



Pupil Premium Strategy Statement Adelaide Primary School

School Overview

Metric	Data
School name	Adelaide Primary School
Pupils in school	411 (FS2-6)
Proportion of disadvantaged pupils	207 (50%)
Pupil premium allocation this academic year	£266, 310.00
Academic year or years covered by statement	2020/21
Publish date	01 September 2020
Review date	01 September 2021
Statement authorised by	Mr S Kernan– Executive Headteacher
Pupil premium lead	Suzanne Adkinson – Head of School Michelle Dodson – Assistant Headteacher
Governor lead	

Disadvantaged pupil KS2 progress scores for last academic year 2019

Measure	Score (national benchmark in brackets)
Reading	+2.3 (0.32)
Writing	+0.1 (0.27)
Maths	+4.2 (0.37)

Disadvantaged pupil KS2 performance overview for last academic (Current validated data 2018-19)

Measure	Score (national benchmark in brackets)
Meeting expected standard at KS2	
• RWM	70% (71%)
• Reading	79% (78%)
• Writing	70% (83%)
• Mathematics	86% (84%)
Achieving high standard at KS2	
• RWM	0% (13%)
• Reading	7% (31%)
• Writing	7% (24%)
• Mathematics	29% (32%)

Barriers to learning

- Impact of school closure due to Covid-19
- Poor language acquisition (English as an Additional Language, Speech & Language, Speaking & Listening skills)
- Low starting points/attainment gaps
- Attendance and punctuality
- Personal, Social, Health and Emotional factors
- Low aspirations (% of pupils attaining higher standards)
- Equality of opportunity to broaden horizons

Strategy aims for disadvantaged pupils

Which areas will be our focus?	Target – what do we want to achieve?	Target date
Early Years Foundation Stage	<ul style="list-style-type: none">• % of disadvantaged pupils who achieve GLD, more closely reflects NA / national benchmark	July 2021
Key Stage 1	<ul style="list-style-type: none">• % of disadvantaged pupils who achieve Greater Depth standard in reading, writing, mathematics and RWM combined, at the end of key stage 1, more closely reflects NA / national benchmark	July 2021
Attainment in Writing	<ul style="list-style-type: none">• Attainment in writing at the end of KS2 at EXS is in line with NA	July 2021
Most able and higher achieving pupils	<ul style="list-style-type: none">• % of disadvantaged pupils who achieve greater depth / higher standard in reading, writing, mathematics and RWM combined, at the end of key stage 2, more closely reflects NA / national benchmark	July 2021
Early reading and phonics	<ul style="list-style-type: none">• % of disadvantaged pupils who achieve Reading ELG, more closely reflects NA / national benchmark• % of disadvantaged pupils meeting requirements of phonics screening check continues to match NA	July 2021
Attendance and absence, including those deemed to be persistent absentees	<ul style="list-style-type: none">• Attendance to remain above NA for disadvantaged pupils (NA currently 96%)• Persistent absence for disadvantaged pupils reduces further (to below 6%)	July 2021
Emotional well-being and Mental Health of pupils post Covid-19	<ul style="list-style-type: none">• Children demonstrate increasing resilience• Children settle quickly into school / lessons and disruptions are a rarity	Throughout the year
Extra-Curricular Activities	<ul style="list-style-type: none">• Monitoring of quality of education confirms all children experience a diverse range of opportunities (pending Covid status) to enable them to acquire knowledge and skills across the curriculum	Throughout the year

Covid-19

It is extremely important that we consider the educational and emotional impact of Covid-19 on our pupils. The Covid-19 pandemic has led to school closures across the UK and many countries around the world. This means that the majority of pupils have missed more than a full term in school, though supported and taught in various ways. Nevertheless, it is likely that school closures will lead to slower rates of learning, perhaps learning loss, and there is a risk that the negative impact will be worse for pupils who are economically disadvantaged. Where available, effective strategies evaluated by the EEF have been identified within this plan.

Quality First Teaching priorities for current academic year

Focus Area	Activity
<p>EYFS and KS1 Early Reading and Phonics Writing Most Able</p> <p><u>High impact, evidence based approaches (EEF Teaching and Learning Toolkit)</u></p> <ul style="list-style-type: none"> • <i>Effective Feedback</i> +8 • <i>Metacognition and self-regulation</i> +7 • <i>Reading Comprehension Strategies</i> +6 • <i>Mastery Learning</i> +5 • <i>Collaborative Learning</i> +5 • <i>Early Years Interventions</i> +5 • <i>One to one tuition</i> +5 • <i>Oral language interventions</i> +5 • Phonics +4 	<ul style="list-style-type: none"> • Access in-house, Trust-wide, and national training with a focus on improving QfT in early reading and phonics, writing and most able • All relevant staff (including new and support staff) receive in-house core training to deliver the phonics scheme effectively • Whole school CPD and bespoke support for identification of most able and what 'challenge' looks like • Support for subject specific assessments to identify gaps / forgotten learning, with a focus on supporting early career stage teachers • Purchase of additional home readers to support phonics and early reading • In-class coaching and access to TRGs to support and develop practice • Development and implementation of 'catch-up' curriculum for all subjects, including a focus on phonics, reading fluency and comprehension, spelling and maths. • Release of SLT and in-house experts to provide support and model best practice through coaching/mentoring programme to further improve quality first teaching with a focus on high impact, evidence based approaches* - focus on quality interaction with chn in EYFS, the teaching of phonics, reading comprehension and writing. • Tailored timetable and refined / amended planning document to ensure that all year groups cover any missed areas of the curriculum. • Additional staffing, inc teachers to reduce class sizes and teaching groups in EYFS and Year 6 • Transition support for all pupils and also those new to the school • All relevant staff (including new and support staff) receive training and bespoke support from Bridge SLT to deliver Language in Colour and Phonological Awareness as part of QfT.
Projected spending	<p>Total budgeted cost: £93,000</p> <p>Non-teaching time of EYFS lead, non-teaching time of RWM lead, non-teaching time of AHT leading on teaching and learning, purchase of additional home readers, additional 0.6 Y6 teacher and standards leader, Bridge speech and language services</p>
Monitoring	<ul style="list-style-type: none"> • Implementation informed by EEF guidance report • Regular agenda item for SLT and LGB • Regular analysis of data / tracking • In school formal monitoring programme • CPD records • Ongoing - learning walks • Formal - Termly monitoring activities, reporting to governors, data analysis. • HET Reviews

Targeted academic support for current academic year

Focus Area	Activity
<p>EYFS and KS1 Early Reading and Phonics Most able</p> <p><i>High impact, evidence-based approaches</i> <u>(EEF Teaching and Learning Toolkit)</u></p> <ul style="list-style-type: none"> • One to one tuition +5 • Oral language interventions +5 • Phonics +4 	<ul style="list-style-type: none"> • Additional 'catch up' phonics sessions* • Additional 'new to English' support sessions* • Additional language support (Language in Colour)* • Additional 'catch up' phonological awareness • In-class intervention for identified pupils including one:one and small group tuition and making use of EEF Guidance Reports and Toolkit, including Early Years Toolkit • Purchase Reading Plus materials (e-resources)
<p>EWB and mental health support post Covid-19</p>	<ul style="list-style-type: none"> • Tailored programmes for mental health and wellbeing to support disadvantaged pupils including use off EEF Toolkit and Guidance Reports: <ul style="list-style-type: none"> • EEF Covid Support Guidance • EEF- Metacognition and self-regulation +7 • EEF- Social and emotional Learning +4 • Follow the POWER programme & ELSA programme • High levels of communication with parents / carers • Identification and engagement of most vulnerable children and families • Identified support staff time-table for specific support / programmes • Engagement with citywide outreach services • EEF – Parental Engagement +3
<p>Projected spending</p>	<p>Total budgeted cost: £129,000 100% of salary of additional TA in years 1-6, Reading Plus resources, 50% of salary of EWBBAO</p>
<p>Monitoring</p>	<ul style="list-style-type: none"> • Reference to evidence based research (e.g. EEF) informing strategies • Regular analysis of data / tracking • In school formal monitoring time-table • Analysis of behaviour records • Analysis of lesson observations with focus on engagement • Review of personal support plan / EWB intervention (entry and exit)

Wider strategies for current academic year

Focus Area	Activity
Attendance and persistent absence	<ul style="list-style-type: none"> Attendance Officer to Member(s) of staff directed to focus on attendance as part of role engage with parents <ul style="list-style-type: none"> First day absence phone calls Weekly analysis of data, identification of 'at risk' pupils / families Support for pupils Support and challenge for target families Short term crisis support for families Hold half-termly attendance reviews Attendance incentives to celebrate good and improved attendance. Breakfast Club (staff and food) for disadvantaged pupils to encourage attendance and punctuality
Extra-Curricular activities	<ul style="list-style-type: none"> Fund majority of cost for in and out of school experiences (where possible during Covid)
Projected spending	<p>Total budgeted cost: £45,000</p> <p>50% of EWBAO salary, 100% of breakfast club food and salary costs, 50% of all trips and top up funding for Y6 residential, 100% of cost of in-school wider experiences/visitors</p>
Monitoring	<ul style="list-style-type: none"> Individual pupil / families tracking Weekly analysis of attendance data – half termly summary report Weekly meetings with attendance lead Agenda item on SLT Termly report to Trust and LGB Safeguarding team meetings Pupil voice and behaviour outcomes <ul style="list-style-type: none"> Reference to evidence based research (eg EEF) informing strategies Regular analysis of data / tracking Analysis of behaviour records on Cpoms. Analysis of lesson observations with focus on engagement Review of personal support plan / intervention (entry and exit)