement in Year 1 pupils, with a notable 26% increase in the number of pupils who have successfully passed the phonics screening check. This substantial rise highlights the dedication of staff and pupils towards enhancing early literacy skills, critical for laying a strong foundation for academic success.

It is evident that there have been continuous improvements in the levels of regular school attendance across all year groups. This positive trend is particularly notable in the reduction of children previously identified as persistently absent, resulting in a significant impact on their overall development, attainment, and progress.

The improvements in pupils' behaviours have played a crucial role in fostering greater levels of engagement across all aspects of learning. This shift towards positive conduct is increasingly reflected in the improved pupil outcomes observed. Pupils are demonstrating an increase in both enthusiasm and motivation for learning, leading to enhanced educational achievements.

Through targeted interventions and a holistic approach to pupil well-being, the school has successfully created a conducive environment for progress, growth and personal development.

Attendance data for pupils identified as pupil premium reveals promising improvements across multiple year groups. In Year 1, attendance rates saw a commendable increase of 9%, Year 3 also witnessed progress, with attendance figures rising by 3%, indicating a growing commitment to education among this cohort.

Similarly, Year 4 experienced a notable improvement of 5% in attendance rates, Additionally, Year 5 demonstrated a positive trend with attendance improving by 3.1%, Year 6 also displayed progress, with attendance levels increasing by 2.2%, reinforcing the importance of targeted interventions and support for this group.

These encouraging results underscore the effectiveness of tailored strategies and interventions used in promoting regular attendance and engagement among pupil premium pupils.

The progress seen in both attendance rates and behavioural patterns highlights the importance of a supportive educational environment in nurturing pupils to reach their full potential. The positive trajectory witnessed in the data reinforces the commitment to continued improvement.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Wellcomm	GL Assessment
NELI	Nuffield
Online Rocket Phonics	Rising Stars – Hodder
Lexia Core 5 Reading	Lexia
My Maths	Oxfordshire University Press
CEM	Cambridge
NTS	Rising Stars Assessments
Times Table Rockstars	TTRS
Purple Mash	Purple Mash
Mathletics	Mathletics

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Activity in this academic year





This details how we intend to spend our pupil premium (and recovery premium funding)



this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £85,551.00

Activity	Evidence that supports this approach	Challenge number(s) addressed	RAG
Additional classroom- based staff	Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. Making Best Use of Teaching Assistants EEF	1,2,3,4,8	
Purchase of CEM and other standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1,2,4,5,8	




<p>Improve and maintain provision for the 'most' disadvantaged children, for example, through integrating the use of the Birmingham Hippodrome and Birmingham Conservatoire into the curriculum, as well as utilising and increasing engagement through the passport to success programme.</p> <p>Reduce barriers for attending extra- curricular activities to improve academic progress and also promote cultural capital.</p>	<p>NFER report: Promote an ethos to succeed, focus on high quality teaching. Have clear, responsive leadership: setting ever higher aspirations and devolving responsibility for raising attainment to all staff, rather than accepting low aspirations and variable performance.</p> <p>Studies by EEF: Arts participation (+2months), behaviour interventions (+3months), sports participation (+2months) and holiday schools/activities (+2 months)</p>	<p>2,3,6,7,8</p>	
<p>Further develop and embedded in class approaches to the development of communication and language and early reading skills.</p>	<p>Numerous EEF reports highlight the need for taking a balanced approach to the development of early reading and the impact this can have on pupil outcomes.</p> <p>Communication and language approaches (+6 months), Phonics (+5 months), Reading and comprehension strategies (+6 months), Oral language intervention (+6 months).</p>	<p>1,2,3,5,6,8</p>	
<p>Development of mathematics teaching in line with DfE and EEF guidance. Trust expert support and NCETM trained leads has been given to develop Maths leads and 4 teachers.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p>	<p>3,4,6,7,8</p>	
<p>Further develop curriculum provision so that it supports resilience and the development of pupil wellbeing strategies</p>	<p>Explicitly teaching and building opportunities for social and emotional learning through broader curriculum is highlighted by the EEF</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>3,6,7,8</p>	

<p>Provide targeted staff CPD to ensure quality first teaching</p>	<p>Systematically and strategically implementing staff CPD improves the pedagogy and rates of attainment for learners.</p> <p>Characteristics of Effective Teacher Professional Development EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4,8</p>	
<p>Contingency fund to ensure we can develop approaches that effectively respond to additional challenges as they arise</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>	

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £51390.93



Activity	Evidence that supports this approach	Challenge number(s) addressed	RAG
<p>Inclusion support: Provide additional support for PP children who are SEN or at risk of exclusion and work alongside SLT /staff to improve outcomes</p>	<p>NFER report: Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments.</p> <p>Studies by the EEF: Social and emotional support (+4months), behaviour interventions (+3months).</p>	<p>1,2,3,4,6,8</p>	<p style="background-color: green; color: white; text-align: center;">RAG</p>
<p>Provide targeted support in early reading development, including additional phonics, developing wider reading strategies and supporting reading at home.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Numerous EEF reports highlight the need for taking a balanced approach to the development of early reading and the impact this can have on pupil outcomes.</p> <p>Speech and language approaches (+6 months), Phonics (+5 months), Reading and comprehension strategies (+6 months), Oral language intervention (+6 months).</p>	<p>1,2,3,6,7,8</p>	<p style="background-color: green; color: white; text-align: center;">RAG</p>

<p>Implement a maths based intervention with a focus on early number skills, including small group tuition in maths</p>	<p>EEF research in structured interventions indicate high efficacy if a number of criterion are met. Recommendations 5 and 6: unpacking the evidence EEF (educationendowmentfoundation.org.uk)</p>	<p>3,4,6,7,8</p>	
<p>Embed and evaluate a communication and language intervention</p>	<p>EEF report into developing pupil communication and language skills indicates high impact on pupil outcomes. Communication and language approaches EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,6,7,8</p>	
<p>Engage with, and go beyond, the National Tutoring Programme to ensure that our pupils in most need of lost learning catch-up regularly access online tuition, alongside a programme of mentoring.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,4</p>	

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £58,284.07

Activity	Evidence that supports this approach	Challenge number(s) addressed	RAG
Improving access to ICT/technology in order to support home learning	Studies by EEF: Use of technology (+4months), Collaborative working (+5months).	1,2,4,5	Green
Remove financial barriers to educational and aspirational experiences by subsidising associated costs where appropriate.	Studies indicate the positive impact of curriculum and wider school enrichment activity on pupil outcomes. Enrichment Theory, Research and Practice: (PDF) Enrichment Theory, Research, and Practice (researchgate.net)	2,3,6	Green
Promoting and maintaining the high value placed on regular school attendance	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Working together to improve school attendance - GOV.UK (www.gov.uk)	3,7,8	Yellow
Develop a mentoring provision to support children with acute SEMH needs	EEF report highlights the need to provide additional support for children who have possible SEMH needs. Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)	3,7,8	Yellow

<p>Provide a free breakfast provision for disadvantaged pupils</p>	<p>Research indicates that providing pupils with a breakfast has a direct impact on outcomes in reading, writing and maths. EEF statement: re-publication of the evaluation of school... EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4,7,8</p>	
<p>Support for families aiming to develop their parenting skills and/or further engage with their child's learning.</p>	<p>Supporting the families of our pupils on their parenting journeys will have a significant impact on the lives of our pupils. EEF report indicates that parental engagement has an impact of +4 months Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,4,5</p>	

Total budgeted cost: £195,226.00

