

## Adderlane Academy Pupil Premium Strategy Statement – Sept 2018-2019

1. SUMMARY INFORMATION					
School	Adderlane Academy				
Academic Year	2018/19	Total PP Budget	£55,620	Date of most recent PP Review	July 2017
Total number of pupils	114	Number of pupils eligible	46	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% <b>20%*</b>	61% 9%*
% Achieving in reading	75% <b>20%*</b>	75% 26%*
% Achieving in writing	75% <b>20%*</b>	70% 16%*
% Achieving in maths	73% <b>23%*</b>	76% 22%*

3. Barriers to future attainment (for pupils eligible for PP, including high prior attainment)	
<b>IN SCHOOL BARRIERS (Issues to be addressed in school)</b>	
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 in some areas
D.	Attainment in terms of achieving Greater Depth of some groups of PP pupils across the school are lower than their peers nationally in Yr1, Yr 2, Yr 3 and Yr 4
<b>EXTERNAL BARRIERS (issues which also require action outside of school)</b>	
E.	Attendance rates for pupils eligible for PP are 94.83% with a PA of 14% (6 chn) in 2017/2018. 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 in 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 outcomes improving.	2017/18 attendances for pupils eligible for PP was 94.83%. In 2018/19 academic year 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

2.	<b>PLANNED EXPENDITURE FOR 2018/2019</b>				
	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"> <li>Embed and monitor Wise approach to Maths</li> <li>Embed Accelerated reader and Star reader</li> <li>Maths lead engaged with maths hub mastery project</li> <li>Implementation of Talk for Writing</li> <li>Implementation of Destination Reader (Wise Reader)</li> <li>Targets set with all staff for end of year desired outcomes with intervention planned (for</li> </ul>	<ul style="list-style-type: none"> <li>Maths Mastery approach evidences increase in attainment <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/</a></li> <li>Focus on reading comprehension to accelerate progress <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</a></li> <li>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</li> <li>Year 1 Reading/Writing/Maths PP 70%/NPP 100%</li> <li>Year 2 Writing PP 80%/NPP 89%</li> <li>Year 2 Maths PP 75%/NPP 85%</li> <li>Year 3 Reading PP 75%/NPP 93%</li> <li>Year 3 Writing/Maths PP 75%/NPP 86%</li> <li>Year 4 Reading PP 60%/NPP 91%</li> <li>Year 4 Writing PP 80%/NPP 91%</li> <li>Year 4 Maths PP 60%/NPP 82%</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing CPD throughout the year for projects including AR, SR and Wise Reader</li> <li>Yearly MAT assessment cycle in place with termly pupil progress meetings</li> <li>MAT moderation taking place half termly</li> <li>Pupil progress meetings to ensure timely and effective intervention for children</li> </ul>	<p>HT</p> <p>SLT</p>	<p>Start Sept 18 – July 19</p> <p>Dec 18, March 19, July 19</p> <p><b>Costs</b></p> <p>Teaching assistant</p> <p>Small class sizes generated by the addition of a M1 teacher</p>

	expected and greater depth)		at risk of falling behind		
A: Improve outcomes for pupils in Reception, especially in CLL – speaking, listening and understanding	<ul style="list-style-type: none"> <li>Engagement with Kirsty Page (SALT) and Launchpad to literacy document to provide further intervention and support across foundation stage</li> </ul>	<ul style="list-style-type: none"> <li>Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children’s language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/communication-and-language-approaches/">https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/communication-and-language-approaches/</a></li> <li>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%.</li> <li>Those children who are identified as PP are generally outperforming, or are predicted to outperform, the children who are identified as non-PP.</li> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing CPD throughout the year for Launchpad to Literacy</li> <li>Yearly MAT assessment cycle in place with termly pupil progress meetings</li> <li>MAT moderation taking place half termly</li> <li>SEN reviews planned termly with all staff with consideration of a success against NHS speech therapy plans</li> <li>SEN graduated response in place</li> </ul>	HT EYFS lead EXFS Lead Trust Speech and language consultant	Start Sept 18 – July 19 Dec 18, March 19, July 19
B: Higher % of PP pupils achieving an	<ul style="list-style-type: none"> <li>Marking and presentation</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>School monitoring</li> </ul>	HT SLT	Termly

<p>expected level in R, W and M  C: Triangulated monitoring demonstrates that more teaching is judged as 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.</p>	<p>policy with clear guidelines for staff to maximise feedback to pupils</p>	<p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/</a></p> <ul style="list-style-type: none"> <li>• 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 quality feedback during the lesson</li> </ul>	<p>calendar with regular book scrutiny and book sharing that includes all staff</p> <ul style="list-style-type: none"> <li>• MAT moderation taking place half termly</li> </ul>		
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**Total costs £49,927**

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"> <li>• SENCO and class teachers to closely monitor our SEN/PP children as a target group</li> <li>• Nurture group and Launchpad to Literacy groups to include our most vulnerable pupils</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular SEN reviews</li> <li>• Half termly evaluation of provision in Nurture and Launchpad groups</li> <li>• Graded response in place from SENDCO to inform decision making</li> <li>• Whole school staff awareness around these children who are our most vulnerable</li> </ul>	SENDCO  Class teachers and Lunchtime Care assistants	Start Sept 18 – July 19  Dec 18, March 19, July 19  <b>Costs</b> Launchpad to Literacy resources £100  Accelerated Reader-£1073  Reading books-£510
E: Attendance rates for pupils eligible for PP improve resulting in academic outcomes improving.	<ul style="list-style-type: none"> <li>• Timetable of challenge and reward to ensure attendance rates for PP children improves</li> <li>• Challenge to include letters to parents, interviews with parents and</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly review of attendance including particular focus on vulnerable groups</li> <li>• Track individuals using Scholarpack</li> </ul>	HT  Office staff  Class teachers	Start Sept 18 – July 19  Dec 18, March 19, July 19  <b>Costs</b> Attendance awards £500

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

**Total costs £2693**

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"> <li>Daily breakfast club offered and managed by lunchtime supervisor.</li> <li>Daily <i>This and That club</i> 3-4pm</li> <li>Introduction of a robust PSHE curriculum</li> <li>Ensure financial barriers are removed in terms of pupils accessing clubs and visits</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/extending-school-time/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/extending-school-time/</a></p> <ul style="list-style-type: none"> <li>External review highlighted the importance of a PSHE curriculum which equips our children for the community they live in</li> </ul>	<ul style="list-style-type: none"> <li>HT– monitors and mentors breakfast club supervisor where necessary</li> <li>Monitor the implementation and impact of PSHE curriculum by considering evidence in floor books, lessons and children’s behaviour around school</li> <li>Record attendance at all clubs and visits to ensure financial barriers are removed</li> </ul>	<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><b>Costs</b></p> <p>Breakfast club</p> <p>This and That club (after school provision) staffing-£3000</p>

**Total costs £3000**

## 1. Review of expenditure 2018- 2019

Previous Academic Year

### i. Quality of teaching for all

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
B: Higher % of PP pupils achieving the expected level in R, W and M	B: 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)	<p>B: In September 2018 we had 71% of Reception PP children on track to reach GLD in June 80% of PP children achieved GLD.</p> <p>In Year 1 in September 2018 we had R-63%, W-50% and Maths-80%. In Year 1 in June 2019 we had R-75%, W-62.5% and Maths-88%. 63% of our PP children were on track to pass the Phonics screening test in the Autumn term. 75% of PP children actually passed their phonics screening test.</p> <p>In Year 2 in September 2018 we had R-70%, W-70% and Maths-70%, with a combined score for PP children of 70%. In Year 2 in June 2019 we had R-70%, W-60% and Maths-60% with a combined score of 60%. This is one child with developing issues under investigation.</p> <p>In Year 3 in September 2018 we had R-80%, W-80% and Maths-80%, with a combined score for PP children of 60%. In Year 3 in June 2019 we had R-80%, W-</p>	<p>We have found Wise Maths, Wise Reads, Accelerated Reader, Star Reader and Talk for Writing to be very successful. We will continue, embed and evaluate these approaches next year.</p> <p>In terms of Wise Reads, we will alter our book choice in Year 2,3 and 4 to allow for texts which are embedded in our wider curriculum.</p> <p>We have found the Maths and English Lead Networks to be useful and we will also continue to commit to these support groups.</p>	<b>£49,927</b>



<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> <p>A: Improve outcomes for pupils in Reception, especially in CLL – speaking, listening and understanding</p>	<p>C: Targets set with all staff for end of year desired outcomes with intervention planned (for expected and greater depth)</p> <p>D: See actions for B</p> <p>A:Engagement with Kirsty Page (SALT) and Launchpad to literacy document to</p>	<p>80% and Maths-80% with a combined score of 70%.</p> <p>In Year 4 in September 2018 we had R-75%, W-75% and Maths-75%, with a combined score for PP children of 60%. In Year 4 in June 2019 we had R-83%, W-67% and Maths-83% with a combined score of 50%. This is due to the admission of a SEN child into the cohort.</p> <p>C: Teaching judged as consistently “good” this is backed up by work in books, data, observations and a cycle of internal/peer/external reviews.</p> <p>D: In Year 1 100% of PP pupils have made at least 6 points of progress.        In Year 2 80% of PP pupils have made at least 6 points of progress.        In Year 3 90% of PP pupils have made at least 6 points of progress.        In Year 4 100% of PP pupils have made at least 6 points of progress.</p> <p>A: Improved GLD scores for children exiting</p>	<p>Next year we will amend our monitoring timetable to ensure we can take into greater account pupil voice and discussions with teachers in order to gather monitoring evidence. There are implications in terms of release time for SLT and teaching staff to address.</p> <p>We will adopt a similar approach next year but with greater emphasis on developing CLL in a wider range of situations.</p>	
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	provide further intervention and support across foundation stage	EYFS in June 2019 Improved CLL scores for PP children exiting EYFS in June 2019		
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
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.  E: Attendance rates for pupils eligible for PP improve resulting in academic outcomes improving	D: 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  E: 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 necessary	School has fully adopted local authorities revised systems to ensure we can evidence a graduated response. Teachers fully plan for the children's needs in their classes with full support from the SENCO. We have fully explored outside agencies and evaluated the value added of each in terms of effectiveness of advice/guidance, production of reports and waiting time in terms of initial contact.  2017/2018 PP attendance 94.83% 2018/2019 PP attendance 95.96%	Next year we will have two SENCOs. An Early Years and Main school role. They will be supported by the Headteacher in terms of release time for monitoring and CPD. There will be a cost implication with this action.  We need to continue to refresh our attendance rewards to ensure they remain attractive to the children and their parents. next year we want to fully exploit the free resource of Class Dojo to reward children individually for attendance. Children access prizes when they reach 100 points and we will reward children with points value for attendance of 100%, 99% and 99% at the end of each half term. Fines and holidays during term time will continue. We have had numerous challenge meetings with parents but have yet to <i>fine</i> a family.	<b>£2693</b>

<p>F: Improved % of pupils reading at home, and in school to improve outcomes in reading.</p>	<p>F: Monitor the return of Reading record books-contact parents when not returned and ask to bring to school</p>	<p>Reading challenges that have been held at school have shown varying degrees of improvement. The Autumn Reading challenge having the greatest impact. We found that in Reception 80% of children completed 13 reads, whereas only 76% of Year 1 and 48% of Year 2. We also found that it became an admin exercise for parents gather than nurturing a love of reading. Our growing book offer and focus on Wise Reads is having more of an effect on our children's love of reading. Well stocked and inviting Reading areas in each class are a non-negotiable for staff.</p>	<p>We will continue to run reading challenges with Dojo points awarded.</p>	
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### iii. Other approaches

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>G:Improve pupil well-being and ensure they have all requirements to access learning at all times</p>	<p>G: 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</p>	<p>Behaviour for learning judged as being good. 100% attendance at school trips and support given when necessary in terms of finance.</p>	<p>Costs for non-pp children will be reduced in 19-20 for Breakfast club to increase numbers to ensure the experience is a highly social one. This and That is proving to be very successful and well attended, two members of staff run this club in a designated area with a designated budget.</p>	<p><b>£3000</b></p>

