# Pupil premium strategy statement

## School overview

| **Metric** | **Data** |
| --- | --- |
|  School name | Adderlane Academy  |
| Pupils in school | 93 |
| Proportion of disadvantaged pupils | 47% |
| Pupil premium allocation this academic year | £53,835  |
| Recovery Strategy allocation this academic year | £5,655  |
| Academic year or years covered by statement | 2023-2024 |
| Publish date | October 23 |
| Review date | July 2024 |
| Statement authorised by | Emma Potts |
| Pupil premium lead | Emma Potts |
| Governor lead | Gordon Stewart |

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|  | Nursery 1 | Nursery 2 | Reception  | Year 1 | Year 2 | Year 3 | Year 4 |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Total 93 | 2 | 11 | 19 | 9 | 13 | 21 | 16 |
| PP 42 47% | 1 50%(EYPP)  | 3 28%(EYPP) | 6 32% | 7 78% | 5 38% | 8 38% | 12 75% |

## Disadvantaged attainment for last academic year (2022)

| **GLD** | 62% |
| --- | --- |
| **Phonics** | 80% |
| **Multiplication Check (Year 4)**  | 50% |

## Year 1

| **Measure** | **% at age related expectation/scaled score** |
| --- | --- |
| Reading | 60%/98 |
| Writing | 60%/101.4 |
| Maths | 60%/98 |

## Year 2

| **Measure** | **% at age related expectation/scaled score** |
| --- | --- |
| Reading | 86%/108.3  |
| Writing | 71%/101.0 |
| Maths | 71%/107.5 |

## Year 3

| **Measure** | **% at age related expectation/scaled score** |
| --- | --- |
| Reading | 73%/102.5 |
| Writing | 64%/103.4 |
| Maths | 82%/103.9 |

## Year 4

| **Measure** | **% at age related expectation/scaled score** |
| --- | --- |
| Reading | 56%/96.9 |
| Writing | 44%/100.8 |
| Maths | 56%/97.6 |

## Strategy aims for disadvantaged pupils

| **Measure** | **Activity** |
| --- | --- |
| Priority 1 | Improve outcomes for pupils in Reception in speaking, listening and understanding |
| Priority 2 | By the end of Y2, 80% of disadvantaged pupils will be at the expected standard in writing |
| Priority 3 | Disadvantaged pupils are able to recall key knowledge within the curriculum. |
| Priority 4  | The percentage of disadvantaged pupils achieving greater depth in reading, writing and maths (MTC) in Y4 will improve upon previous outcomes.  |
| Priority 5 | Attendance rates for pupils eligible for PP improve resulting in academic outcomes improving |
| Priority 6 | Improved % of pupils reading at home, and in school to improve outcomes in reading |
| Priority 7  | Pupils will be well fed, not hungry and better prepared to access learning |
| Barriers to learning these priorities address | Disengagement from parents.  |
| Projected spending  | £53,835  |

## Teaching priorities for current academic year

| **Aim** | **Target** | **Target date**  |
| --- | --- | --- |
| Progress/attainment in Writing | KS1 Writing is in line with national expectationsKS1 writing attainment - 80% (EXP) | July 24 |
| Progress/attainment in Mathematics | KS1 Maths is in line with national expectationsKS1 maths attainment - 80% (EXP) | July 24 |
| Progress/attainment in Reading | KS1 Reading is in line with national expectations KS1 reading attainment - 80% (EXP) | July 24 |
| Phonics | Exceed national average expected standard in PSC  | July 24 |
| Other | Improve attendance of disadvantaged pupils to LA average  | July 24 |
| Other  | Improve % of disadvantaged pupils achieving the Multiplication Tables Check to 75% | July 24 |

## Targeted academic support for current academic year

| **Measure** | **Activity** |
| --- | --- |
| Priority 11. Improve outcomes for pupils in Reception in speaking, listening and understanding
 | 1. *-Launchpad-regular CPD and monitoring*
 |
|  Priority 2By the end of Year 2, 80% of disadvantaged pupils will be at the expected standard in writing. | *-Ensure high level of adult support, strong quality first teaching and regular monitoring (weekly Thursday)**-When necessary fully utilise SEND support**-Use expertise across the trust to fully utilise time allocated for writing sessions* |
| Priority 3Disadvantaged pupils are able to recall key knowledge within the curriculum.  | *-Staff define spaced retrieval in relation to curriculum maps to ensure the key knowledge in both Core and Foundation subjects is both sequential and avoids cognitive overload. Allowing our disadvantaged children the opportunity to build on secure prior knowledge* |
| Priority 4 The percentage of disadvantaged pupils achieving greater depth in reading, writing and maths (MTC) in Y4 will improve upon previous outcomes.  | *-Maintain strong quality first teaching in Year 4 with additional intervention focusing on children’s ability to recall their times tables accurately* |
| Barriers to learning these priorities address | Disengagement from parents.  |
| Projected spending  | £26917 |

## Wider strategies for current academic year

| **Measure** | **Activity** |
| --- | --- |
| Priority 5Attendance rates for pupils eligible for PP improve resulting in academic outcomes improving | *-Continue to maintain strong levels of both monitoring, challenge and reward in relation to our disadvantaged children’s attendance. Fully utilise out Trust’s Attendance officer in relation to revision of policies and procedures* |
| Priority 6Improved % of pupils reading at home, and in school to improve outcomes in reading | *-Invest in a cycle of Reading challenges and rewards to ensure reading remains a high priority. Monitor the children’s engagement in these challenges to evaluate their effectiveness and impact. Fully utilise the reading platform Reading Plus to ensure children have a bespoke platform they can access at home* |
| Priority 7 Pupils will be well fed, not hungry and better prepared to access learning | *-Continue to challenge disadvantaged children to attend breakfast club. Monitor the uptake of our disadvantaged children in relation to Breakfast club. Continue Greggs breakfast “Toast and a Tale” each morning allowing our children to address any hunger issues discreetly*  |
| Barriers to learning these priorities address | Disengagement from parents.  |
| Projected spending  | £26917 |

## Monitoring and Implementation

| **Area** | **Challenge** | **Mitigating action** |
| --- | --- | --- |
| Teaching | Ensuring sufficient time is given to CPD to ensure that teachers are confident that they are delivering QFT  | Use of INSET days and additional cover being provided by senior leaders. |
| Targeted support | We have limited additional support in the main school. | A carefully planned timetable that is regularly reviewed. |
| Wider strategies | Continue to nurture sound relationships between home and school to ensure strong engagement from our parents in relation to our priorities.  | Working closely with parents and setting challenges, workshops and ‘stay and play’ sessions to ensure consistency between home and school. Continue to communicate effectively using Dojo to ensure parents feel valued and recognise their essential role in the achievement of our goals as a school.  |

## Review: last year’s aims and outcomes

| **Aim** | **Outcome** |
| --- | --- |
| Improve outcomes for pupils in Reception in speaking, listening and understanding | Launchpad is the basis of our early years curriculum. As a new adopter we used this approach to develop our new curriculum ensuring the speaking, listening and understanding skills of our Reception children are a priority. In 23/24 we ensure the quality of delivery of this approach as new staff join the team.  |
| By the end of Y2, 80% of disadvantaged pupils will be at the expected standard in writing | Curriculum will continue to be a focus moving into 23/24. This academic year we will focus on the assessment of foundation subjects, spaced retrieval and mapping key concepts across our curriculum, for example Invasion in History.  |
| The percentage of disadvantaged pupils achieving greater depth in reading, writing and maths in Y2 will improve upon previous outcomes | As a school we are pleased with the standards achieved in both Reading and Maths in relation to our % of children achieving greater depth. In 22/23 Year 2 PP children’s writing will continue to be a focus.  |
| Attendance rates for pupils eligible for PP improve resulting in academic outcomes improving. | This challenge will be strengthened further in 22/23 with the addition of an Attendance officer in the trust. Policies to be reviewed as a result of increased focus on attendance following the pandemic. Challenge will be more systematic as a result of working with Rachel Bell NCC EWO and Paula Stone WISE attendance Officer. |
| Improved % of pupils reading at home, and in school to improve outcomes in reading | Without these challenges in place the % of reading at home quickly declines for our PP children. This will remain a focus to ensure our PP children’s access to reading is maintained.  |
| Pupils will be well fed, not hungry and better prepared to access learning | As part of the Greggs Breakfast initiative we are challenged to increase the number of disadvantaged children who attend the Breakfast club. We are offering this scheme free of charge. |