

Pupil Premium Strategy Statement



Adswood Primary School

1. Summary information					
School	Adswood Primary School				
Academic Year	2019/20	Total PP budget	£205,240 made up of (5/12 + 7/12)	Date of most recent PP Review	1.09.19
Total number of pupils	251 326	Number of pupils eligible for PP	113 (45%) Excluding EYFS (released Jan) 113 (35%) Including EYFS	Date for next internal review of this strategy	Sept '20

2. Current attainment (End of Year Data for KS1 2018/19 SATs – % PP - 19/44 pupils)		
	<i>Pupils eligible for PP</i>	<i>National Non-Disadvantaged</i>
% achieving EXS+ in reading, writing and maths	37%	Pending%
% EXS+ in reading	47%	78%
% EXS+ in writing	47%	73%
% EXS+ in maths	47%	79%
Current attainment (End of Year Data for KS2 2018/19 SATs – % PP 27/44 pupils)		
	<i>Pupils eligible for PP</i>	<i>National Non-Disadvantaged</i>
% achieving EXS+ in reading, writing and maths	41%	71%
% EXS+ in reading	63%	78%
% EXS+ in writing	67%	83%
% EXS+ in maths	56%	84%

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

C.	KS1 Literacy attainment	
D.	Engagement in wider learning – EBA Awards	
E.	Accessibility to charity / money raising incentives - School bake sales – children not able to purchase their own products, Poppies, tombola,	
F.	Accessibility of specific foundation subjects – Art and Design, Computing, History, Music	
G.	Attendance at extra-curricular clubs	
H.	Attendance and punctuality	
External barriers		
I.	Parental engagement for learning	
3. Desired outcomes		
	Desired outcomes	Success criteria
A.	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.	Maths attainment in KS2 is more in line with the National average.	Diminished difference between PP and National Non-PP attainment in KS2 Maths outcomes.
C.	Attainment in Reading and Writing at KS1 is more in line with the National average.	Diminished difference between PP and National Non-PP attainment in KS1 Reading and Writing.
D.	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.
E.	Free stalls and tokens given to enable accessibility for all.	All PP pupils are able to access the school fairs and enjoy themselves regardless of financial constraints.
F.	Diminished difference in attainment within the above mentioned foundation subjects between PP and Non-PP learners.	The difference between the attainment of PP and Non-PP pupils in the foundation subjects decreases.
G.	Increased PP attendance at extra-curricular clubs	A higher number of PP pupils attend extra-curricular activities.
H.	Attendance of PP pupils continues to rise.	PP attendance is currently higher than Non-PP. This is maintained and PP attendance percentage increases.
I.	Increased rates of parental attendance at school led workshops	More parents attend school led workshops.

4. Planned expenditure					
Academic year	2019/20				
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?
ALL	<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>£121,402</p> <p>Embedding of new personalised curriculum to increase levels of engagement.</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>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>SLT</p> <p>Subject leaders.</p> <p>ML</p> <p>SLT</p> <p>JG</p> <p>MS/JG</p>	Termly

ALL	Inclusion Team made up of full time Pastoral Care Manager, Pastoral support worker and SENDCo.	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.	This is already in place and working well. The Pastoral Team continuously monitor their impact on individuals on a case by case basis.	RC, NS, SG	Ongoing.
	Accessibility to intervention, emotional support, mindspace, multiagency referrals,	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.	See CPOMs for further monitoring.		
	£22, 920	Rates of behaviour incidents have reduced dramatically, as has our number of exclusions.			
	Internal monitoring of this through learner voice is evidence of the value and impact of this provision.				
	Attendance rates have also increased consistently for the last 3 years and a decrease in persistent absence				
Total budgeted cost					£144,322
ii. Targeted support					
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?
A. Children develop a broad range of subject specific vocabulary, which they can apply to their learning across the curriculum.	Word Aware Tales Toolkit Wellcomm Key Vocabulary Word Mats Quality First Teaching In house SALT (1 day per wk) £12386 £100 – Word Aware	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.	Inset training by Sp+L Therapist Claire Megson to launch the approach. Monitored through: learning walks lesson observations Work Watch Peer to peer observations of good practice Learner Voice	NR/LM – English Lead SG – SENDCo CM – Sp+L SR – EYFS JG - Assessment	Termly

B. Maths attainment in KS2 is more in line with the National average.	<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>	Termly
C. Attainment in Reading and Writing at KS1 is more in line with the National average.	<p>Benchmarking £525 2 x Kits</p> <p>Word Aware</p> <p>SERI</p> <p>Phonics intervention</p> <p>Words first</p> <p>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.</p> <p>Targeted interventions of Phonics, SERI, and Words First, impact of which is evidenced by in school monitoring of interventions.</p> <p>Rescheduling of Intervention timetable to ensure learners are not removed from national curriculum lessons.</p>	<p>Tracking of progress using benchmarking tracking system.</p> <p>Impact on reading attainment and progress on Target Tracker.</p>	<p>LM – Eng Lead</p> <p>JG – Assessment</p>	Termly
D. Increased opportunities for children to access and obtain 'life skills' to better prepare them for their next stage of learning.	<p>EBA awards</p> <p>Budgeted £5000</p> <p>Fix-it Friday</p> <p>'Henpower' / Hen Heroes</p> <p>Links with local High Schools</p> <p>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.</p> <p>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</p> <p>All Staff</p>	January

E. Free stalls at school fairs and tokens given to enable accessibility for all.	Free Stalls Tokens	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.'	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	DS / LH	December
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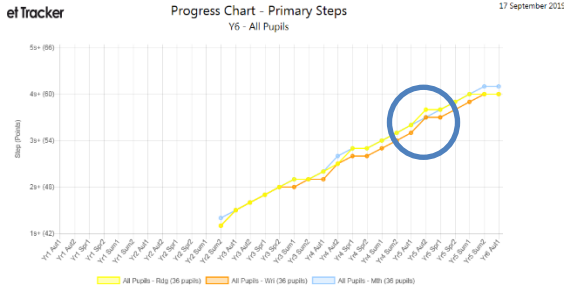
<p>F. Diminished difference in attainment within the above mentioned foundation subjects between PP and Non-PP learners.</p>	<p>Process of curriculum review implemented</p> <p>Action Plans for all subjects</p> <p>Introduce knowledge organisers</p> <p>‘The Arts’ project group</p> <p>Art specialist – CPD / Community project</p> <p>Theme weeks</p> <p>VVE</p> <p>D&T Projects on a Page</p> <p>Fix-it Friday</p> <p>New Computing SOW £995</p> <p>Music Specialist – CPD £6080</p>	<p>Budgets set with Subject Lead Action plans in mind; Art - £2500 D and T - £500 VVE - £4000 Music £100 (not including tuition)</p> <p>Knowledge organisers implemented as recommended by HMI.</p> <p>EEF’s Teaching and Learning toolkit evidences ‘Arts Participation’ as having a positive impact of up to +2 months including increased well-being.</p>	<p>Reviews of Subject Lead Action plans</p> <p>Reports to Governors</p> <p>RAP meetings</p> <p>Work watch</p> <p>Learner voice</p> <p>Parent/Carer voice</p>	<p>SLT</p> <p>JG – Assessment</p> <p>Subject Leads</p> <p>ML - VVE</p>	<p>Monitored Termly,</p> <p>Reviewed Sept ‘20</p>
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G. Increased PP attendance at extra curricular clubs	Targeted invites for PP pupils. Continue to provide free after school clubs for all learners Invites to clubs Sports Coaches Review range of clubs on offer Breakfast club still high in numbers – 75 Monitor learners who are participating in sports /events - no charge for any	Outcomes from the Poverty Proofing Audit stated 'Despite the school's provision being free Pupil Premium attendance at clubs is currently low in comparison to the school's overall Pupil Premium percentage. There are 162 PP children in the school, this is 46.6% of the whole school. During the spring term 73 children attended after school clubs. 12 of these children are eligible for pupil premium funding, this is 16%.'	It should be noted that the funding for this approach will come from the Sports Premium Funding NOT the Pupil Premium – however it has been included in this plan as it will impact pupil premium pupils directly.	JS	Termly
Total budgeted cost					£25,086
iii. Other approaches					
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?
H. Rates of attendance for PP pupils increased from previous year.	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. Incentives for pupils achieving 100% attendance. Previously costed)	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.
Pupil Premium Cost Centre.	Money to be used when necessary to subsidise clubs, fund extra-curricular activities, uniform, wellbeing essentials, VVE, Residentials etc £31,511	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.

Free School Milk	Paid for out of PP £3400	Requirement.		DS	
Communication with parents.	SeeSaw £921	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.
Total budgeted cost of PP Strategy					£205,240

Previous Academic Year																					
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)																		
Oral language skills of PP pupils is developed.	SG to lead Intervention Strategy / Provision Mapping	<p><i>Pupils will begin to use and spell age appropriate vocabulary in a variety of subjects and contexts. These will be highlighted off in pupils' books when they have secure knowledge and understanding of the subject specific vocabulary.</i></p> <p>In house Sp+L Therapist is proving highly effective in in the identification of individuals specific needs, which then influences directed interventions, external agency involvement and SEND support plan targets where necessary.</p> <p>Monitoring of individual interventions show progress is being made by all children accessing them. Children's understanding of conversation has improved as has spoken sentence structure and phonology, however vocabulary remains a barrier.</p>	<p>Highlighting of subject specific vocabulary is inconsistent and difficult to measure, however useful as a formative assessment tool. – more work needed on vocabulary development.</p> <p>Staff training booked in for Sept inset led by Claire Megson (Sp+L Therapist) – Development of subject specific vocabulary.</p> <p>The model for the delivery of intervention is being reviewed with the intention of delivering in class, rather than removing children.</p>																		
	In house SALT (1 day per wk)																				
	Quality First Teaching																				
	Talk Boost Intervention																				
	Wellcom																				
	ItKit																				
	Tales Toolkit																				
	Tapestry																				
	Use of Target Tracker to assess and monitor pupils' progress within the area of 'Spoken Language'																				
KS1 SATs results for Literacy are more in line with the National Average than the previous year.	Stockport Early Reading Intervention. – CS / TH	<p>Reading and Writing attainment for PP pupils at the end of KS1 will be more in line or above national average.</p> <table><tr><td>PP Reading</td><td>2 to EXS+</td><td>Nat Diff</td></tr><tr><td>2018</td><td>90%</td><td>+3%</td></tr><tr><td>2019</td><td></td><td></td></tr></table> <table><tr><td>PP Writing</td><td>2 to EXS+</td><td>Nat Diff</td></tr><tr><td>2018</td><td>70%</td><td>-8%</td></tr><tr><td>2019</td><td></td><td></td></tr></table>	PP Reading	2 to EXS+	Nat Diff	2018	90%	+3%	2019			PP Writing	2 to EXS+	Nat Diff	2018	70%	-8%	2019			**Awaiting release of KS1 Progress measures from school Data Pack.
	PP Reading		2 to EXS+	Nat Diff																	
	2018		90%	+3%																	
	2019																				
	PP Writing		2 to EXS+	Nat Diff																	
	2018		70%	-8%																	
	2019																				
	Phonics Boost – KD																				
	Quality First Teaching																				

KS2 value added in Reading and Writing will be 0 or above.	<p>Year 6 Booster</p> <p>SATS for 6!</p> <p>Early Birds Booster</p> <p>Year 6 Writing Wizards delivered by English lead</p> <p>Quality First Teaching</p>	<p>KS2 SATs results for 2017/18 will show that more than 75% of PP pupils achieved ≥Exp in Reading and Writing. (based on pupils making expected or better progress from their relative starting points)</p> <p>While GPS was within 1 learner of the target at 74%, attainment in Reading and Writing was 63% and 67%.</p> <p>Progress measures in Reading sit within 'Average' while Writing falls just into 'Below' at -1.8.</p>	<p>**Investigate how many PP pupils made less than expected progress - ASP</p>
Maths Attainment in Upper Key Stage 2 is in line with National Average.	<p>Motivational Maths –KS2</p> <p>Participation in the NCETM Maths Mastery Programme</p> <p>GD Maths day for Y5/6 @ Alex Park Primary.</p> <p>White Rose Curriculum</p>	<p>Reduction in the gap between UKS2 PP and National Non-PP pupils achieving the expected standard in Maths.</p> <p>The gap between PP and National Non-Disadvantaged has increased from 5% to 28%.</p>	<p>Newly appointed Maths Subject Lead to develop and implement a school calculation policy to begin Sept 19, with the intention of improving consistency of approach and methodology throughout school.</p> <p>Inset day – Maths problem solving and reasoning.</p> <p>Revise assessment policy to reflect the importance of the KPI statements.</p>
Attainment for pupil premium pupils achieving ARE in Art and Design Technology will increase.	<p>DHT to take on the role of D&T Subject lead. D&T Timetable to be reorganised ensuring complete coverage of the curriculum. Resources purchased to enable skills to be developed.</p> <p>Fix-It Friday – Provided each week for 1hr for 7 PP Pupils. £2889</p> <p>Specialist Arts teacher to deliver CPD 1 day per wk. £2620</p> <p>Art week in school.</p>	<p>The % of PP pupils achieving ARE in D&T and Art will be more in line with attainment in the core subjects.</p> <p>Attainment in Art and Design & Technology is now in line with the core subjects. (Sum 2 2019)</p>	<p>Continue with DT days as planned.</p> <p>Art specialist to link projects with 'Henpower'.</p>
PP children identified with SEN will make expected progress.	<p>See 'SEND and Inclusion Development Plan' for further details.</p>	<p>Number of PP/SEN pupils making less than expected progress will be reduced.</p> <p>2017/18 – 35% of PP/SEND pupils made expected+ progress 2018/19 – 47% of PP/SEND pupils made expected+ progress</p>	<p>Continue to utilise SEND support plans for every registered PP/SEND child.</p> <p>See SEND development plan for further details.</p>

<p>Emotional Health and Wellbeing of PP Pupils improves.</p>	<p>Mindful Masters Intervention.</p> <p>Pastoral Intervention</p>	<p>Pupils feel happy and safe in school (monitored through Pupil Voice and SEMH incidents recorded on CPOMS)</p> <p>Reduction in the number of behavioural incidents for PP pupils.</p> <p>Poverty Proofing audit returned 'no barriers to learning' within the 'Wellbeing and Mental Health' section.</p> <p>AcSeed accreditation.</p>	<p>Continue with the high quality support in place.</p>
<p>Reduce the number of pupils in the Y5 classroom in order to accelerate progress for all.</p>	<p>A group of pupils moved into Y6 classes.</p> <p>The Hive – A classroom set up for 7 Y5 SEND pupils. To be taught as a job share by SENDCo and DHT. The Hive is also to be used as CPD for staff with high levels of SEND in their classes to model good practice.</p>	<p>Progress for the Y5 cohort accelerates. All pupils make expected or better progress.</p> 	<p>Attainment chart shows that progress increased significantly during the Autumn Term.</p> <p>In the interest of inclusive practice, the pupils were reintegrated back into the Y5 classroom in the Spring term, where they continued to make progress against their SEND support plan targets.</p>

<p>Rates of attendance for PP pupils increased from previous year.</p>	<p>Pastoral Team monitor attendance records of persistently low attenders.</p> <p>Attendance first day calling for all pupils. Additional support with Team around the School to improve attendance – focussed support for PP pupils.</p> <p>Incentives for pupils achieving 100% attendance.</p>	<p>Attendance for PP pupils will be 97%+</p> <p>Attendance for PP pupils increased from 95.2% in 2017/18 to 95.6% in 2018/19</p>	<p>Continue to monitor attendance for PP pupils.</p> <p>First day calling</p> <p>Pastoral support</p> <p>EWO</p>
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