Adderlane Academy Pupil Premium Strategy Statement – Sept 2019-2020

1. SUMMARY INFORMATION					
School	Adderlane Academy				
Academic Year	2019/2020	Total PP Budget	£50,160+3,323= £53,483	Date of most recent PP Review	July 2019
Total number of pupils	119	Number of pupils eligible	49	Date of next internal review of this strategy	June 2020

	NURSERY	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	TOTAL
FSM	1 5.0%	5 31.25%	9 42.86%	8 38.1%	8 38.1%	9 45.0%	40 33.61%
PP	1 5.0%	10 62.5%	10 47.62%	8 38.1%	10 47.62%	10 50%	49 41.18%

2. CURRENT ATTAINMENT		
(Class of 2019)	Pupils eligible for PP (School Yr 1-4) GDS* Average of all PP across school	National Average (ALL) GDS*
% Achieving in reading, writing and maths	61% **12%***	61% 9%*
% Achieving in reading	77% **14%***	75% 26%*
% Achieving in writing	68% **14%***	70% 16%*
% Achieving in maths	78% **14%***	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.	In Y2 only 63% of disadvantaged pupils are at the expected standard in writing.
C.	Disadvantaged pupils struggle to recall key aspects of the curriculum.
D.	Greater depth attainment in the current Y3 cohort is below the national for all pupils of PP pupils in reading, writing and mathematics.
EXTERNAL BARRIERS (issues which also require action outside of school)	
E.	Attendance rates for pupils eligible for PP are 95.56% with a PA of 7.69% (4 chn) in 2018/2019. 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.

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 in EYFS in July 2019 Improved CLL scores for pupils eligible for PP in July 2019.
B.	By the end of Y2, 88% of disadvantaged pupils will be at the expected standard in writing.	Support enables 2 additional pupils to achieve the expected standard who are currently below in writing.
C.	Disadvantaged pupils are able to recall key knowledge within the curriculum.	Pupil interviews demonstrate that disadvantaged pupils are able to remember key learning from across the curriculum (compared to review in June 2019).
D.	The percentage of disadvantaged pupils achieving greater depth in reading, writing and maths in Y3 will improve upon previous outcomes.	Higher number of Y3 PP children achieving greater depth in R/W/M.
E.	Attendance rates for pupils eligible for PP improve to 96% and PA decreases from current level.	In 2019/20 academic year this will improve to at least 96% and PA will decrease.
F.	Improved % of pupils reading at home.	Reading record books will demonstrate that parents are reading with pupils at home more regularly. A greater percentage of pupils will complete home reading challenges.
G.	Pupils will be well fed, not hungry and better prepared to access learning.	Increase the percentage of disadvantaged pupils accessing breakfast club by 100%.

2.	PLANNED EXPENDITURE FOR 2019/2020

	i) QUALITY OF TEACHING FOR ALL

Desired Outcomes	Chosen action/ approach	Evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation? Cost?
A:Improve outcomes for pupils in Reception in speaking, listening and understanding	• High quality communication friendly environment • Training for new staff in relation to Launchpad for Literacy • Provision of well matched Launchpad activities developed with full regard to tracker	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. https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/communication-and-language-approaches/	• Monitor environment • Monitor Launchpad sessions • Measure children's progress on Launchpad Tracker	EP/RF	Termly review Release time for both training and monitoring Environment improvement costs Cost of resources, staffing and release time to monitor
B:By the end of Y2, 88% of disadvantaged pupils will be at the expected standard in writing.	• Further implementation of Talk for Writing • Classroom support in place	Talk for Writing is an approach to teaching writing that encompasses a three-stage pedagogy: 'imitation' (where pupils learn and internalise texts, to identify transferrable ideas and structures), 'innovation' (where pupils use these ideas and structures to co-construct new versions with their teachers), and 'invention' (where teachers help pupils to create original texts independently). These tasks aim to improve writing ability by giving pupils an understanding of the structure and elements of written language. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/talk-for-writing/	• Lesson observations and book scrutiny • Moderation across the trust	EP/RF	Termly review Teaching assistant Talk4Writing training/updates Cost of resources, staffing and release time to monitor

C:Disadvantaged pupils are able to recall key knowledge within the curriculum.	● CPD for all staff in relation to research based retrieval practice ● Mapping key knowledge so staff are clear about what children should be able to recall	To ensure children are able to remember and apply knowledge more effectively we will be adopting the following strategies across the curriculum https://evidencebased.education/retrieval-practice-a-reason-to-assess-more/	● Lesson observations considering the opportunities for retrieval practice during the lesson ● Pupil interviews to assess what children remember at different points following the lesson	EP/RS/RS/RK	Termly review Retrieval Practice Training costs and release time Release time for SLT to map our subject curriculum Resources to aid Retrieval practice including word maps,low stakes quizzes, timelines or maps Cost of resources, staffing and release time to monitor
D:The percentage of disadvantaged pupils achieving greater depth in reading, writing and maths in Y3 will improve upon previous outcomes.	● Increase adult support in Year 3 with an additional teaching assistant	Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/	● During lesson visits consider the impact of support on PP children's performance ● Consider the level of progress demonstrated by PP children	EP/FB	Termly review Cost TA **£24,496**

ii) TARGETED SUPPORT					
Desired Outcomes	**Chosen action/ approach**	**Evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation? Cost?**
A:Improve outcomes for pupils in Reception in speaking, listening and understanding.	● Identify children who are evidence gaps against the Launchpad for Literacy tracker ● Use of Key worker to address gaps directly	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. https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/communication-and-language-approaches/	● Monitor progress of disadvantaged children to consider gaps are closing ● Consider quality of intervention	EP/RK	Termly review Launchpad CPD Cost of resources, staffing and release time to monitor
B:By the end of Y2, 88% of disadvantaged pupils will be at the expected standard in writing.	● Effective feedback offered to targeted groups ● Writing conferences with PP children to ensure progress is rapid	In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's mastery learning', tend to have a positive impact. Feedback has effects across all age groups. Research in schools has focused particularly on its impact on English, mathematics and, to a lesser extent, science. **https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/**	● Monitor during lesson observations the quality of feedback offered to targeted children	EP/RS	Termly review Cost of Teaching assistant Release time

C:Disadvantaged pupils are able to recall key knowledge within the curriculum.	• Support targeted children with prompts • Increased allocation of time to take part in retrieval practice	To ensure children are able to remember and apply knowledge more effectively we will be adopting the following strategies across the curriculum https://evidencebased.education/retrieval-practice-a-reason-to-assess-more/	• Pupil interviews to assess the amount of knowledge children can recall • Demonstration of recall evidenced in children's work	EP/RS/RF/RK	Termly review Retrieval Practice CPD costs Release costs to enable monitoring
D:The percentage of disadvantaged pupils achieving greater depth in reading, writing and maths in Y3 will improve upon previous outcomes. :	• Targeted support for PP children currently working at the expected level using the resources used within the classroom setting	Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants	• Monitor the progress made by PP children targeted for Greater Depth		Termly review Accelerated Reader-£1073 Reading books-£510 Continued Wise Reads training free but release to time to cost Talk4Writing training **£24,496**

iii) OTHER APPROACHES					
Desired Outcomes	**Chosen action/ approach**	**Evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation? Cost?**
E: Attendance rates for pupils eligible for PP improve resulting in academic outcomes improving.	- 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	Regular school attendance and educational attainment are inextricably linked. Regular attendance ensures that pupils get the best possible outcomes from their period in compulsory education. https://dera.ioe.ac.uk/14520/7/final_research_report_pdf_Redacted.pdf	- Weekly review of attendance including particular focus on vulnerable groups - Track individuals using Scholarpack	HT Office staff Class teachers	Ongoing review Attendance awards £500

F: Improved % of pupils reading at home, and in school to improve outcomes in reading	• Monitor the return of Reading record books- contact parents when not returned and ask to bring to school	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	• 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	Termly review Reading eggs £510 Phonic workshops with parents £40 Reading record books £200
G:Pupils will be well fed, not hungry and better prepared to access learning	Daily breakfast club offered and managed by lunchtime supervisor.	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. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/extending-school-time/	• HT monitors and mentors breakfast club supervisor where necessary • Incentives to improve attendance to breakfast club • Breakfast club numbers will increase from 6 to 12	EP/AD/DBf	Breakfast club Supplies £240 Staffing £3000 **£4490**

1. Review of expenditure 2019- 2020				
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)	
ii. Targeted support				
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)	

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)	