

Adderlane Academy Pupil Premium Strategy Statement – Sept 2018-2019

1. SUMMARY INFORMATION					
School	Adderlane Academy				
Academic Year	2018/19	Total PP Budget	£50,460	Date of most recent PP Review	July 2017
Total number of pupils	114	Number of pupils eligible	39	Date of next internal review of this strategy	July 2019

2. CURRENT ATTAINMENT		
(Class of 2018)	Pupils eligible for PP (School) GDS* Average of all PP across school	National Average (ALL) GDS*
% Achieving in reading, writing and maths	58% 20%*	61% 9%*
% Achieving in reading	75% 20%*	75% 26%*
% Achieving in writing	75% 20%*	70% 16%*
% Achieving in maths	73% 23%*	76% 22%*

3. Barriers to future attainment (for pupils eligible for PP, including high prior attainment)	
IN SCHOOL BARRIERS (Issues to be addressed in school)	
A.	Oral language skills on entry into EYFS are lower, especially for pupils eligible for PP. This slows reading and writing progress in subsequent years.
B.	Pockets of pupil premium children are not at the expected standard in R, W and M. Particularly in Year 1 writing, Year 2 all subjects and all subjects in Year 3.
C.	The quality of teaching remains a key focus with recently qualified staff and new leadership subject to induction support and coaching
D.	Attainment in terms of achieving Greater Depth of some groups of pp pupils across the school are lower than their peers nationally particularly in Yr1, Yr 2, Yr 3 and Yr 4
EXTERNAL BARRIERS (issues which also require action outside of school)	
E.	Attendance rates for pupils eligible for PP are 94.83% with a PA of 14% (6 chn) This reduces their school hours and causes them to fall behind.
F.	Limited parental support with reading and homework for particular children. This slows reading and writing progress.
G.	Some pupils come to school hungry and ill prepared for the day. This slows progress and impacts on levels of concentration, especially in the morning.

4. DESIRED OUTCOMES:		
	Desired Outcomes and how they will be measured:	Success criteria:
A.	Improve outcomes for pupils in Reception, speaking, listening and understanding.	Improved GLD score for pupils exiting EYFS in July 2019 Improved CLL scores for pupils eligible for PP in July 2019.
B.	Higher % of PP pupils achieving an expected level in R, W and M	Intervention to ensure achievement of PP children is equal in all subjects
C.	Triangulated monitoring demonstrates that more teaching is judged as consistently good or better.	Teaching profile, based on triangulated monitoring, improves to 100% consistently good or better.
D.	Accelerated rates of progress for low/ high prior attainment pupils eligible for PP so that more meet the expected standard in every year group.	Low/ high attaining group in every year group make better in year progress (3 steps) with more making accelerated and meeting the expected standard.
E.	Attendance rates for pupils eligible for PP improve resulting in academic	2017/18 attendances for pupils eligible for PP was 94.83%. In 2018/19 academic year

	outcomes improving.	this will improve.
F.	Improved % of pupils reading at home, and in school to improve outcomes in reading.	Improved reading and writing exit data in all year groups for pupils eligible for PP.
G.	Improve pupil well-being and ensure they have all requirements to access learning at all times	Improved concentration in lessons Improved behaviour for learning evidenced through lesson observations. Self-regulation techniques being used well across the school

1. Review of expenditure				
Previous Academic Year		Total allocation in 2017-2018 £45,840		
i. Quality of teaching for all				
Action	Intended outcome	Actual impact:	Lessons learned	Cost
<ul style="list-style-type: none"> • Reading comprehension Review • Accelerated Reader • Literacy Shed • Vipers • Cracking Comprehension • Reading eggs • Monitor the implementation of Read Write Inc Subscriptions 	To improve the quality of teaching, intervention and monitoring, so that the gaps in progress and attainment in reading and writing between the school's disadvantaged and others nationally are reduced by 10%.	<p>Year 1 Phonics 2018 PP 91% Non PP 100% (10%) per PP child</p> <p>Year 1 Reading PP 70%/NPP 100%</p> <p>Year 1 Writing PP 70%/NPP 100% (10%) per PP child</p> <p>Year 2 Reading PP 80%/NPP 78%</p> <p>Year 2 Writing PP 80%/NPP 89% (25%) per PP child</p> <p>Year 3 Reading PP 75%/NPP 93%</p> <p>Year 3 Writing PP 75%/NPP 86% (20%) per PP child</p> <p>Year 4 Reading PP 60%/NPP 91%</p> <p>Year 4 Writing PP 80%/NPP 91%</p>	<p>30% gap in Year 1 to address 2018/2019</p> <p>Year 2 PP children outperforming NPP in Reading</p> <p>Year 3 gap of 11%-18%</p> <p>Year 4 gap of 21%-31%</p> <p>One child can be worth as much as 25% in a small cohort.</p>	AR £1073, Literacy Shed £30, Vipers £20, Purchase of books £1200, Cracking Comprehension £300 and RWI training and subscriptions £293.75
<ul style="list-style-type: none"> • Robust monitoring calendar • Mentoring of new leaders • Teaching is accurately informed by assessment • Leaders to accurately recognise progress in books • Effective Pupil progress meetings • Monitor Inspire Maths any invoices for Adderlane resources training • Hold and monitor impact of Parent workshops 	To improve the quality of teaching, intervention and monitoring, so that the gaps in progress and attainment in maths between the school's disadvantaged and others nationally are reduced by 10%.	<p>Maths results</p> <p>Year 1 Maths PP 70%/NPP 100%</p> <p>Year 2 Maths PP 75%/NPP 85%</p> <p>Year 3 Maths PP 75%/NPP 86%</p> <p>Year 4 Maths PP 60%/NPP 82%</p>	One child can be worth as much as 25% in a small cohort.	<p>Inspire Maths training £1200</p> <p>Maths and Parent workshops £100</p> <p>Leadership development £3000</p>
ii. Targeted support				

Action	Intended outcome	Actual impact:	Lessons learned	Cost
<ul style="list-style-type: none"> • Attendance awards • Attendance review and support meetings with pupils of PA children • Rigorous challenge to absence using Scholarpack as our main resource 	<p>To improve the attendance rate of PP children by 2% from the 2016/17 figure of 94% to at least 96% in 2017/18, so the attendance rate of PP children is the same as or exceeds others nationally.</p> <p>To ensure the percentage of PP and non PP children with an attendance rate of below 90% (new PA figure) remains below 2%.</p>	<p>PP 94.92% Non PP 96.07%</p> <p>EYFS PP 93.74/Non PP 93.15</p> <p>Year 1 PP 93.96/ Non PP 97.10</p> <p>Year 2 PP 96.71/ Non PP 97.56</p> <p>Year 3 PP 98.55/ Non PP 97.88</p> <p>Year 4 PP 94.88/ Non PP 95.10</p>	<p>Holidays during term time continue to be an issue</p>	<p>Attendance awards £500</p>

<ul style="list-style-type: none"> • EYFS team benefit from strong leadership of new EYFS lead • Embed Launchpad to Literacy • Further analyse the impact of RWI in EYs • Communicate importance of Nursery attendance to parents 	<p>The 2018 GLD PP target is 50 %.</p>	<p>GLD of 71% achieved</p> <p>PP= 55% NON PP = 83%. GAP 28% (2017 GAP = 31%) Reduction in the gap</p>							
iii. Other approaches					Action	Intended outcome	Actual impact:	Lessons learned	Cost
Action	Intended outcome	Actual impact:	Lessons learned	Cost					

<ul style="list-style-type: none"> • Weekly celebration parent assemblies • Provision of a range of after school clubs • Curriculum that is creative and engages all children • Improve communication skills by embedding Launchpad to Literacy • Interschool competitions • Secure access to visits, clubs and breakfast club provision by removing any financial barriers 	<p>To encourage PP children and their parents to have very high aspirations and ensure the most able are all working above age related expectations</p>	<p>Sign in sheets for parent assemblies evidence strong attendance.</p> <p>Attendance at after school clubs that include a variety of creative, dance and sports clubs remains high.</p> <p>Curriculum developed to match the needs of our children including focus on Communication skills, problem solving, reasoning skills and preparation for our children to be kind and respectful citizens in the future</p>	<p>Consideration of timetable allocation moving forward</p>	<p>After school club £2000</p> <p>Breakfast club £2000</p> <p>School visits £200 to back fill</p> <p>Launchpad to Literacy training and resourcing/Access to SALT £500</p> <p>TA-£25 972 per year x 3</p> <p>Inter school competitions £1000</p>
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2. PLANNED EXPENDITURE FOR 2018/2019					
i) QUALITY OF TEACHING FOR ALL					
Desired Outcomes	Chosen action/ approach	Evidence and rational for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation? Cost?
<p>B: Higher % of PP pupils achieving an expected level in R, W and M</p> <p>C: Triangulated monitoring demonstrates that more teaching is judged as consistently good or better.</p> <p>D: Accelerated rates of progress for low/ high prior attainment pupils eligible for PP so that more meet the expected standard in every year group.</p>	<ul style="list-style-type: none"> Embed and monitor Wise approach to Maths Embed Accelerated reader and Star reader Maths lead engaged with maths hub mastery project Implementation of Talk for Writing Implementation of Destination Reader (Wise Reader) Targets set with all staff for end of year desired outcomes with intervention planned (for expected and greater depth) 	<ul style="list-style-type: none"> Maths Mastery approach evidences increase in attainment https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/ Focus on reading comprehension to accelerate progress https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/ Our data tells us that our Pupil Premium children in the following classes and subjects evidence a gap between themselves and their non-disadvantaged peers. Please note a PP child can be the equivalent of as much as 25% in our small cohorts Year 1 Reading/Writing/Maths PP 70%/NPP 100% Year 2 Writing PP 80%/NPP 89% Year 2 Maths PP 75%/NPP 85% Year 3 Reading PP 75%/NPP 93% Year 3 Writing/Maths PP 75%/NPP 86% Year 4 Reading PP 60%/NPP 91% Year 4 Writing PP 80%/NPP 91% Year 4 Maths PP 60%/NPP 82% 	<ul style="list-style-type: none"> Ongoing CPD throughout the year for projects including AR, SR and Wise Reader Yearly MAT assessment cycle in place with termly pupil progress meetings MAT moderation taking place half termly Pupil progress meetings to ensure timely and effective intervention for children at risk of falling behind 	<p>HT</p> <p>SLT</p>	<p>Start Sept 18 – July 19</p> <p>Dec 18, March 19, July 19</p> <p>Costs</p> <p>Inspire Maths-£400</p> <p>Accelerated Reader-£1073</p> <p>Reading books-£510</p> <p>Talk for Writing training</p> <p>Wise Reader-resources and training</p>
<p>A: Improve outcomes for pupils in Reception,</p>	<ul style="list-style-type: none"> Engagement with Kirsty Page (SALT) and Launchpad to 	<ul style="list-style-type: none"> Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the 	<ul style="list-style-type: none"> Ongoing CPD throughout 	<p>HT</p> <p>EYFS</p>	<p>Start Sept 18 – July 19</p>

<p>especially in CLL – speaking, listening and understanding</p>	<p>literacy document to provide further intervention and support across foundation stage</p>	<p>idea that children’s language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/communication-and-language-approaches/</p> <ul style="list-style-type: none"> We have an end of year targets in Reception of Reading 79%, Writing 74%, Number 79% and CLL 84%. Overall GLD of 75%, National 2018 71% and LA 2018 75%. Those children who are identified as PP are generally outperforming, or are predicted to outperform, the children who are identified as non-PP. The prediction for GLD 2019 is 75%. 86% of PP children (6 out of 7) to expected to achieve GLD whereas 69% of non-PP children (9 out of 13) are expected to achieve GLD. All PP children attended our Nursery setting and therefore accessed quality provision and teaching with a focus on accelerating learning, particularly in the prime areas. Of those 7 children, 5 entered Nursery in line and 2 entered below. For end of Reception, 2 PP children are expected to exceed and 4 PP children are predicted to achieve expected. 	<p>the year for Launchpad to Literacy</p> <ul style="list-style-type: none"> Yearly MAT assessment cycle in place with termly pupil progress meetings MAT moderation taking place half termly SEN reviews planned termly with all staff with consideration of a success against NHS speech therapy plans SEN graduated response in place 	<p>lead EXFS Lead Trust Speech and language consultant</p>	<p>Dec 18, March 19, July 19</p> <p>Costs</p> <p>SALT- £1000 TA-£25 972</p>
<p>b: Higher % of PP pupils achieving an expected level in R, W and M C: Triangulated monitoring demonstrates that more teaching is judged as consistently good or better.</p>	<ul style="list-style-type: none"> Marking and presentation policy with clear guidelines for staff to maximise feedback to pupils 	<ul style="list-style-type: none"> EEF Toolkit suggest high quality feedback is an effective way to improve attainment and it is suitable as an approach that we can embed across the school https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/ We have found small class sizes to be beneficial in the past in terms of the children accessing quality First teaching, allowing children to have the access to high 	<ul style="list-style-type: none"> School monitoring calendar with regular book scrutiny and book sharing that includes all staff MAT moderation taking place 	<p>HT SLT</p>	<p>Termly</p> <p>Costs</p> <p>Small class sizes generated by the addition of a M1 teacher-£29 738 TA-£25 972</p>

D: Accelerated rates of progress for low/ high prior attainment pupils eligible for PP so that more meet the expected standard in every year group.		quality feedback during the lesson	half termly		
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ii) TARGETED SUPPORT					
Desired Outcomes	Chosen action/ approach	Evidence and rational for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation? Cost?
D: Accelerated rates of progress for low/ high prior attainment pupils eligible for PP so that more meet the expected standard in every year group.	<ul style="list-style-type: none"> • SENCO and class teachers to closely monitor our SEN/PP children as a target group • Nurture group and Launchpad to Literacy groups to include our most vulnerable pupils 	<ul style="list-style-type: none"> • We recognise that for a smaller proportion of our Pupil Premium children <i>disadvantage</i> isn't the only barrier they face. For around 3.51% of our pupils they also face barriers in relation to SEN and also attendance of below 96%. This small group of children face the additional barrier of having communication difficulties and need an additional team around them. This team includes outside agencies including the NHS Speech and Language team who provide us with additional support and guidance which complements our existing Launchpad to Literacy activities. 	<ul style="list-style-type: none"> • Regular SEN reviews • Half termly evaluation of provision in Nurture and Launchpad groups • Graded response in place from SENDCO to inform decision making • Whole school staff awareness around these children who are our most vulnerable 	SENDCO Class teachers and Lunchtime Care assistants	Start Sept 18 – July 19 Dec 18, March 19, July 19 Costs TA-£25 972 Launchpad to Literacy resources-£500
E: Attendance rates for pupils eligible for PP improve resulting in academic outcomes improving.	<ul style="list-style-type: none"> • Timetable of challenge and reward to ensure attendance rates for PP children improves • Challenge to include letters to parents, interviews with parents and issue of fines if 	<ul style="list-style-type: none"> • Attendance rates for pupils eligible for PP is 94.83% with a PA of 14% (6 chn) This reduces their school hours and causes them to fall behind. 	<ul style="list-style-type: none"> • Weekly review of attendance including particular focus on vulnerable groups • Track individuals using Scholarpack 	HT Office staff Class teachers	Start Sept 18 – July 19 Dec 18, March 19, July 19 Costs Attendance awards £500

	necessary				
				Cost	Attendance awards-£500
F: Improved % of pupils reading at home, and in school to improve outcomes in reading.	<ul style="list-style-type: none"> Monitor the return of Reading record books-contact parents when not returned and ask to bring to school 	<ul style="list-style-type: none"> Limited parental support with reading and homework for particular children. This slows reading and writing progress https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-primary/ 	<ul style="list-style-type: none"> Monitor in class return of Reading record book, completion of homework both online and in paper form Homework club to ensure that all children have the same opportunity to access homework and time to read 	Class teachers HT	Start Sept 18 – July 19 Dec 18, March 19, July 19 Costs Reading eggs £510 Phonic workshops-£100 Reading record books-£80

iii) OTHER APPROACHES					
Desired Outcomes	Chosen action/ approach	Evidence and rational for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation? Cost?
G:Improve pupil well-being and ensure they have all requirements to access learning at all times	<ul style="list-style-type: none"> Daily breakfast club offered and managed by lunchtime supervisor. Daily <i>This and That club</i> 3-4pm Introduction of a robust PSHE curriculum Ensure financial barriers are removed in terms of pupils accessing clubs and visits 	<ul style="list-style-type: none"> Extending the school day via a breakfast club has been proven to offer wider benefits for low-income students, such as increased attendance at school, improved behaviour, and better relationships with peers. <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/extending-school-time/</p> <ul style="list-style-type: none"> External review highlighted the importance of a PSHE curriculum which equips our children for the community they live in 	<ul style="list-style-type: none"> HT– monitors and mentors breakfast club supervisor where necessary Monitor the implementation and impact of PSHE curriculum by considering evidence in floor books, lessons and children’s behaviour around school Record attendance at all clubs and visits to ensure financial barriers are removed 	<p>HT</p> <p>Office staff for club registers</p> <p>Class teachers who run (This and that club)</p> <p>Breakfast club staff</p>	<p>Termly register</p> <p>Termly scrutiny of lessons and floor books for PSHE</p> <p>Termly data analysis to measure performance of our most vulnerable pupils</p> <p>Costs</p> <p>Breakfast club</p> <p>This and That club (after school provision) staffing-£3000</p>