

**Adderlane Academy Pupil Premium Strategy Statement – Sept 2020/2021**

1. SUMMARY INFORMATION					
School	Adderlane Academy				
Academic Year	2020/2021	Total PP Budget		Date of most recent PP Review	October 2019
Total number of pupils	117	Number of pupils eligible	48	Date of next internal review of this strategy	July 2020

	NURSERY	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	TOTAL
FSM	0 0.0%	6 29%	13 65%	9 47%	9 39%	8 42%	45 38%
PP	0 0.0%	6 29%	14 70%	10 53%	9 39%	9 47%	48 41%
Total number of pupils	15	21	20	19	23	19	117

2. CURRENT ATTAINMENT		
(Class of 2019 as no 2020 data available)	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% <b>12%*</b>	61% 9%*
% Achieving in reading	77% <b>14%*</b>	75% 26%*
% Achieving in writing	68% <b>14%*</b>	70% 16%*
% Achieving in maths	78% <b>14%*</b>	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 30% of disadvantaged pupils are at the expected standard in writing in Sept 2020
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 95.41% (Nov 2020) with a PA of 6.25% (7 chn) in Nov 2020. 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 2020 Improved CLL scores for pupils eligible for PP in July 2020
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 Y4 will improve upon previous outcomes.	Higher number of Y4 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 2020/21 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 to 18 children

2.	<b>PLANNED EXPENDITURE FOR 2020/21</b>				
	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	<ul style="list-style-type: none"> <li>High quality communication friendly environment</li> <li>Knowledge review for all EYFS staff in relation to Launchpad for Literacy to take place during Team meetings</li> <li>Provision of well matched Launchpad activities developed with full regard to tracker</li> </ul>	<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><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></p>	<ul style="list-style-type: none"> <li>Monitor environment</li> <li>Monitor Launchpad sessions</li> <li>Measure children's progress on Launchpad Tracker</li> </ul>	EP/RK	<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"> <li>Further implementation of Talk for Writing</li> <li>Classroom support in place</li> </ul>	<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>	<ul style="list-style-type: none"> <li>Lesson observations and book scrutiny</li> <li>Moderation across the trust</li> </ul>	EP/RS	<p>Termly review</p> <p>Teaching assistant</p> <p>Talk4Writing training/updates</p> <p>Cost of resources, staffing and release time to monitor</p>

		<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/talk-for-writing/">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/talk-for-writing/</a>			
C:Disadvantaged pupils are able to recall key knowledge within the curriculum.	<ul style="list-style-type: none"> <li>• CPD for all staff in relation to research based retrieval practice, sharing good practice Jan 6th 2021</li> <li>• Mapping key knowledge so staff are clear about what children should be able to recall</li> </ul>	<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><a href="https://evidencebased.education/retrieval-practice-a-reason-to-assess-more/">https://evidencebased.education/retrieval-practice-a-reason-to-assess-more/</a></p>	<ul style="list-style-type: none"> <li>• Lesson observations considering the opportunities for retrieval practice during the lesson</li> <li>• Pupil interviews to assess what children remember at different points following the lesson</li> </ul>	EP/RS/RS/RK/JP	<p>Termly review</p> <p>Retrieval Practice staff meeting Jan 6th 2020</p> <p>Release time for SLT to map our subject curriculum alongside J Phazey</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>
D:The percentage of disadvantaged pupils achieving greater depth in reading, writing and maths in Y4 will improve upon previous outcomes.	<ul style="list-style-type: none"> <li>• Increase adult support in Year 4 with an additional teaching assistant</li> </ul>	<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><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/</a></p>	<ul style="list-style-type: none"> <li>• During lesson visits consider the impact of support on PP children's performance</li> <li>• Consider the level of progress demonstrated by PP children</li> </ul>	EP/RF	<p>Termly review</p> <p>Cost TA</p> <p><b>£24,496</b></p>

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.	<ul style="list-style-type: none"> <li>Identify children who are evidence gaps against the Launchpad for Literacy tracker</li> <li>Use of Key worker to address gaps directly</li> </ul>	<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><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></p>	<ul style="list-style-type: none"> <li>Monitor progress of disadvantaged children to consider gaps are closing</li> <li>Consider quality of intervention</li> </ul>	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"> <li>Effective feedback offered to targeted groups</li> <li>Writing conferences with PP children to ensure progress is rapid</li> </ul>	<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><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>Monitor during lesson observations the quality of feedback offered to targeted children</li> </ul>	EP/RS	<p>Termly review</p> <p>Cost of Teaching assistant</p> <p>Release time</p>

<p>C:Disadvantaged pupils are able to recall key knowledge within the curriculum.</p>	<ul style="list-style-type: none"> <li>• Support targeted children with prompts</li> <li>• Increased allocation of time to take part in retrieval practice</li> </ul>	<p>To ensure children are able to remember and apply knowledge more effectively we will be adopting the following strategies across the curriculum  <a href="https://evidencebased.education/retrieval-practice-a-reason-to-assess-more/">https://evidencebased.education/retrieval-practice-a-reason-to-assess-more/</a></p>	<ul style="list-style-type: none"> <li>• Pupil interviews to assess the amount of knowledge children can recall</li> <li>• Demonstration of recall evidenced in children's work</li> </ul>	<p>EP/RS/RF/RK</p>	<p>Termly review</p> <p>Retrieval Practice CPD costs</p> <p>Release costs to enable monitoring</p>
<p>D:The percentage of disadvantaged pupils achieving greater depth in reading, writing and maths in Y4 will improve upon previous outcomes. :</p>	<ul style="list-style-type: none"> <li>• Targeted support for PP children currently working at the expected level using the resources used within the classroom setting</li> </ul>	<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.  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants</a></p>	<ul style="list-style-type: none"> <li>• Monitor the progress made by PP children targeted for Greater Depth</li> </ul>		<p>Termly review</p> <p>Accelerated Reader-£1073 per year</p> <p>Reading books-£510</p> <p>Talk4Writing training</p> <p>Basic skills in Maths until Easter following Covid</p> <p><b>£24,496</b></p>

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.	<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 issue of fines if necessary</li> </ul>	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. <a href="https://dera.ioe.ac.uk/14520/7/final_research_report_pdf_Redacted.pdf">https://dera.ioe.ac.uk/14520/7/final_research_report_pdf_Redacted.pdf</a>	<ul style="list-style-type: none"> <li>• Weekly review of attendance including particular focus on vulnerable groups</li> <li>• Track individuals using Scholarpack</li> <li>• Report to Head Office current strengths and weaknesses in relation to attendance</li> </ul>	HT  Office staff  Class teachers	Ongoing review  Attendance awards £500  Attendance postcards £100

<p>F: Improved % of pupils reading at home, and in school to improve outcomes in reading</p>	<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>	<p>Limited parental support with reading and homework for particular children. This slows reading and writing progress</p> <p><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></p>	<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>	<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> <p>Celebration postcards £100</p>
<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><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>HT monitors and mentors breakfast club supervisor where necessary</li> <li>Incentives to improve attendance to breakfast club</li> <li>Breakfast club numbers will increase from 12 to 18</li> </ul>	<p>EP/AD/DB</p>	<p>Breakfast club</p> <p>Supplies £240</p> <p>Staffing £3000</p> <p><b>£4490</b></p>

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)
A:Improve outcomes for pupils in Reception in speaking, listening and understanding	<ul style="list-style-type: none"> <li>• High quality communication friendly environment</li> <li>• Knowledge review for all EYFS staff in relation to Launchpad for Literacy to take place during Team meetings</li> </ul>	During 2020 2021 we were Early adopters for the new Early Years curriculum. Being a school invested in Launchpad to Literacy was hugely beneficial. We had a robust tracking system for our children that meant that we could identify and cater for gaps in a child's understanding.		We will continue with this approach. It gives us the rigour we require to ensure our children are assessed and that gaps are identified rapidly. We have a bank of activities we use to ensure a child's provision

	<ul style="list-style-type: none"> <li>Provision of well matched Launchpad activities developed with full regard to tracker</li> </ul>			is relevant.
B:By the end of Y2, 88% of disadvantaged pupils will be at the expected standard in writing.	<ul style="list-style-type: none"> <li>Further implementation of Talk for Writing</li> <li>Classroom support in place</li> </ul>	64% of our Year 2 children reached the expected standard. 4/11 did not reach the standard. 2/11 are recognised as having SEND. Our writing provision has evolved to include Talk for writing, Wise writes and Literacy shed.		We will continue to adopt this approach in relation to writing.
C:Disadvantaged pupils are able to recall key knowledge within the curriculum.	<ul style="list-style-type: none"> <li>CPD for all staff in relation to research based retrieval practice, sharing good practice Jan 6th 2021</li> <li>Mapping key knowledge so staff are clear about what children should be able to recall</li> </ul>	Retrieval techniques are now built into our short term and medium term planning. There is an expectation that these will be included in teaching as staff recognise the long term benefits for children to be able to remember more. There is also an expectation that care will be taken in relation to not overloading our children's short term memories. Presentations, worksheets are developed to ensure there isn't too much information for the children to process.		These techniques are embedded into school practice.
D:The percentage of disadvantaged pupils achieving greater depth in reading, writing and maths in Y4 will improve upon previous outcomes.	<ul style="list-style-type: none"> <li>Increase adult support in Year 4 with an additional teaching assistant</li> </ul>	Unfortunately we couldn't report on greater depth as the children's access to the curriculum had been impacted on during the COVID 19 pandemic. We can report on the number of disadvantaged children who achieved a combined expected standard as being 44% this percentage has been greatly impacted by children missing education.		We are hoping that a more settled period in school will ensure we again record our PP children as achieving GD.
<b>ii. Targeted support</b>				

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"> <li>• Identify children who are evidence gaps against the Launchpad for Literacy tracker</li> <li>• Use of Key worker to address gaps directly</li> </ul>	We had a robust tracking system for our children that meant that we could identify and cater for gaps in a child's understanding. The identified children have moved into Year 1 with a target of 83% of disadvantaged children achieving the expected standards in R,W and M. This is largely due to the sound provision in relation to Launchpad to develop speaking, listening and understanding.		We will continue with this approach.
B:By the end of Y2, 88% of disadvantaged pupils will be at the expected standard in writing.	<ul style="list-style-type: none"> <li>• Effective feedback offered to targeted groups</li> <li>• Writing conferences with PP children to ensure progress is rapid</li> </ul>	We have altered our Marking and Feedback policy to reflect a less arduous process for staff in relation to marking. This regained time is now allocated to writing conferences with the children. In relation to pupil voice children are now more able to readily verbalise their own writing target when talking to an adult or their peer.		We will continue with this approach.
C:Disadvantaged pupils are able to recall key knowledge within the curriculum.	<ul style="list-style-type: none"> <li>• Support targeted children with prompts</li> <li>• Increased allocation of time to take part in retrieval practice</li> </ul>	Resources to support Retrieval Practice are now readily available to ensure they are able to remember more. These include knowledge organisers, visual prompts and short activities built into their school day for example "Gimme 5"		We will continue with this approach

D: The percentage of disadvantaged pupils achieving greater depth in reading, writing and maths in Y4 will improve upon previous outcomes. :	<ul style="list-style-type: none"> <li>Targeted support for PP children currently working at the expected level using the resources used within the classroom setting</li> </ul>	Targeted PP children in Year 4 who did not have additional SEND were offered additional adult support to ensure they made accelerated progress. For 44% of the children this was achieved we would expect this percentage to be higher with a period of uninterrupted education.		We will continue with this approach
<b>iii. Other approaches</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)	
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 issue of fines if necessary</li> </ul>	The impact of COVID 19 was devastating in terms of school attendance. A combination of lockdown, self isolation and one incident of bubble lock down had a hugely detrimental effect on attendance and more so our ability to challenge attendance.		Standard Attendance procedures will be resumed.
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>	This level of scrutiny in relation to Home Reading Records is hugely beneficial and the overall value and purpose of our Reading diaries has greatly improved.		We will continue with this approach

<p>G:Pupils will be well fed, not hungry and better prepared to access learning</p>	<ul style="list-style-type: none"><li>• Daily breakfast club offered and managed by lunchtime supervisor.</li></ul>	<p>Breakfast club is well attended in a warm and nurturing environment. Our standard numbers are 15+</p>		<p>We will continue with this approach</p>
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