

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 | | |
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| (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)

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| 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)

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| 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: |
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| 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. |

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| 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%. |
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| 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? |
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| A:Improve outcomes for pupils in Reception in speaking, listening and understanding | <ul style="list-style-type: none"> 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 | <p>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.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/communication-and-language-approaches/</p> | <ul style="list-style-type: none"> Monitor environment Monitor Launchpad sessions Measure children's progress on Launchpad Tracker | EP/RF | <p>Termly review</p> <p>Release time for both training and monitoring</p> <p>Environment improvement costs</p> <p>Cost of resources, staffing and release time to monitor</p> |
| B:By the end of Y2, 88% of disadvantaged pupils will be at the expected standard in writing. | <ul style="list-style-type: none"> Further implementation of Talk for Writing Classroom support in place | <p>Talk for Writing is an approach to teaching writing that encompasses a three-stage pedagogy: <i>'imitation'</i> (where pupils learn and internalise texts, to identify transferrable ideas and structures), <i>'innovation'</i> (where pupils use these ideas and structures to co-construct new versions with their teachers), and <i>'invention'</i> (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.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/talk-for-writing/</p> | <ul style="list-style-type: none"> Lesson observations and book scrutiny Moderation across the trust | EP/RF | <p>Termly review</p> <p>Teaching assistant</p> <p>Talk4Writing training/updates</p> <p>Cost of resources, staffing and release time to monitor</p> |

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| <p>C:Disadvantaged pupils are able to recall key knowledge within the curriculum.</p> | <ul style="list-style-type: none"> • 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 | <p>To ensure children are able to remember and apply knowledge more effectively we will be adopting the following strategies across the curriculum</p> <p>https://evidencebased.education/retrieval-practice-a-reason-to-assess-more/</p> | <ul style="list-style-type: none"> • Lesson observations considering the opportunities for retrieval practice during the lesson • Pupil interviews to assess what children remember at different points following the lesson | <p>EP/RS/RS/RK</p> | <p>Termly review</p> <p>Retrieval Practice Training costs and release time</p> <p>Release time for SLT to map our subject curriculum</p> <p>Resources to aid Retrieval practice including word maps,low stakes quizzes, timelines or maps</p> <p>Cost of resources, staffing and release time to monitor</p> |
| <p>D:The percentage of disadvantaged pupils achieving greater depth in reading, writing and maths in Y3 will improve upon previous outcomes.</p> | <ul style="list-style-type: none"> • Increase adult support in Year 3 with an additional teaching assistant | <p>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.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/</p> | <ul style="list-style-type: none"> • During lesson visits consider the impact of support on PP children's performance • Consider the level of progress demonstrated by PP children | <p>EP/FB</p> | <p>Termly review</p> <p>Cost TA</p> <p>£24,496</p> |

| ii) TARGETED SUPPORT | | | | | |
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| 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. | <ul style="list-style-type: none"> Identify children who are evidence gaps against the Launchpad for Literacy tracker Use of Key worker to address gaps directly | <p>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.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/communication-and-language-approaches/</p> | <ul style="list-style-type: none"> Monitor progress of disadvantaged children to consider gaps are closing Consider quality of intervention | EP/RK | <p>Termly review</p> <p>Launchpad CPD</p> <p>Cost of resources, staffing and release time to monitor</p> |
| B:By the end of Y2, 88% of disadvantaged pupils will be at the expected standard in writing. | <ul style="list-style-type: none"> Effective feedback offered to targeted groups Writing conferences with PP children to ensure progress is rapid | <p>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.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/</p> | <ul style="list-style-type: none"> Monitor during lesson observations the quality of feedback offered to targeted children | EP/RS | <p>Termly review</p> <p>Cost of Teaching assistant</p> <p>Release time</p> |
| C:Disadvantaged pupils are able to recall key knowledge within the curriculum. | <ul style="list-style-type: none"> Support targeted children with prompts Increased allocation of time to take part in retrieval practice | <p>To ensure children are able to remember and apply knowledge more effectively we will be adopting the following strategies across the curriculum</p> <p>https://evidencebased.education/retrieval-practice-a-reason-to-assess-more/</p> | <ul style="list-style-type: none"> Pupil interviews to assess the amount of knowledge children can recall Demonstration of recall evidenced in children's work | EP/RS/RF/RK | <p>Termly review</p> <p>Retrieval Practice CPD costs</p> <p>Release costs to enable monitoring</p> |

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| <p>D: The percentage of disadvantaged pupils achieving greater depth in reading, writing and maths in Y3 will improve upon previous outcomes. :</p> | <ul style="list-style-type: none"> Targeted support for PP children currently working at the expected level using the resources used within the classroom setting | <p>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.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants</p> | <ul style="list-style-type: none"> Monitor the progress made by PP children targeted for Greater Depth | | <p>Termly review</p> <p>Accelerated Reader-£1073</p> <p>Reading books-£510</p> <p>Continued Wise Reads training free but release to time to cost</p> <p>Talk4Writing training</p> <p>£24,496</p> |
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| iii) OTHER APPROACHES | | | | | |
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| 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. | <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 necessary | <p>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.</p> <p>https://dera.ioe.ac.uk/14520/7/final_research_report_pdf_Redacted.pdf</p> | <ul style="list-style-type: none"> • Weekly review of attendance including particular focus on vulnerable groups • Track individuals using Scholarpack | <p>HT</p> <p>Office staff</p> <p>Class teachers</p> | <p>Ongoing review</p> <p>Attendance awards £500</p> |
| 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 | <p>Limited parental support with reading and homework for particular children. This slows reading and writing progress</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-primary</p> | <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 | <p>Class teachers</p> <p>HT</p> | <p>Termly review</p> <p>Reading eggs £510</p> <p>Phonic workshops with parents £40</p> <p>Reading record books £200</p> |

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| <p>G:Pupils will be well fed, not hungry and better prepared to access learning</p> | <p>Daily breakfast club offered and managed by lunchtime supervisor.</p> | <p>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> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/extending-school-time/</p> | <ul style="list-style-type: none"> • 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 | <p>EP/AD/DBf</p> | <p>Breakfast club</p> <p>Supplies £240</p> <p>Staffing £3000</p> <p>£4490</p> |
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| 1. Review of expenditure 2019- 2020 | | | | |
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| 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) | |
| A:Improve outcomes for pupils in Reception in speaking, listening and understanding | <ul style="list-style-type: none"> 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 | Although data is not available as it normally would be due to the Covid pandemic, what we can highlight is the impact this focus had and continues to have in our setting. Launchpad is very much at the foundation of our provision from planning through to tracking. | As Early Adopters of the new EYFS curriculum and the nature of our current cohort we have decided to embed Launchpad even further in our EYs provision. | |
| B:By the end of Y2, 88% of disadvantaged pupils will be at the expected standard in writing | <ul style="list-style-type: none"> Further implementation of Talk for Writing Classroom support in place | Although data is not available as it normally would be due to the Covid pandemic, what we can highlight is the impact this focus had up until the point of lockdown we had 60% of our PP children working at ARE in Writing. | Talk for writing will be used throughout school with the regular monitoring provided by our designated Director of Teaching and learning. | |
| C:Disadvantaged pupils are able to recall key knowledge within the curriculum. | <ul style="list-style-type: none"> CPD for all staff in relation to research based retrieval practice Mapping key knowledge so staff are clear about what | Staff training was complete and staff had successfully built in retrieval practice into their day to day lessons. Strategies are used as a toolkit and are varied. | Moving forward the introduction of Google classroom and Google forms will further enhance this provision. | |

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| | children should be able to recall | | | |
| D:The percentage of disadvantaged pupils achieving greater depth in reading, writing and maths in Y3 will improve upon previous outcomes. : | <ul style="list-style-type: none"> Increase adult support in Year 3 with an additional teaching assistant | Although data is not available as it normally would be due to the Covid pandemic, what we can highlight is the impact this focus had up until the point of lockdown we had 63% of our PP children working at ARE in Reading and Writing. | This support has moved up into Year 4 for this class. | |
| 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) | |
| A:Improve outcomes for pupils in Reception in speaking, listening and understanding. | <ul style="list-style-type: none"> Identify children who are evidence gaps against the Launchpad for Literacy tracker Use of Key worker to address gaps directly | Although data is not available as it normally would be due to the Covid pandemic, what we can highlight is the impact this focus had and continues to have in our setting. Launchpad is very much at the foundation of our provision from planning through to tracking. | The loss of learning has had an impact on the children as it is essential that the children catch up quickly. Launchpad becoming the foundation of our early years curriculum moving forward has been a decision made within our team and indeed trust to ensure this rapid catch up happens. | |
| B:By the end of Y2, 88% of disadvantaged pupils will be at the expected standard in writing | <ul style="list-style-type: none"> Effective feedback offered to targeted groups Writing conferences with PP children to ensure progress is rapid | Although data is not available as it normally would be due to the Covid pandemic, what we can highlight is the impact this focus had up until the point of lockdown we had 60% of our PP children working at ARE in Writing. | Schedule of moderation will evaluate the writing provision since the return to school following lockdown as we continue with this approach. | |

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| C:Disadvantaged pupils are able to recall key knowledge within the curriculum. | <ul style="list-style-type: none"> • Support targeted children with prompts • Increased allocation of time to take part in retrieval practice | Pupil voice within lessons highlights that the children are prepared to work with knowledge from their long term memory more readily. Due to the repetitive nature of the retrieval they understand the expectation that this knowledge and understanding will be required to be demonstrated during the lesson. | This approach has led us to consider the “Teach like a champion” resources particularly the “no opt out” techniques. | |
| D:The percentage of disadvantaged pupils achieving greater depth in reading, writing and maths in Y3 will improve upon previous outcomes. | <ul style="list-style-type: none"> • Targeted support for PP children currently working at the expected level using the resources used within the classroom setting | Although data is not available as it normally would be due to the Covid pandemic, what we can highlight is the impact this focus had up until the point of lockdown we had 63% of our PP children working at ARE in Reading and Writing. | Use of Bedrock vocabulary under review | |
| 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) | |
| 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 necessary | Although data is not available as it normally would be due to the Covid pandemic, what we can highlight is the impact this focus had up until the point of lockdown we had an attendance rate of 94% for our PP children (March 2020) | Continue with an approach of challenge etc whilst being mindful with the community’s current anxiety around school attendance. Continue to celebrate the excellent rates of attendance. | |
| F: Improved % of pupils reading at home, and in | <ul style="list-style-type: none"> • Monitor the return of Reading | Reading at home continues to be celebrated with dojos and prizes for parents. | We feel that there needs to be a constant review of rewards in that they have a shelf life. things that did work in terms of | |

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| school to improve outcomes in reading | record books-contact parents when not returned and ask to bring to school | | parental engagement will not remain effective and have to be revamped regularly. | |
| G:Pupils will be well fed, not hungry and better prepared to access learning | <ul style="list-style-type: none"> Daily breakfast club offered and managed by lunchtime supervisor. | 8 PP children attend breakfast club everyday and staff report a positive impact on the children's approach to their learning during the day | Continue with approach. We use Breakfast club increasingly as a solution for behaviour issues at home, families who experience difficulty in terms of dropping siblings at school and particularly during the current pandemic. | |