

# Pupil Premium Strategy Statement



Adswood Primary School

1. Summary information					
School	Adswood Primary School				
Academic Year	2020/21	Total PP budget	£213,977 (5/12 – £85516 + 7/12 – £128461)	Date of most recent PP Review	1.10.20
Total number of pupils	311	Number of pupils eligible for PP	128 (41.2%)	Date for next internal review of this strategy	March 21

2. Current attainment (End of Year Data for KS1 2019/20 SATs – % PP - 19/44 pupils)		
	<i>Pupils eligible for PP</i>	<i>National Non-Disadvantaged</i>
% achieving EXS+ in reading, writing and maths	No Assessment – C19	No Assessment – C19
% EXS+ in reading	No Assessment – C19	No Assessment – C19
% EXS+ in writing	No Assessment – C19	No Assessment – C19
% EXS+ in maths	No Assessment – C19	No Assessment – C19
Current attainment (End of Year Data for KS2 2019/20 SATs – % PP 22/37 pupils)		
	<i>Pupils eligible for PP</i>	<i>National Non-Disadvantaged</i>
% achieving EXS+ in reading, writing and maths	No Assessment – C19	No Assessment – C19
% EXS+ in reading	No Assessment – C19	No Assessment – C19
% EXS+ in writing	No Assessment – C19	No Assessment – C19
% EXS+ in maths	No Assessment – C19	No Assessment – C19

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers – Based on 2018/19 attainment and progress measures and the outcomes from the Poverty Proofing audit.	
A.	Vocabulary across the curriculum
B.	KS2 Maths attainment

<b>C.</b>	KS1 Literacy attainment	
<b>D.</b>	Engagement in wider learning – EBA Awards	
<b>E.</b>	Accessibility to charity / money raising incentives - School bake sales – children not able to purchase their own products, Poppies, tombola,	
<b>F.</b>	Accessibility of specific foundation subjects – Art and Design, Computing, History, Music	
<b>G.</b>	Attendance at extra-curricular clubs	
<b>H.</b>	Attendance and punctuality	
<b>External barriers</b>		
<b>I.</b>	Parental engagement for learning	
<b>J.</b>	Impact of COVID19 (See Catch-up premium plan)	
<b>3. Desired outcomes</b>		
	<i>Desired outcomes</i>	<i>Success criteria</i>
<b>A.</b>	Children develop a broad range of subject specific vocabulary, which they can apply to their learning across the curriculum.	Pupils use a broad range of appropriate, subject specific vocabulary in their work across the curriculum. Learners are able to access and comprehend high quality texts leading to a rise in reading standards across school.
<b>B.</b>	Maths attainment in KS2 is more in line with the National average than that of 2018/19.	Diminished difference between PP and National Non-PP attainment in KS2 Maths outcomes.
<b>C.</b>	Attainment in Reading and Writing at KS1 is more in line with the National average than that of 2018/19..	Diminished difference between PP and National Non-PP attainment in KS1 Reading and Writing.
<b>D.</b>	Increased opportunities for children to access and obtain 'life skills' to better prepare them for their next stage of learning.	Children engage with and achieve 'EBA' awards and in turn are equipped with a wider range of life skills.
<b>E.</b>	Free stalls and tokens given to enable accessibility for all.	All PP pupils are able to access the school fairs (or alternative) and enjoy themselves regardless of financial constraints.
<b>F.</b>	Diminished difference in attainment within the above mentioned foundation subjects between PP and Non-PP learners than that of 2018/19..	The difference between the attainment of PP and Non-PP pupils in the foundation subjects decreases.
<b>H.</b>	Attendance of PP pupils continues to rise.	PP attendance is currently higher than Non-PP. This is maintained and PP attendance percentage increases.

#### 4. Planned expenditure

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

##### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>ALL</b>	<p>Deploy a full time Teaching Assistant in each class in order to reduce the pupil to adult ratio. TA to work with small focus groups. And deliver pre teach activities.</p> <p>Embedding of new personalised curriculum to increase levels of engagement.</p> <p>Develop our approach to CPD across school by introducing 'TRGs' and 'Lesson studies'</p>	<p>Research conducted by the EEF suggests that teaching in 'small tuition groups' can have an impact of up to +4 months on pupils' achievement. Regardless of the evidence that the EEF have produced that suggests TA's have minimal impact for a high cost, we know we have highly skilled, effective teaching assistants who are valued greatly in our school team.</p> <p>Provide more relevant oral and written feedback which pupils will action, giving evidence by responding to feedback with 'Purple polishing pens.' – see marking and feedback policy.</p> <p>In depth monitoring of this strategy statement to ensure the spending of the PP funding is efficient, effective and achieves the desired outcomes.</p> <p>By working in partnership with a local EEF Training school, we have recognised that our current method of in house CPD does not reflect what the research suggests are the most effective approaches.</p>	<p>Monitored through impact on pupil progress half termly. Scrutiny of planning files to ensure TAs are being planned for effectively. Book scrutiny to monitor outcomes of focused group work when TA led.</p> <p>Monitor through lesson observations, book scrutiny, Subject leader reports, RAP Meetings, Work Watch.</p> <p>Regular reports to HT and governors.</p> <p>Monitor through feedback and next steps</p> <p>Clear plan of implementation, working in partnership with EEF Training school.</p>	<p><b>SLT</b></p> <p><b>Subject leaders.</b></p> <p>ML</p> <p>SLT</p> <p>JG</p> <p>MS/JG</p> <p>MS/JG/NR</p>	<p>Termly</p>

<b>ALL</b>	<p>Inclusion Team made up of full time Pastoral Care Manager, Pastoral support worker and SENDCo.</p> <p>Accessibility to intervention, emotional support, mindspace, multiagency referrals,</p>	<p>The rationale behind this being if the children are not in school, feeling happy and safe, then no learning will take place regardless of the quality of teaching and additional provision.</p> <p>The pastoral team enable all pupils and parents the opportunity to access a calm, safe space within school, where they will be listened to and supported. Resulting in pupils being ready to engage in learning much sooner than without this support.</p> <p>Rates of behaviour incidents have reduced dramatically, as has our number of exclusions.</p> <p>Internal monitoring of this through learner voice is evidence of the value and impact of this provision.</p> <p>Attendance rates have also increased consistently for the last 3 years (with the exception of COVID related absences) and a decrease in persistent absence.</p>	<p>This is already in place and working well. The Pastoral Team continuously monitor their impact on individuals on a case by case basis.</p> <p>See CPOMs for further monitoring.</p>	RC, NS, SG	Ongoing.
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<b>Total budgeted cost</b>					£144,322
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**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Children develop a broad range of subject specific vocabulary, which they can apply to their learning across the curriculum.	<p>Word Aware</p> <p>Tales Toolkit</p> <p>Wellcomm</p> <p>Key Vocabulary Word Mats</p> <p>Quality First Teaching</p> <p>In house SALT (1 day per wk)</p>	<p>Word Aware is a structured whole school approach to promote the vocabulary development of all children. Focussed on whole class learning, the resource is of particular value for those who start at a disadvantage – including children with Developmental Language Disorder, Special Educational Needs and those who speak English as an additional language, but it will extend the word learning of all students.</p> <p>SENDCo working closely with new Sp+L Therapist to target and assess children.</p>	<p>Monitored through:</p> <p>learning walks</p> <p>lesson observations</p> <p>Work Watch</p> <p>Peer to peer observations of good practice</p> <p>Learner Voice</p>	<p>NR/LM – English Lead</p> <p>SG – SENDCo</p> <p>SR – EYFS</p> <p>JG - Assessment</p>	Termly

<p>B.          Maths attainment in KS2 is more in line with the National average than that of 2018/19.</p>	<p>Appointment of new Maths Subject Lead</p> <p>Calculation policy</p> <p>Review of curriculum map</p> <p>Subscription to online resources.</p> <p>Quality First Teaching</p> <p>Review intervention strategy</p> <p>Parent / Carer workshops</p>	<p>New Maths lead is trained in the mastery approach.</p> <p>Curriculum map has been revised following a QLA of the KS2 SATs papers. Coverage of the Maths curriculum is now broad and balanced with concepts being regularly revisited.</p>	<p>Subject lead action plan</p> <p>Monitoring and Evaluation cycle.</p> <p>Work watch</p> <p>RAP meetings</p> <p>Monitoring of interventions</p>	<p>GE – Maths Lead</p> <p>JG – Assessment</p> <p>ML – Curriculum Lead</p>	<p>Termly</p>
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<p>C. Attainment in Reading and Writing at KS1 is more in line with the National average.</p>	<p>Benchmarking Word Aware SERI Phonics intervention Words first LSS strategies</p>	<p>Benchmarking implemented to that all pupils have an accurate baseline reading age and a book-banded reading book appropriate to their current ability.  Targeted interventions of Phonics, SERI, and Words First, impact of which is evidenced by in school monitoring of interventions.  Rescheduling of Intervention timetable to ensure learners are not removed from national curriculum lessons.</p>	<p>Tracking of progress using benchmarking tracking system.  Impact on reading attainment and progress on Target Tracker.</p>	<p>LM – Eng Lead  JG – Assessment</p>	<p>Termly</p>
<p>D. Increased opportunities for children to access and obtain 'life skills' to better prepare them for their next stage of learning.</p>	<p>EBA awards  Fix-it Friday  Links with local High Schools  VVE</p>	<p>'Enjoy, Believe, Achieve' – EBA Awards are designed to provide children with the opportunity to earn badges, whilst obtaining life skills that due to our context of high social deprivation they may otherwise not have access to. Launch Date Jan 21  Fix it Friday aims to equip children with practical skills that could be of use in future career choices – carpentry, mechanics, electronics, etc</p>	<p>EBA awards due to be launched this academic year following the design of the activities and badges and planning of a structured implementation.</p>	<p>MS  All Staff</p>	<p>January</p>
<p>E. Free stalls at school fairs and tokens given to enable accessibility for all.</p>	<p>Free Stalls  Tokens  Depending on the Local restrictions in place in December, the school christmas fair may not go ahead as originally planned.  Alternative provisions - such as the filming of the EYFS/KS1 Nativity will take PP pupils into consideration.</p>	<p>Outcomes from the poverty proofing audit suggested 'Consider having as many free activities as there are paid activities at the Christmas and Summer fair so everyone who attends can feel the same sense of belonging. Some schools have also given children two tokens each so that they get a go on two of the stalls for free and then families pay for additional items and games. Review with children how they feel if they make things but then don't get to go to the fair.'</p>	<p>Introduce free stalls at fair Conduct learner voice to determine what stalls learners would like at the fairs and cost of these Consider cost of products learners have made</p>	<p>DS / LH</p>	<p>December</p>

<b>Total budgeted cost</b>					<b>£25,086</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>H. Rates of attendance for PP pupils increased from previous year.</b>	Pastoral Team monitor attendance records of persistently low attenders.  Attendance first day calling for all pupils. Additional support with Team around the School to improve attendance – focussed support for PP pupils.	Monitoring of attendance will allow us to identify pupils who are low attenders and assess the cause. We will then be able to put strategies in place for those pupils tailored to their specific needs.	2 weekly monitoring checks of individual attendance, with follow up meetings for pupils where attendance is a concern	RC/NS	Reviewed half termly based on each terms attendance figures.  Attendance Case Studies.
<b>Pupil Premium Cost Centre.</b>	Money to be used when necessary to subsidise clubs, fund extra-curricular activities, uniform, wellbeing essentials, VVE, etc	To enable all pupils regardless of social deprivation to access the same provision, opportunities and quality of education.	Monitor spending and review in March to ensure we are running within budget.	DS / JG	March.
<b>Free School Milk</b>	Paid for out of PP	Requirement.		DS	
<b>Communication with parents.</b>	SeeSaw	Raise levels of parental engagement. Communicate effectively with parents / carers ensuring parents are kept well informed of events, routines and the children's learning.	Monitored by JG. Seesaw provides engagement charts showing parent responses, posts, engagement, etc at various points.	JG	Ongoing.
<b>Total Budgeted Cost</b>					<b>£35,830</b>
<b>Total budgeted cost of PP Strategy</b>					<b>£205,240 (+ cost centre - £8740)</b>

