**Adderlane Academy Pupil Premium Strategy Statement – Sept 2021/2022**

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| 1. SUMMARY INFORMATION |
| School | Adderlane Academy |
| Academic Year | 2021/22 | Total PP Budget |  | Date of most recent external PP Review | October 2019 |
| Total number of pupils | 107 | Number of pupils eligible | 41 | Date of next internal review of this strategy | July 2022 |

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|  | NURSERY | RECEPTION | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | TOTAL |
| FSM | 0 | 2 | 6 | 12 | 10 | 9 | 39 |
| PP | 0 | 2 | 6 | 13 | 11 | 9 | 41 |
| Total number of pupils | 15 | 14 | 20 | 17 | 19 | 22 | 107 |

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| 2. CURRENT ATTAINMENT  |  |
| (Class of 2021)  | Pupils eligible for PP GDS\* Non PP pupilsData to be added Autumn 2 2021 | National Average (ALL) GDS\* | Focus group  |
| % Achieving GLD  |  |  |  |
| % Achieving in Year 1 PSC |  |  |  |
| % Achieving in reading, writing and maths in Year 2  |  |  |  |
| % Achieving in reading, writing and maths in Year 3  |  |  |  |
| % Achieving in reading, writing and maths in Year 4  |  |  |  |

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| 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 2021 |
| 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. (Using pre COVID rates)  |
| 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.  |

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| 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 2021Improved CLL scores for pupils eligible for PP in July 2021 |
| 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 Y2 will improve upon previous outcomes.  | Higher number of Y2 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 2021/22 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 |

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| 2. |  **PLANNED EXPENDITURE FOR 2020/21** |
|   |  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
* Knowledge review for all EYFS staff in relation to Launchpad for Literacy to take place during Team meetings
* 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/RK | Termly reviewRelease time for both training and monitoringEnvironment improvement costsCost of resources, staffing and release time to monitor |
| B:By the end of Y2, 80% of disadvantaged pupils will be at the expected standard in writing. | * Further implementation of writing provision which includes the strengths of Talk for Writing, Wise Writes and also Literacy Shed provision
* 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/RS | Termly reviewTeaching assistantLiteracy Shed subscriptionCost 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, sharing good practice Jan 6th 2021
* 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 reviewRetrieval Practice staff meeting 18th October 2021Schedule of Staff meetings to map our curriculum to enable staff to be clear about children’s previous knowledge. Resources to aid Retrieval practice including word maps,low stakes quizzes, timelines or mapsCost of resources, staffing and release time to monitor |
| D:The percentage of disadvantaged pupils achieving greater depth in reading, writing and maths in Y2 will improve upon previous outcomes.  | * Increase adult support in Year 2 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/RS | Termly reviewCost TA**£24,496** |
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| 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 reviewLaunchpad CPDCost of resources, staffing and release time to monitor |
| B:By the end of Y2, 80% 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/**](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 reviewCost of Teaching assistantRelease 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 reviewRetrieval Practice CPD costsRelease costs to enable monitoring |
| D:The percentage of disadvantaged pupils achieving greater depth in reading, writing and maths in Y2 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](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/) | * Monitor the progress made by PP children targeted for Greater Depth
 |   | Termly reviewAccelerated Reader-£1073 per year Reading books-£510Talk4Writing training Basic skills in Maths until Easter following Covid  **£24,496** |
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| 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
* Report to Head Office current strengths and weaknesses in relation to attendance
 | HT Office staff Class teachers | Ongoing reviewAttendance awards £500Attendance postcards £100 |
| 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](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 reviewReading eggs £510Phonic workshops with parents £40Reading record books £200Celebration postcards £100 |
| 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 12 to 18

  | EP/AD/DB      | Breakfast club Supplies £240Staffing £3000 **£4490** |

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| **1.** **Review of expenditure 2021- 2022** |
| **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) |  |
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