

# Pupil premium strategy statement – Adswood Primary School

The government provides additional funding to assist us to support improvements to the educational outcomes for all pupils including those classed as disadvantaged.

This statement details how much our school receives as a pupil premium grant, our strategy for this funding, and how we use pupil premium funding to help improve the attainment of our pupils. It provides information on how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

The school has a ‘pupil premium lead’ member of staff who is responsible for this strategy, as authorised by the head teacher.

## School overview

Detail	Data
Number of pupils in school – excluding nursery	277
Proportion (%) of pupil premium eligible pupils	49.9% 60.6% - Ever 6
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024/2025 2025/2026 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025 September 2026 September 2027
Statement authorised by	Michelle Smart, Head teacher
Pupil premium lead	Sarah Gee, Assistant Head teacher
Governor / Trustee lead	Rick Holland

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£241,240 £12,850 - Post CLA £9,000 - CLA
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£263,090</b>

## 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 already have high attainment.

At Adswood Primary School 80% of our school cohort live within the bottom 14% of deprivation nationally. This indicates that the vast majority of our children, including those children not eligible or claiming FSM, are living in poverty.

In addition, 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 36.2% of our children have Special Educational Needs (SEND) including 6.7% who have Education, Health and Care Plans. We have a high percentage of children with SEND who are also disadvantaged (74.3%). A significant number of children begin school with low attainment on entry, especially within their communication and interaction.

The strategies and provision implemented through this Pupil Premium strategy are intended to support all children across school.

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 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 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 are at the heart

of all decisions. This includes aligning our strategy with current research explored by Teacher Research Groups (TRG), reviews of previous strategy documents 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. It 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 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 Pupil Premium

<https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/child-premium/child-Premium-resource-evidence-brief.pdf?v=1695997833>

To ensure we 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 work 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 our community to thrive and have high aspirations. We want all of our children to Enjoy, Believe and Achieve.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Improvements have been evidenced in the attendance of all groups of pupils at Adswood Primary School. The data from 2023/24 identifies that although progress has been made, the school is still below national averages for attendance. There also remains a gap between the levels of persistent absence of pupils who are disadvantaged and their peers - especially those who are disadvantaged and also have SEND.
2	Analysis of the data from 2023/24 has evidenced that girls who are disadvantaged are being outperformed by their peers. This is across both Key Stage 1 and 2 and across all core subjects.
3	Key Stage 2 statutory assessment outcomes demonstrate that the pupils who are disadvantaged are not performing as well as their peers in reading. This is especially true for those who are disadvantaged and have SEND.
4	Internal tracking and non-statutory Key Stage 1 assessment data suggests that boys who are disadvantaged are not attaining as well as their peers in maths.
5	'On entry', baseline and FS profile data demonstrates that expressive and receptive language skills across EYFS and Key Stage 1 remain a barrier to early learning skills.

6	Analysis of the Early Year Profile evidenced a decrease in the number of children achieving the ELG for Physical development - this has impacted these children as they have moved into Key Stage 1.
7	Evidence of limited access to progressing technology in the home can lead to limited access to home learning opportunities.
8	The level of staff absence is relatively high - research and evidence demonstrates that working in a school which serves a community with a high level of deprivation can impact on staffing levels and wellbeing.

## Intended outcomes

This explains the outcomes we are placing more attention on achieving **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. All children, including those who are disadvantaged, have good school attendance.	The percentage of disadvantaged children who are persistently absent has decreased in line with their peers and national data.
2. Girls who are disadvantaged achieve well in core subjects	Statutory assessment points and internal data demonstrate that the percentage of disadvantaged girls reaching Age Related Expectations (ARE) is in line with their peers and national averages.
3. Children's reading comprehension skills enable them to transition to secondary school as confident, purposeful readers who are ready for the next phase of their education.	Key stage 2 statutory data demonstrates an increase in the percentage of all children achieving ARE in reading and evidence from progress scores demonstrates that pupils with SEN in this demographic are making expected or better progress.
4. Boys who are disadvantaged achieve in line with their peers in maths.	Key Stage 1 data evidences an increase in percentage of children who are disadvantaged achieving ARE in maths.
5. Intervention, resources and curriculum planning provides opportunities for Communication and Language across EYFS and Key Stage 1 in order to develop pre reading and writing skills.	The percentage of children, especially those who are disadvantaged, who achieve the ELG's in Communication and Language increases to be in line with national averages.
6. Intervention, resources and curriculum planning provides opportunities for Physical Development across EYFS and Key Stage 1 in order to develop pre reading and writing skills.	The percentage of children, especially those who are disadvantaged, who achieve the ELG's in Physical Development increases to be in line with national averages.
7. Staff teams will have a dynamic, research based understanding of	Implementation of research and curriculum design ensures that

technological developments and the impact that poverty can have on access to devices and resources.	technology supports across core subjects and develops the computing curriculum.
8. Staff are well and attend school regularly.	Staff absence reduces

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

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

Budgeted cost: £136,251

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Smaller Class Size</b> Sustain and fund the structure of 2 classes per year group (1.5 PAN) in <b>upper KS2</b>, in order to <b>reduce class sizes</b>, whilst maintaining the staffing structure of 1 Teacher and 1 TA per class.</p>	<p>International research evidence suggests that reducing class size can have positive impacts on child outcomes when implemented with socioeconomically disadvantaged child populations. <b>When analysing the Y5/6 cohort:</b></p> <ul style="list-style-type: none"> <li>● <b>71.4% of the children are Ever 6.</b></li> <li>● <b>40% of the children have SEND which includes 17% of Y6 have EHCPs.</b></li> </ul> <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.</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.</p>	1,2,3,7,8
<p><b>CPD</b></p> <p><b>Lacey Green Hub</b> - RWI, Maths, SEND, EYFS</p> <p><b>Woodfold</b> - writing focus</p> <p><b>LA led training:</b> Specialist SEND, subject leads</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. 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/guidancereports/effective-professionaldevelopment">https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/effective-professionaldevelopment</a></p>	All

<p><b>Focus Learning Challenge Curriculum</b></p> <p><b>Senior School Improvement Advisor -</b> Development of <b>child voice</b> and subject analysis through project</p> <p>Cover to release <b>staff teams</b> and <b>subject Leaders</b></p>		
<p><b>Teacher Research Group (TRG)</b></p> <p><b>Computing and digital poverty</b></p> <p>TRG to be established and research identified</p> <p>TRG to develop links with other schools and evaluate current impact.</p> <p>TRG to align with The Digital Poverty Alliance - measure national impact</p>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1732634504">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1732634504</a></p> <p><a href="#">Digital Poverty Alliance</a></p>	7
<p><b>Writing</b> - development of teaching and curriculum planning - in line with DfE and EEF guidance.</p> <p>Fund teacher release time to embed key elements of guidance and co- coach</p> <p><b>Woodfold Primary</b> Links – fund cover for CPD sessions LA support for moderations</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/guidancereports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/literacy-ks2</a></p>	2,3,

<p><b>Widget Software - access to all</b></p> <p>Dual coding throughout curriculum, environment and provision.</p>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf?v=1732710747">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/Cognitive_science_approaches_in_the_classroom - A review of the evidence.pdf?v=1732710747</a></p>	<p>All</p>
<p><b>Ninja - comprehension</b></p> <p>Whole school approach to reading comprehension skills - whole class activities</p>	<p><a href="#">Reading comprehension strategies   EEF</a></p>	<p>3</p>
<p><b>Develop and build KS1 Forest school</b></p> <p>Provide targeted opportunities to improve physical development.</p>	<p><a href="#">Physical development approaches   EEF</a></p> <p><a href="#">New Research – A Longitudinal Study on Forest School</a></p> <p><a href="#">Play-based learning   EEF</a></p>	<p>6</p>
<p><b>IPADS</b></p> <p>Leasing Ipad across 3 years to support times table practice and across the curriculum.</p> <p>Specifically targeting girls who are disadvantaged</p>	<p><a href="#">Using Digital Technology to Improve Learning   EEF</a></p>	<p>2,4,7</p>
<p><b>Curriculum review and development</b></p> <p>Development of <b>child voice</b> and subject analysis through project with Senior School Improvement Advisor</p> <p>retention of cover supervisor to release <b>Subject Leaders and class teachers for CPD</b></p>	<p>Pupil Book Study - An Evidence informed guide to help quality assure the curriculum: Alex Bedford.</p> <p><a href="https://www.unity-curriculum.co.uk/pupil-book-study/">https://www.unity-curriculum.co.uk/pupil-book-study/</a></p>	<p>All</p>
<p><b>Dialogic activities-embed</b> across the school curriculum to support children to articulate key ideas,</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom</p>	<p>All</p>



<p>consolidate understanding and extend vocabulary.</p> <p><b>WELCOMM</b> - Nursery</p> <p><b>Word Aware</b> - whole school</p> <p><b>Tales Toolkit</b> - EYFS and Key Stage 1</p> <p><b>Language Link</b> - Reception to Year 5</p> <p><b>Memory Magic</b> - whole school implementation</p> <p><b>Language for thinking</b> - whole school implementation</p>	<p>discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/oral-languageinterventions">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/oral-languageinterventions</a></p>	
<p><b>Insight - assessment tracker</b></p> <p>Further development of formative and summative assessment 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>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>	All
<p><b>Perspective Lite - Assessment analysis</b></p> <p>Enable 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 the school using a data secure programme.</p>	All
<p><b>Oracy Language Lead Programme - Stockport Speaks</b></p> <p>Working with NHS and LA to develop</p>	<p><a href="#">Oral language interventions   EEF</a></p>	All

<p>oracy and communication and language for children who are disadvantaged</p> <p>Cover for release for SENCO and class teacher</p>		
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: **£44,345**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>RWI tutoring</b></p> <p><b>RWI phonics</b> - Fast Track sessions targeted at disadvantaged children who require further phonics support.</p> <p>1 x TA every afternoon across KS1</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="#">Small group tuition   EEF</a></p> <p>1 <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>2</p> <p>3</p>	2,3,
<p><b>Retention of additional TA</b> in Reception 4 days a week to provide Intervention for targeted children</p> <p><b>Language Link - SALT</b></p> <p><b>Fast Track - Phonics</b></p> <p><b>Number Stacks -</b></p>	<p>Early identification is crucial to rapid progress. Language Link and fast track 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 or from the Reading Lead.</p> <p><a href="#">Oral language interventions   EEF</a></p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2,3,4,5,6
<p><b>It Kit and Motor Skills United</b></p> <p>Intervention across EYFS and Key Stage 1</p>	<p><a href="#">Physical development approaches   EEF</a></p>	6
<p><b>Memory Magic</b></p> <p><b>Language Link</b></p>	<p><a href="#">Oral language interventions   EEF</a></p>	All

<p><b>Language for Thinking</b> Targeted intervention for identified pupils across all phases.</p>		
<p><b>RWI Fresh Start - Year 5 and 6.</b> 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</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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	3
<p><b>Number Stacks</b> intervention across KS1 and 2 to ensure that gaps in knowledge and concepts are addressed. 4 Additional times tables support across lower key stage 2 - targeting <b>disadvantaged girls.</b></p> <p><b>Dyscalculia screenings</b> and recommendations to be implemented. 5 <b>Targeted teaching and TA in each class to implement.</b></p>	<p>Accurate assessment and 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: 6 7 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/small-group-tuition</a> 8</p>	2,4
<p>In house <b>Speech and Language Therapist</b> for 1 day per week.  Having this resource enables us to rapidly assess what is currently one of our highest areas of need, resulting in early intervention being put</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>  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</p>	All

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

Budgeted cost: **£82,514**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	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.	All
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. Analysis of individual cases of <b>persistent absence</b> and planning support	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. 9 <a href="#">Supporting attendance   EEF</a>  10 LA - perspective lite to analysis trends within specific groups of children	1
Retention of <b>Behaviour Mentor</b> to	<a href="#">Improving Behaviour in Schools   EEF</a>	All

support families and children in KS1		
<b>Zones of Regulation</b> CPD, via Pastoral Care Manager, and implementation will complement the work (parenting)	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://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	All
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)	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>	All
Flu Vaccinations - Staff	School has paid for the vaccination for any staff who gave consent <a href="#">Investigation: Disadvantaged school leaders' uphill battle</a>	8
Health bank days - Staff	A focus on wellbeing for all staff <a href="#">Investigation: Disadvantaged school leaders' uphill battle</a>	All

**Total budgeted cost: £263,101** Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils 2023/24

This details the impact of the previous pupil premium strategy statement 2021-2024

*It is key to note that 80% of our school cohort live within the bottom 14% of deprivation nationally. This indicates that the vast majority of our children, including those children not eligible or claiming FSM, are living in poverty. The strategies and provision implemented through this Pupil Premium strategy are intended to support*

*all children across school. For the purpose of this review we have used data sets that align with the government funding criteria for 'disadvantaged children'*

We have analysed the performance of our school's disadvantaged children during the 2023/24 academic year using EY data, Key Stage 1 and Key stage 2 performance data, phonics check and internal assessments.

### **Early Years Foundation Stage Profile (55.2% of the children in the cohort are disadvantaged)**

Attainment in the Early Years continues to follow a 3 year upward trend.

- The percentage of children achieving a good level of development in the year 23/34 was 62%. This was an 11% increase on 22/23 compared to a 0.5% increase nationally.
- The gap between disadvantaged and non-disadvantaged children achieving the ELG has widened in 23/24 with 41.7% of disadvantaged children achieving a good level of development compared to 76.5% of non-disadvantaged children.
- A 5% gap between our disadvantaged children and those nationally has been identified. This has led to analysis and planning for this cohort which has informed the Pupil Premium strategy plan for 24/25.
- The data analysed by SLT identifies that gaps in achieving ELG, in order to gain a good level of development, have reduced. There are more children achieving holistically across the areas evidencing that targeted intervention is impactful.
- Internal data identifies very low baselines and starting points for disadvantaged children but demonstrates expected or above expected progress for the majority of children in Communication and Language.
- This evidences the impact of Speech and Language involvement and intervention across the EYFS for all children including those who are disadvantaged; however, further intervention and strategy planning is required to raise the percentage of these children reaching a GLD.
- In order to reduce the gap between disadvantaged pupils and their peers in this cohort, an analysis of the EYFS data for 23/24 identifies disadvantaged boys with SEND as a focus for the 24/25 PP strategy plan across physical development and communication and language.

### **Year 1 Phonics Screen (48.8% of the children in the cohort are disadvantaged)**

23/24 Phonic screen data continues to follow a positive upward trend with a 13% increase in pupils passing the check this year compared to 2% nationally.

- The gap between Adswold Primary School and national data has reduced from 18% to 6%.
- The percentage of our disadvantaged children passing the phonic screen has increased by 17% compared to a national increase of 1.5%. This has brought outcomes for our disadvantaged children in line with national figures and evidence of the impact of RWI and its continued implementation for all of our children especially those who are disadvantaged.

- 66.7% of our disadvantaged boys passed the phonic screen. This is 3.7% above national figures and 9.6% above local figures for the same demographic meaning they perform better and are no longer the outlier.
- 68.8% of the pupils in our Year 2 cohort who completed the Phonics screen resit achieved the expected standard. This is 14.2% higher than the national average of 54.6%.
- Adswold Primary School has been above the national average for Year 2 retakes 3 times in the last 3 years.
- 75% of the disadvantaged children, who completed the phonics screen resit in Year 2 met the expected standard.

**KS1 Non- Statutory assessments (45.9% of the children in the cohort are disadvantaged)**

Key Stage 1 results continue to follow a 3 year upward trend across RWM.

- The gap between our disadvantaged and non- disadvantaged children has reduced this year.
- The gap between the school's disadvantaged and non-disadvantaged children achieving the expected standard in RWM combined has successfully reduced by 12.3% this year, leaving a gap of 8.5%. Nationally this gap has increased by 0.8% widening the gap nationally to 19.8% between disadvantaged and non-disadvantaged children.
- The percentage of disadvantaged children achieving the expected standard in RWM combined has increased by 15% from last year's data compared to a 3% increase nationally.
- Our disadvantaged children performed better in RWM combined than national figures by 3.1%
- The percentage of our disadvantaged children working at Greater Depth in RWM combined (5.9%) is higher than the national average (2.6%).
- There has been an 11.4% rise in Writing at the expected level for our disadvantaged children.
- The percentage of disadvantaged children working at Greater Depth in Writing is 11.8% compared to national figures of 3.8%.
- The percentage of disadvantaged boys achieving expected standard in Writing has increased by 10% and GD by 16.7% - this evidence shows that this group is outperforming national figures.
- Disadvantaged boys have outperformed disadvantaged girls in writing.
- There has been a slight decrease in the percentage of disadvantaged children achieving the expected standard in Reading - this is a SEND issue and not related to disadvantage.
- The percentage of disadvantaged children at Greater Depth in Reading is 2.1% higher than local and national.
- In Maths there has been a decrease in the percentage of disadvantaged children achieving the expected standard, again this is a SEND issue and not related to disadvantage. Our non-SEND disadvantaged children outperform national figures by 17.5%.

- The percentage of non-SEND disadvantaged children at Greater Depth in Maths is 2.1% higher than national.
- 87.5% of our non-SEND disadvantaged pupils achieved the expected standard in RWM combined which is a 48.4% increase on the previous year and 32.6% higher than the national standard for the same demographic. This evidence shows that the Pupil Premium strategy has had a significant impact for these children.
- Our children with SEND who are not disadvantaged are outperforming national and local data by 18% in RWM combined - evidencing the impact of the Adaptive Teaching TRG.
- We have reduced the gap between our disadvantaged children with SEND and their national counterparts by 8.5% leaving a 3.5% gap to national. Disadvantaged children with SEND remain a focus for the school.

In summary, there is a higher percentage of children who are disadvantaged at Adswood Primary School achieving the expected standard than national figures by 3% which evidences the impact of this Pupil Premium strategy.

#### **Multiplication and Timetables Check (MTC) (73.3% of the children in the cohort are disadvantaged)**

- The average score for our disadvantaged children in the MTC is 19.4 compared to the same demographic nationally which is 18.8. However 46.7% of our disadvantaged children scored within the 21-25 point range compared with 49.5% nationally.
- This data indicates that a larger percentage of our disadvantaged children scored in the 11-20 range than nationally.
- Our disadvantaged boys performed better than national figures however, our disadvantaged girls did not. With targeted intervention and access to efficient technology in school we aim to increase our average score with effective use of Pupil Premium funding.

#### **Key Stage 2 Statutory Assessments (63.6% of the children in the cohort are disadvantaged)**

In RWM combined we have raised the percentage of children achieving the expected standard by 23.1% compared to a 0.5% increase nationally.

- When comparing our disadvantaged children to their non-disadvantaged peers at school, we have reduced the gap in children achieving the expected standard in RWM combined by 12%. We will continue to prioritise our strategy as the gap remains larger than the national gap by 4.1%.
- In writing the percentage of our disadvantaged children working at the expected standard is now in line with national figures following a 30% increase in our data for this group from 2023 to 2024.
- We have more disadvantaged children writing at Greater Depth than national data. However it is key to note that although disadvantaged boys outperformed this group nationally, disadvantaged girls underperformed indicating a requirement to target this group via Raising Attainment Plans (RAPS) and Pupil Premium funding.



- We have reduced the gap between disadvantaged and non-disadvantaged children achieving the expected standard in Writing by 14.3%
- In Maths our disadvantaged children, both boys and girls outperformed national figures for the same demographic by 16.3%. We have more disadvantaged children working at Greater Depth in Maths than nationally.
- We have closed the gap in Maths and our disadvantaged children are achieving in line with their non- disadvantaged peers and both groups are performing better than national figures.
- In Reading our disadvantaged children are 8.5% behind national data however, due to a 21.5% increase in our data for this group compared to a 1.3% increase nationally we have successfully reduced our gap to national by 29.2%
- Disadvantaged boys are now achieving in line with disadvantaged girls.
- We have reduced the gap between disadvantaged and non-disadvantaged children achieving the expected standard in Reading by 33.8%.
- We have increased the percentage of disadvantaged children achieving Greater Depth in Reading by 6.9% compared to a national increase of 0.2%.
- Reading remains a focus for the school, especially monitoring and targeting intervention for our disadvantaged children to align with national figures.
- In SPAG the percentage of disadvantaged children achieving the expected standard has increased by 29.1%. This has led to these children outperforming national figures by 12.7%.
- When analysing the data further it is evident that our disadvantaged children without SEND outperformed national data for the same demographic in RWM combined, writing (by 10.5%) and maths (by 27%).
- 100% (10) of our disadvantaged non-SEND boys achieved the expected standard in maths and 90% achieved it in writing. This is key data to note, as it demonstrates that deprivation alone is not a barrier to attainment at Adswood Primary School.
- We have a high percentage of children with SEND in school (35.1) who are also disadvantaged (74.3%).
- The percentage increase (16.7%) in RWM combined for children with SEND from 2023 -24 is higher than the increase nationally (1%)
- The children with SEND remain outperformed by the same group nationally by 4.5%
- In the cohort of children discussed in the review of outcomes in Key Stage 2, 20.5% of the children had an EHCP - 66.7% of whom are disadvantaged. Disadvantaged children with an EHCP remain a focus for the Pupil Premium funding and SEND development plans.
- The percentage of children with EHCPs in school has increased by 1.3%.

### **Attendance**

- Whole school attendance for 2024 was 92.5% - this is a slight increase from 2023. Attendance for disadvantaged children was 91.8% which again is an increase from the previous year.

- Attendance has also increased for non - disadvantaged children meaning that the gap is 1.9% between the two groups this year which has reduced from the 2023 gap of 3%.
- The percentage of disadvantaged children (Y1-6) who are persistently absent is 27.7% compared to 13.8% for their non-disadvantaged peers.
- The percentage of disadvantaged children (Y1-6) who are persistently absent has decreased by 12.4% from 2023.
- Attendance continues to be a focus for the school, especially for those who are disadvantaged

### **Wellbeing and emotional regulation**

- Although difficult to quantify, the impact from embedding Zones of Regulation across the school has been significant. Children have expressed that they can use the Zones to regulate and ensure they have optimal alertness for learning.
- Due to the inclusive ethos of the school and the complexity of need, there are children and families who experience crisis and require intensive, immediate support. However, the recruitment of a behaviour mentor has allowed the school inclusion team to focus more frequently on increased levels of preventative and restorative intervention and enabled further multi agency collaboration to ensure families are signposted to the appropriate support.
- Children in Years 5/6 accessed Foundation 5 as to support transition to secondary schools
- We secured nurture provision for 6 disadvantaged children in mainstream secondary school
- We secured specialist secondary provision for 7 children
- Children's engagement with, and access to the curriculum (Including the EBA life skills curriculum) has been observed and celebrated by the LA and external agencies.
- CPOMS data indicates that the number of incidents logged for behaviour has reduced from 287 (2023) to 197 (2024)
- The school food bank is still regularly attended each Thursday by the community.
- All children have access to visits, visitors and enrichment (VVE) including the Y6 residential