

# Pupil premium strategy statement

## Adswood Primary School

2021/22 – 2023/24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged children. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Adswood Primary School
Number of children in school, excluding nursery	304 (September 2023)
Proportion (%) of pupil premium eligible children	54.6% (166) (23-24)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2022 July 2023 July 2024
Statement authorised by	Michelle Smart, Headteacher
Pupil premium lead	Sarah Gee, Assistant Headteacher
Governor lead	Rick Holland

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£241,530 £15,180 - Post CLA £1,900 - CLA
Recovery premium funding allocation this academic year	£23,056
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year 2023-2024</b>	£281,666

## Part A: pupil premium strategy plan

### Statement of Intent

Adswood Primary School is an inclusive and welcoming school which works collaboratively with the local community and specialist services. Our intention when allocating pupil premium spending is to ensure that all children, irrespective of their background or the challenges they face, are provided with the best possible opportunity to make good progress from their starting points across all subject areas and to support them to raise and achieve their aspirations. The focus of our pupil premium strategy is to support disadvantaged children, and all children, to achieve their full potential, including progress for those who are already high attainers.

At Adswood Primary School 78.7% of our children live in areas that are in the bottom 14.5% of deprivation nationally. More specifically, 50.7% of our children live in the bottom 7.3% of deprivation nationally. In addition to this data we recognise that there are also many children in our school who have multiple barriers to their learning and have complex social and educational needs, including Child Looked After (CLA) and post CLA. Currently 32% of our children have Special Educational Needs including 6% who have Education, Health and Care Plans. A significant number of children begin school with low attainment on entry, especially within their communication and interaction.

The aim of this strategy, along with key documents such as the School Improvement Plan and the SEND and Inclusion Development Plan, is to ensure the complexity of barriers to learning are mitigated through careful planning and innovative approaches. Adswood Primary School works with rigour to provide the children in our care with the life skills, resilience and determination to overcome challenges and achieve their potential. Our shared aims are for all children to make good academic progress across the curriculum, flourish as individuals and encourage the whole community to thrive.

Our strategy has adopted a whole-school, 'Tiered Approach' to prioritise the allocation of the pupil premium spending. When designing our strategy we have ensured that our knowledge of, and relationships with, the community and our children is at the heart of all decisions. This includes aligning our strategy with current research explored by Teacher Research Groups (TRG) and our knowledge of children's current attainment through internal data and Raising Achievement Plans (RAPs). In addition to this, an in-depth understanding of the context of our school community and the specialist external teams we work with, is imperative to the success of the strategy.

High-quality teaching, targeted academic support and possible wider strategies are at the heart of our approach, with a focus on areas in which disadvantaged children require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all children within our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged children's

attainment and progress will be sustained and improved alongside attainment and progress for their disadvantaged peers. Our strategy is also integral to wider school plans for education and emotional recovery from COVID, for children whose education has been worst affected, including non-disadvantaged children.

Our approach will be responsive to common challenges and individual needs. It will be rooted in robust, diagnostic internal assessment. This assessment will inform RAP meetings, inclusion team analysis and specialist agency support and advice. The approaches we have adopted complement each other to help children excel as evidenced by the work of our Teacher Research Groups and detailed in the EEF guide to child Premium <https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/child-premium/child-Premium-resource-evidence-brief.pdf?v=1695997833>

To ensure they are effective we will:

- Adopt a whole school approach in which all staff take responsibility for disadvantaged children' progress, attainment and wellbeing and raise expectations of what they can achieve
- Allocate a senior leader to oversee progress made by the disadvantaged cohort in school, ensure disadvantaged children are challenged in the work that they're set and aspirations and expectations remain high for this group.
- Ensure the senior leaders works with the designated governor to align the strategic planning of the allocation and impact of spending decisions with the School Improvement Plan and ensure the strategy and approaches are robustly challenged.
- Ensure the progress of these groups of children, specifically sustaining the progress made at Key Stage 1 into Key Stage 2, is at the heart of school development and improvement.
- Ensure that class teams report the progress of disadvantaged children, alongside their peers, during termly Raising Achievement Plan (RAP) meetings with senior leaders and that next steps are responded to and actioned.
- Work in a responsive and flexible way so that targeted support can be implemented as changes in circumstance or children' needs are addressed through personalised support.
- Provide holistic, pastoral support to children and their families to ensure emotional and social needs and wellbeing of all is at the centre of all work and decisions.
- Ensure that good attendance is a high priority within the school and that children' and their families are supported by the school inclusion team and specialist services to attend school and are ready to learn.

- Engage with parents and carers to ensure they feel supported and communication is effective and honest.

Each child and their family are valued at Adswood Primary School. Our intention is for this community to thrive and have high aspirations. We want all of our children to Enjoy, Believe and Achieve.

## Challenges

Through interrogation of internal assessment, analysis of the Local Authority Data Pack and working alongside specialist services and our child Premium Governor, we have identified the challenges to achievement for our disadvantaged children that are to be prioritised.

Challenge number	Detail of challenge
1 Oral Language skills and vocabulary gap	Assessments, observations, and discussions with children indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged children. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged boys than their peers. Low levels of receptive and expressive language upon entry to Nursery and Reception continues to be a barrier for a significant proportion of children. Current internal data suggests that upon entry to Reception in 23/24 only 29% are on track to achieve the Early Learning Goal in Speaking and Listening and Attention and Understanding. This highlights the imperative need to provide support and intervention to develop this area.
2 Phonics and early reading	Assessments, observations, and discussions with children suggest disadvantaged children generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Although there is an upward trend in the number of Y1 children passing the phonics screen, a gap of 16.7% between disadvantaged and non-disadvantaged children remains. This demonstrated the importance of working to overcome this challenge. Statutory data from 22/23 demonstrates that the gap between disadvantaged children and their non-disadvantaged peers achieving Age Related Expectations in Reading in Year 2 was 7% however in Year 6 this gap was 36%. This data reinforces the requirement to continue with the strategies and approaches used within Read Write Inc to ensure the progress and attainment is sustained in Key Stage 1 and improved throughout Key Stage 2.
3 Attainment in Writing	Assessments, observations, and discussions with children suggest disadvantaged children generally have greater difficulties acquiring and applying the skills needed to become confident writers. Statutory data from 22/23 demonstrates that the gap between disadvantaged writers and non-disadvantaged writers achieving Age Related Expectations in Year 2 was 26%. There was a greater gap between the groups in Year

	<p>6 at 36%. Internal assessment data, using teacher judgement, suggests that across the whole school the difference between children meeting Age Related Expectations at the end of 22/23 was 17%. This evidences why this challenge is identified as a priority within this strategy and the School Improvement Plan.</p>
4. Attainment in Maths	<p>Assessments, observations, and discussions with children suggest disadvantaged children generally have greater difficulties in consolidating mathematical concepts. Statutory data from 22/23 demonstrates that the gap between disadvantaged and non-disadvantaged children achieving Age Related Expectations in maths Year 2 was 17%. There was a greater gap between the groups in Year 6 at 27%. Internal assessment data, using teacher judgement, suggests that across the whole school the difference between children meeting Age Related Expectations at the end of 22/23 was 13%. Although the gap is smaller in Maths it continues to be a challenge faced by our children and gaps in knowledge need to consistently be addressed.</p>
5. Significant number of children with multiple and complex barriers to learning	<p>Currently our percentage of children at SEND support (26.5% including nursery) is well above the national average (16%). We have also identified a 3 year upward trend of EHC Plans from 2.2% in 2021 to 6.1% in 2023. This is significantly higher than the national average of 2.5%. 64% of the children identified as having SEND are also disadvantaged. This is 23.9% higher than national data.</p> <p>Ensuring that our teaching teams receive quality Continuing Professional Development, from a range of specialist services, to ensure that they can meet the educational needs of a diverse and complex cohort of children is imperative to the success of the school. This remains a priority of the strategy alongside the SEND and Inclusion Development Plan.</p>
6. Attendance	<p>In Spring 2023 the overall absence rate was 8.6% compared to national of 7.3%. When we analysed this data further we identified the data for attendance for disadvantaged and non-disadvantaged children was relatively in line with national data however, for both groups the data for persistently absent children is higher than national data. The gap is bigger for disadvantaged pupils (9.4%)</p> <p>45.6% of the children identified with SEND were persistently absent and the school inclusion team work to improve this. We work together with specialist services to individually assess and support each child's attendance and plan how to support the child and their family to improve this.</p> <p>Although 45.6% of the SEND population were persistently absent compared to 31.8% national, our severe persistent absence is lower than national suggesting that the work of the inclusion team is imperative to preventing this and therefore is a priority of the strategy.</p>
7. Emotional wellbeing	<p>The need for pastoral support and interventions for emotional wellbeing has increased. The School Inclusion Team consists of a Pastoral Care Manager, Behaviour Mentor and SENCO. It is a responsive team who</p>

and Mental Health	<p>work proactively on a daily basis to support the emotional and physical wellbeing of children and their families. In 2022/23, 379 instances of support for emotional wellbeing, parental support and welfare concerns were recorded on CPOMS. 287 incidents of dysregulation were recorded resulting in Inclusion Team Support.</p> <p>In the 1st half term of 2023/24 there have been 119 incidents of support for emotional wellbeing, parental support and welfare concerns reported so far and 121 incidents of dysregulation. This demonstrates the challenge faced by the community and school and the requirement for a skilled response team.</p>
8. Poverty: access to opportunities	<p>Completing the Poverty Proofing audit <a href="#">Adswood Primary School: Poverty Proofing</a> and working alongside Stockport LA has highlighted that poverty is a barrier to learning and aspiration for some families. Finance limitations can impact negatively on children attending experiences and enrichment opportunities and as part of our ongoing response to the Poverty Proofing Audit, we utilise funds received via child Premium to ensure that every child has access to these opportunities.</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Improved language skills and vocabulary among disadvantaged children and their peers	<p>Assessments and observations will indicate significantly improved oral language among disadvantaged children. This is evident when triangulated with other sources of evidence, including word aware assessments, Speech and Language reviews, and engagement in lessons, book scrutiny and ongoing formative assessment.</p>
2. Improved phonics and reading attainment among disadvantaged children and their peers.	<p>The % of Year 1 children passing the phonics screen will continue to follow an upward trend and increase in 2023/24 therefore closing the gap between Adswood Primary School and LA/National data.</p> <p>Disadvantaged boys to no longer be an outlier -Phonics screening results to be in line with their peers and national standards.</p> <p>% of children achieving the expected standard or greater depth in reading at Key Stage 1 show increasing % year on year towards national and local standards.</p> <p>% of disadvantaged children achieving the expected standard in RWM combined at KS1 is in line with or better than LA and national standards for disadvantaged children.</p>

	<p>Internal assessment and data demonstrates that progress made in reading at Key Stage 1 is sustained throughout Key Stage 2.</p> <p>Key Stage 2 reading outcomes in 2023/24 show that the % of disadvantaged children meeting the expected standard is increasing and the gap between disadvantaged boys and their peers is closing.</p>
<p>3. Improved writing attainment for disadvantaged children at the end of KS2.</p>	<p>% of disadvantaged children achieving the expected standard in RWM combined at KS1 is in line with or better than LA and national standards for disadvantaged children.</p> <p>KS1 writing outcomes demonstrate a % increase in boys achieving the expected standard to align with the outcomes of girls in writing.</p> <p>Internal assessment and data demonstrates that progress made in writing at Key Stage 1 is sustained throughout Key Stage 2.</p> <p>KS2 writing outcomes in 2023/24 demonstrate that the % of disadvantaged children who meet the expected standard is close to or in line with the national average.</p>
<p>4. Improved maths attainment for disadvantaged children at the end of KS2</p>	<p>% of disadvantaged children achieving the expected standard in RWM combined at KS1 is in line with or better than LA and national standards for disadvantaged children.</p> <p>Internal assessment and data demonstrates that progress made in maths at Key Stage 1 is sustained throughout Key Stage 2.</p> <p>Year 4 multiplication check data demonstrates that the % of disadvantaged girls scoring within the 21-25 point score has increased to align with boys.</p> <p>KS2 maths outcomes in 2023/24 demonstrate that the attainment gap between disadvantaged children and their non-disadvantaged peers continues to close.</p>
<p>5. Children with SEND who are disadvantaged have access to the curriculum within an inclusive classroom.</p>	<p>Children make good levels of progress against their individualised SEND support plan targets.</p> <p>Evidence to demonstrate inclusion collated via TRG-Adaptive Teaching.</p> <p>Skills learnt and concepts retained across the curriculum, evidenced by children's voice.</p> <p>Children in Y5/6 access Foundation Five as part of an enhanced transition project to secondary school.</p>
<p>6. To achieve and sustain improved attendance for all children, particularly</p>	<p>The attendance for all children improves so it is inline or better than national data.</p> <p>The attendance gap between disadvantaged children and their non-disadvantaged peers aligns.</p>

<p>persistent absence for our disadvantaged children.</p>	<p>The % of disadvantaged pupils who are persistently absent (44%) reduces to align with national data for the same group (34.6%).</p> <p>% of children who have severe persistent absence (0.7%) remains less than national data (1.9%).</p>
<p>7. To achieve and sustain improved wellbeing for all children in our school, particularly our disadvantaged children.</p>	<p>Children demonstrate engagement across the curriculum in all year groups.</p> <p>Children and their families access the school inclusion team, specialist services and engage with early help systems.</p> <p>Children demonstrate a clear understanding of Zones of Regulation and can use this strategy to regulate their emotions and learning behaviours.</p> <p>Evidence of a reduction in behavioural incidents is evidenced via CPOMS</p> <p>Child and parent/carer voice demonstrates the impact of support the school provides.</p>
<p>8. To ensure all children have an enriched curriculum</p>	<p>For all children to access all Visit, Visitor and Enrichment opportunities across the primary years including the residential Year 6 trip</p> <p>Every child engages and progresses through the Enjoy, Believe, Achieve Life Skills Curriculum</p> <p>Families are supported financially to access breakfast club, food bank vouchers and access the Family Hub for additional support.</p>

# Activity in this academic year

This details how we intend to spend our child premium (and recovery premium funding) **this academic year** to address the challenges listed above. The costs of some elements of this strategy may have already been allocated from other funding streams ie - Catch-Up Premium / School Led Tutoring, however, as their intended impact is to support the outcomes for the above mentioned challenges, they have been included in this strategy but not costed.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£201,727**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Sustain the structure of 2 classes per year group in KS1 and KS2, in order to <b>reduce class sizes</b>, whilst maintaining the staffing structure of 1 Teacher and 1 TA per class.</p>	<p>Although the EEFs Teaching and Learning Toolkit suggests that this approach is high cost for low impact, this is based on limited evidence. International research evidence suggests that reducing class size can have positive impacts on child outcomes when implemented with socioeconomically disadvantaged child populations. Some studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged children than their peers.</p> <p>As a school we have seen benefits of reducing class sizes which include; reduction in time spent managing behaviour, increased time per child for high quality feedback / support with learning and avoiding the need to have mixed year group classes.</p>	<p>1, 2, 3, 4, 5, 6, 7, 8</p>
<p>Embed <b>TRG</b> (Teacher Research Group) with a focus on <b>Metacognition</b>, made up of 3 middle leaders with a view to leading the implementation and monitoring of metacognition and self-regulation strategies across school via leading CPD, Inset days, staff meetings and focused observations.</p>	<p>Extensive evidence conducted by the EEF suggests that the average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	<p>All</p>

<p>Develop 2 additional TRG groups with a focus on <b>Adaptive Teaching</b> and <b>Protective Characteristics</b></p> <p>Cover middle leaders to allow research time and co-coaching, observations, strategic planning and monitoring.</p> <p>6 teachers 1 day per ½ term</p>	<p>EEF evidence demonstrates the importance of the approaches highlighted to support children with SEND</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-the-five-a-day-approach-how-the-eef-can-support">https://educationendowmentfoundation.org.uk/news/eef-blog-the-five-a-day-approach-how-the-eef-can-support</a></p>	
<p>CPD</p> <p>Training from specialist maths, writing and reading schools and hubs - cover for teachers</p> <p>LA led training: Specialist SEND sessions attended by staff - cover for teachers</p>	<p>Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>Promoting effective professional development (PD) plays a crucial role in improving classroom practice and child outcomes</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	<p>1,2,3,4, 5, 7</p>
<p>Purchase of <b>Read, Write, Inc (RWI)</b> <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all children.</p> <p>Ruth Miskin training ongoing for all staff</p> <p><b>CPD</b> from Lacey Green Hub</p> <p>Release time for Reading Lead 1 morning per week to ensure consistency and implementation</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged children:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>2,4, 5</p>
<p>Further development of <b>formative and summative assessment</b> to inform Adaptive Teaching.</p> <p>Purchase of subscription to Insight in order to provide a more efficient method of gathering and analysing child data for the purposes of monitoring progress, attainment and impact of strategies.</p>	<p>An efficient tracking and assessment system will reduce workload for teachers and any other members of staff requiring information around child progress and attainment. This will allow for formative assessment, responsive and adaptive teaching to target specific children and their misconceptions. This work is supported by SLT through ongoing moderation and co-coaching and RAP meetings.</p>	<p>1,2,3,4,5</p>

	<p>Phases and year groups work together to moderate and support/challenge each other's assessment to ensure that they are robust and accurate. This will ensure that progress and attainment achieved in KS1 is sustained and improved upon throughout KS2.</p>	
<p>Enhancement of our Writing teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance such as <b>composition strategies</b> and <b>transcription and sentence construction</b> in school and to access relevant resources and CPD.</p> <p>Purchasing of new scheme</p> <p>Woodfold Primary Links – cover needed and <b>CPD sessions</b></p> <p>New books purchased</p> <p>Writing resources including pens purchased</p> <p>Cost of LA support for moderations</p> <p>Handwriting inset for all staff</p>	<p>The EEF suggests effective strategies to develop writing include Oral language and Phonics programmes as detailed earlier in this plan.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy">https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</a></p> <p>As well as these approaches, development of <b>composition strategies</b> and <b>transcription and sentence construction</b> are key strategies for the development of writing.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	<p>3, 5</p>
<p>Embedding <b>dialogic activities</b> across the school curriculum. These can support children to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will continue to implement <b>Word Aware</b> strategies and assessments across school, and continue with <b>Tales Toolkit</b> in EYFS. Proceed with <b>WELCOMM</b> for Nursery intervention and embed <b>Language Link in Reception</b></p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>1, 2,, 3,5,6</p>

<p>In house <b>Speech and Language Therapist</b> for 2 days per week.</p> <p>Having this resource enables us to rapidly assess what is currently one of our highest areas of need, resulting in early intervention being put in place where needed. The Sp+L therapist also provides support and strategies for class teams to implement as well as working 1:1 with high needs children.</p>	<p>As stated above  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>In addition through our own observations and monitoring we have identified that we have a significant % of children whose primary need is Speech, Language and communication. If this area of need is not identified early it can impact on a child's cognition and learning and Social, Emotional and Mental Health as they progress through school. We understand that early intervention is key to overcoming speech and language needs as a barrier to learning.</p>	<p><b>all</b></p>
<p>Purchase of <b>Perspective Lite</b> to allow a deeper more efficient analysis of attainment and progress trends.</p>	<p>An efficient analysis and evaluation programme will allow SLT to utilise national, local and internal data to improve outcomes for disadvantaged children. This will also allow governors to work with us with a data secure programme.</p>	<p>1,2,3,4, 5</p>
<p><b>Zones of Regulation</b> CPD, via Pastoral Care Manager, and implementation will compliment the work</p> <p><b>Transformative Communication</b> approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p>	<p>All</p>
<p>Retention of a non-teaching <b>Pastoral Manager</b> to support children and families, particularly around their emotional wellbeing. Currently 70% of the children and families supported directly by the Pastoral Manager are disadvantaged.</p> <p>Retention of <b>Behaviour Mentor</b> to support families and children across school</p>	<p>Although the EEF has no <a href="#">published research yet</a> as to the impact of effective pastoral support, we have seen levels of attendance and classroom engagement increase and absence and behaviour incidents decrease in children when they and their families receive support with their social -emotional wellbeing.</p>	<p>All</p>

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£69,691**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Retention of an additional TA across the Year 1 cohort to deliver <b>small group interventions in writing and maths</b> to targeted children who are currently below ARE with the intention of accelerating progress for these children in order to align attainment.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining children or those falling behind, both one-to-one and in small groups:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>3,4</p>
<p>Retention of additional TA in Reception 4 days a week to provide <b>SALT (Language Link)</b> and <b>FAST TRACK</b> intervention for targeted children</p>	<p>Early identification is crucial to rapid progress. Language Link allows us to identify and provide intervention for our youngest children and identify children who require more specialist support from our CBI therapist following a programme of intervention.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>Following strategic development days</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3, 5</p>
<p>Additional <b>RWI phonics (FAST TRACK)</b> sessions targeted at disadvantaged children who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on children, particularly from disadvantaged backgrounds. Targeted phonics</p>	<p>2, 4, 5</p>

<p>Ensure identification of <b>disadvantaged boys</b> integral to planning the support.</p> <p>(TA each afternoon to implement FAST TRACK across Key Stage 1)</p>	<p>interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>For children who have been exposed to high quality phonics teaching and intervention in EYFS and KS1, are significantly below the expected standard and are making limited progress, <b>Fresh Start, will be implemented in Year 5 and 6.</b></p> <p><b>Targeted teaching and Additional TA ( day per week across Key stage 2)</b></p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on children, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 3, 5
<p><b>Number Stacks</b> intervention across KS1 and 2 to ensure that gaps in knowledge and concepts are addressed.</p> <p>Additional times tables support across lower key stage 2 - targeting <b>disadvantaged girls.</b></p> <p><b>Targeted teaching and TA in each class to implement.</b></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining children or those falling behind, both one-to-one and in small groups:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	4
<p>Additional <b>TA deployed to Year 6 for 1 day per week</b> to provide small group targeted support, in writing, to disadvantaged children identified through child progress meetings.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining children or those falling behind, both one-to-one and in small groups:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1,2,3,4, 5

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,248

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. (Including the annual subscription to <b>CPOMS</b> to record and analyse frequency of incidents)</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:  <a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>5, 6, 7, 8</p>
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve allocating time for the Pastoral Manager to implement strategies and monitor <b>attendance</b> including <b>first day calling</b>, home visits, meeting with the EWO and School Age Plus Worker, engaging with Stockport Inclusion Service for additional support.</p> <p>Analysis of individual cases of <b>persistent absence</b> and planning support.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>LA - perspective lite to analysis trends within specific groups of children</p>	<p>6</p>
<p>Pupil Premium FocusEd <b>CPD</b> for Senior Leadership Team</p>	<p>Continuing professional development ensures that the SLT are delegating funds appropriately and effectively.</p>	<p>All</p>
<p>Focus Learning Challenge Curriculum</p> <p>Development of <b>child voice</b> and subject analysis through project with Senior School Improvement Advisor - cover to release <b>Subject Leaders</b></p>	<p>Deploying a child led investigative curriculum that is relevant and balanced to increase engagement</p>	<p>7,8</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours,</p>	<p>All</p>

	we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	
Breakfast Club subsidy	<p>Children need to be ready to learn in school, this provision can increase levels of engagement, emotional wellbeing and access to the curriculum.</p> <p><a href="https://www.adswood-pri.stockport.sch.uk/page/poverty-proofing/115361">https://www.adswood-pri.stockport.sch.uk/page/poverty-proofing/115361</a></p>	All
VVE subsidy	<p>Full programme of experience and visitors planned for all pupils in different curriculum areas. Ensure these provide opportunities to improve language, interaction, imagination, focus as well as positively impacting on children's social and emotional wellbeing.</p> <p><a href="https://www.adswood-pri.stockport.sch.uk/page/poverty-proofing/115361">https://www.adswood-pri.stockport.sch.uk/page/poverty-proofing/115361</a></p>	All

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes 2022/2023

This details the impact that our child premium activity had on children in the **2022 to 2023** academic year.

We have analysed the performance of our school's disadvantaged children during the 2022/23 academic year using Key Stage 1 and 2 performance data, phonics check and internal assessments.

#### **Year 1 Phonics Screen**

The evidence from the data from the phonics screen test indicates that outcomes for disadvantaged children have improved, which supports the targeted work and implementation of RWI. The percentage of disadvantaged children who passed the phonics screen has increased from 45% to 50% this year. This means that there is a 16.7% gap between disadvantaged and non-disadvantaged children. This is relatively in line with the LA gap (15%) and is narrower than the national gap (18%).

The data provided in the data pack indicates that although the gap within our school is closing, our disadvantaged children are still achieving below the national and LA percentages.

Closer analysis of the data available suggests that positively our disadvantaged girls achieved higher (75%) than national (71%) and LA (68.6%). Our strategy plan has been adjusted to reflect this as only 40% of our disadvantaged boys passed the phonics screen which is below national (62.6%) and LA (61.5%) data.

In comparison, our non-disadvantaged boys are performing better than our non-disadvantaged girls.

Targeted support and interventions will be deployed to address this to ensure that disadvantaged boys are a focus.

It is key to note that 71% of the Year 2 children who resat the Phonics screen in 2022/23 passed. This is an increase of 16% from 2021/22. 71% is significantly above the average for national and LA data regarding Y2 retake. This suggests that RWI and additional staff has been an efficient use of funds to support educational recovery.

#### **KS1 Statutory assessments**

Data from tests and assessments positively suggest that, in Key Stage 1 the outcomes (children achieving Age Related Expectations) for disadvantaged children have increased in reading by 16%, writing by 9% and maths by 9%. However, the outcomes for non-disadvantaged children have increased at a greater rate, therefore the gap between the two groups widened in 2022/23. This has led to us adapting our strategy plan for this academic year to ensure that child progress meetings have an increased

focus on identifying and targeting disadvantaged children so that their attainment rate increases in line with non-disadvantaged children.

32% of our disadvantaged children achieved Age Related Expectations in RWM combined, compared to 37.3% for the LA and 40.4% nationally. This demonstrates a 6% increase in school from the 2021/22 KS1 data for disadvantaged children.

A strength for our school is in reading, where 57.2% of our disadvantaged children achieved Expected or Greater Depth. This data is close to the LA results of 58.4%. The national data remains higher at 63.3%. This demonstrates that the PP strategy plan is having an impact on reading and the targeted approaches within the plan will be continued to improve these outcomes further.

Our data indicates that writing and maths will continue to be a focus of the strategy plan to ensure that our disadvantaged outcomes in KS1 continue to move closer to the national and local data, as set out in the success criteria of this plan.

### **KS2 Statutory Assessments**

KS2 statutory assessments show that disadvantaged children did not attain as well as their non-disadvantaged peers in any of the core subjects. Reading has the largest attainment gap at 49% between the two groups at EXS. The attainment gap between the two groups has narrowed in maths by 5%.

Although the attainment data for disadvantaged children at the end of KS2 is below the national and LA data, it is important to highlight the data from the Key Stage 2 progress summary list. This demonstrates that in our school a higher percentage of disadvantaged boys achieved a progress score of 'more than or equal to 0' than non-disadvantaged boys in reading and maths. The two groups align in writing.

Progress scores indicate the same pattern for disadvantaged girls in maths, increased percentages in writing but lower than their non-disadvantaged peers in reading.

Disadvantaged girls performed better than National and LA at Greater Depth in Writing: 15.4% compared to 8.2% /8.6%. Disadvantaged girls performed better in maths than LA and national to achieve the expected standard. Disadvantaged SEND boys (40%) achieved the expected standard in Maths compared to 26.9% in the LA – (+13.1) and national (31.8) The APS for disadvantaged boys in maths is +1.25 which is higher than LA and national

The summary data also indicates that the percentage of autistic children who achieved a progress score of 'more than or equal to 0' is higher than LA and national figures in reading, writing and maths. This demonstrates the importance of speech and language provision to aid educational recovery.

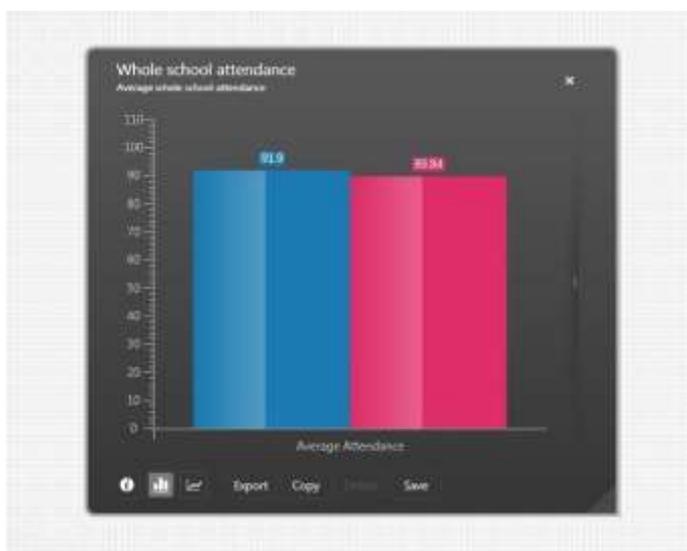
### **Attendance**

Whole school attendance 2022-2023 was 91.9%. Attendance for disadvantaged children was 89.4%, Non-disadvantaged was 92.3%. There has been a small increase

of 0.4% for our disadvantaged children. This attendance data was impacted by a number of disadvantaged children with EHCPs who were accessing part time timetables in the 2022/23 academic year. We secured specialist provision for these children. The evidence demonstrates that attendance remains a focus on our PP strategy plan. When analysing our attendance data for children eligible for free school meals it is in line with the LA averages.

The gap between non-disadvantaged persistently absent children compared to the same group nationally, is relatively in line at a difference of +0.8%. For our disadvantaged children the persistent absent figure (44%) is well above national (34.6%) This has been Identified as a priority on the 23/24 strategy statement. For our SEND population, the PA figure compared to national is a difference of 12%; this is identified and targeted through the SEND and Inclusion Development Plan and PP strategy.

Although PA figure is higher than national, the severe PA (0.7%) is lower than national (1.9%) demonstrating that policies have an impact



### **Wellbeing and emotional regulation**

Our assessments and observations indicated that children's behaviour, wellbeing and mental health continued to be impacted last year, primarily due to COVID-19 recovery related issues and the cost of living crisis. We also recognised and responded to a sharp increase in parents/carers accessing support from the school inclusion team due to their own emotional wellbeing and requirement for emotional support/strategies. The impact was particularly acute for disadvantaged children and their families. We used child premium funding to provide wellbeing support for all children, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

**Poverty proofing/access to activities**

All children attend all VVE across the 3 phases in school. This is due to the funding in place to subsidise this. This included half termly enrichment days for all classes. The EBA awards also enable children to develop life skills through an engaging curriculum.

All children in school can have access to funding support to access uniform, breakfast club, and after school clubs through the funds allocated to the contingency funds.