

# Pupil Premium Strategy Statement

## Adisham Academy 2019-2020

1. Summary information					
<b>School</b>	Adisham CEP School				
<b>Academic Year</b>	2019-2020	<b>Total PP budget</b>		<b>Date of most recent PP Review</b>	July 2019
<b>Total number of pupils</b>	112	<b>Number of pupils eligible for PP</b>	17	<b>Date for next internal review of this</b>	Jan 2020

2. Attainment End of Year 2018-2019		
	<i>Pupils eligible for PP (school)/PP not SEN</i>	<i>Pupils not eligible for PP</i>
<b>% KS2 pupils achieving expected or above in reading, writing &amp; maths</b>		
<b>Reading Expected +</b>	66.6%	75%
<b>Writing Expected +</b>	100%	91.6%
<b>GPS Expected +</b>	33.3%	66.6%
<b>Maths Expected +</b>	66.6%	75%
<b>Combined R/W/M</b>	66.6%	75%
<b>% KS1 pupils achieving expected or above</b>		
<b>Reading +</b>	66.6%	76.9%
<b>Writing +</b>	66.6%	84.6%
<b>Maths +</b>	100%	92.3%
<b>% EYFS pupils achieving GLD</b>	66.6%	85%

<b>% Year 1 pupils passing the Phonics Screening</b>		75%	94%
<b>3. Barriers to future attainment (for pupils eligible for PP)</b>			
<b>In-school barriers</b>			
<b>A</b>	The % of EYFS PP achieving GLD was lower than non PP.		
<b>B</b>	The % of KS1 PP achieving the expected standard in Reading and Writing was lower than in Maths. (Although 100% of PP non-SEN children achieved expected in all areas).		
<b>C</b>	In KS2 there is a PP difference in the number of PP children achieving expected Reading and Maths than writing (Although 100% of PP non-SEN children achieved expected in reading, writing and maths).		
<b>D</b>	In KS2 there is a PP difference between all and PP achieving combined GD		
<b>External barriers</b>			
<b>E</b>	On entry to Reception, Communication & Language skills are lower in pupils eligible for PP than for other pupils. This slows down literacy progress.		
<b>F</b>	The % of PP persistent absentees (10% and 20%) was higher than non- disadvantaged pupils in the last academic year		
<b>4. Desired outcomes</b>		<b>Success criteria</b>	
<b>A</b>	That the gap is diminished by the end of the Reception year and attainment of PP pupils is at least in line with national average for GLD.	The Prime Areas are a focus in the Autumn terms, to improve oral language skills and remove speech and language barriers, so that accelerated progress is evident in T1 and 2 data. That Talk for Writing is implemented and the 5 a day reading diet so that pupil's oral story telling skills are developed.	
<b>B</b>	Improve oral language skills in Reception to increase the amount of PP children achieving GLD.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations and GLD PP is in line with all.	

<b>C</b>	The % of KS1 PP children achieving the expected standard in Reading and Writing is in-line with Maths.	Pupils eligible for PP who are below in Maths and Writing at the end of Y1 make accelerated progress to achieve the expected standard at the end of KS1
<b>D</b>	The % of KS2 PP children achieving the expected standard in Reading and Maths is in-line with Writing.	Pupils eligible for PP who are below in Reading and Maths at the end of year make accelerated progress to achieve the expected standard at the end of KS2.

## Allocation of Pupil Premium Funding for 2019-2020

### Use of the Pupil Premium Grant

The DFE have given schools freedom to decide how to use this funding, based upon their knowledge of individual pupil needs.

Schools are required to report on:

- The amount of funding they receive.
- How the Pupil Premium has been spent & the impact of this on attainment?
- Details of how the current year's funding will be allocated.

As a school set within the context of a deprivation indicator that is above the national, there is the potential challenge that less advantaged pupils do not have the same starting point, experiences or support as their peers. We identify the barriers this can pose, in both well-being and academic achievement, and as a team of professionals we work together to develop the whole child. We have a very clear vision that funding is used to provide a wide range of experiences as we remember

that “limited experience” is not the same as “low ability”. As a team we have the highest aspirations for ALL pupils and ensure that disadvantaged pupils receive the same entitlement as their non- disadvantaged peers.

At Adisham Church of England Primary School we are committed to providing good Teaching and Learning. Phase Leaders across the Trust provide a strong level of support, to develop teaching and learning across the school and Lead Practitioners provide bespoke training and ongoing professional development to improve subject knowledge and practice in Early Years, English, Maths, RE and the Curriculum. We “bring learning to life” through a broad and balanced curriculum to build cultural capital. Our teachers are accountable for pupils’ attainment, progress and outcomes. (*Teacher Standards*). Our pastoral care and rigorous monitoring and tracking of all pupils helps us to identify any pupils who are at risk of not making sufficient progress and have helped us to plan and implement good intervention strategies. The funding is used to train staff to deliver skilled interventions where children make accelerated progress to age appropriate skills.

We have an embedded and robust monitoring system based on a **cycle of termly tracking** to ensure that all pupils achieve at least expected progress. Pupils identified as not making expected progress are rapidly identified and strategies put in place to address under performance. Where it is identified that a class/group is achieving well then a percentage of children are identified as a focus group for above expected progress, with an emphasis on Pupil Premium.

The school has focused on developing teachers’ skills in assessment and methods of teaching that effectively meet the needs of groups and individuals for next step learning. One of the most effective strategies has been the use of ‘self-differentiation’ where teachers provide opportunities for pupils to challenge themselves and attempt higher level tasks, rather than ‘straight-jacketing’ pupils into defined ability groups.

1. **The cycle** begins with on-going **teacher assessment** built into class teaching. Teachers assess with pupils and, along with developmental marking, support pupils to improve their work.
2. The next step of the termly cycle is the **moderation** of work within teams, for example, all year 3 teachers, with a **trained facilitator**. The moderation meetings encompass professional discussions between teachers and have developed teachers’ skills in accurately leveling work. The agreed levels are then entered onto the school’s tracking system providing assurance and confidence in the data to be analysed.
3. Following the entry of data on to the **tracking system**, teachers have 1:1 ‘accountability meetings’ with the SLT and SENCO. At the meetings a senior member of staff, with the individual teacher, will identify under-achieving pupils (who are not SEN), with a **focus on FSM** pupils. Short term targets are set to address underachievement and close the gap between peers.
4. Key information is then fed into the **Termly Strategy Report** which is then discussed at a termly SLT Strategy meeting, chaired by the CEO. The meeting aims to identify strengths and areas for development. This may encompass short term strategies, for example, the movement of resources to address issues rapidly, or longer whole school/key stage/foundation stage strategies that are fed into the **School’s Development Plan**.

Developing a child’s well-being and academic progress go hand in hand. The funding is used to provide a well-being team of skilled and experienced professionals who work with disadvantaged families whose social, emotional, mental health conditions can create barriers to school engagement and learning. A Parent Support Advisor, Trust Safeguarding Lead, Attendance Officer and Nurture team work closely together to support vulnerable families.

## STRATEGIES

### Interventions

Where there are gaps in the achievement of any children, in particular between Pupil Premium and non-Pupil Premium children, these are identified rapidly and an appropriate intervention may be put into place in addition to, but never instead of, quality first teaching. Pupil Premium funding is used to provide the interventions needed to accelerate progress and diminish the gap. The adults that deliver this training have been well trained (see training and leadership) so that are skilled at delivering interventions effectively and children accelerate to age appropriate.

Item	Details	Cost	Impact
Switch on	Skilled reading intervention TAs accelerate children's progress to age appropriate A KS1 and Year 3 intervention		4 PP have completed this intervention and made good progress. At the beginning of the year 71.4% of the PP children were below in reading in years 1-3. At the end of term 3, 60% were below. Pupils identified to embark on the intervention will be focussed in in the next academic year.
Inference	Skilled reading intervention TAs accelerate children's progress to age appropriate A KS2 intervention		At the beginning of the school year, 60% of PP children were below in reading. At the end of term 3, 40% were below, of which 50% have an SEN. These pupils will be the focus in the start of the next academic year.
Speech and Language Link ( EYFS)	Skilled EYFS TA to deliver Speech and language intervention as well. Speech and Language therapist 3x weekly to accelerate progress in this Prime Area to diminish the gap on entry		Sp & L screens and action plans enabled the TA to target specific sounds for individual children. 22.7% of the intake were referred to the SALT. With 20% having a specific Sp&L need, whilst 80% have been referred for other SEN concerns as a result of the Sp&L input.

Bug Club and Times Table Rock stars	To use digital technology to support learning of Pupil Premium children so they are not disadvantaged by lack of support at home		Children in EYFS and KS1 are given the opportunity to access Bug Club, in school and at home. All pupils made at least expected progress in reading, until the closure of the school due to COVID. Children in key stage 2 are given the opportunity to practise their times tables daily. PP children are a focus during the lunchtime club. 60% of PP made accelerated progress, 20% have an identified SEN and have made progress against small steps.
<b>Total</b>			

## STRATEGIES

### Training and leadership

In order to ensure that our staff have the skills, knowledge and understanding to provide the best possible education for all children, including the most disadvantaged, Pupil Premium funding is allocated towards CPD. Bespoke training is delivered, by Lead Practitioners and Trust leads, ongoing professional development based on the key priorities of the Academy Development Plan. Reading, writing, maths and Curriculum training has been based on the latest research and teachers and teaching assistants are now fully trained. Middle leaders and Senior leaders are trained so that they can effectively track PP children and ensure rapid intervention is provided when required to accelerate progress. External experts have trained and supported teachers in delivering interventions to meet the needs of vulnerable children in the areas of SEMH, Speech and Language, SEN and communication.

Item	Details	Cost	Impact
Nurture training	For SEMH interventions – Restorative justice, Lego Therapy and Circle of Friends.		Our Nurture TA has received trust training and guidance on supporting pupils. She has also supported the SENCO on delivering training to all CTs and TAs in the school. There has been a focus on developing nurture programmes within the break time periods when often pupils have difficulties.
Speech and Language External	A speech and Language Therapist employed 2 days per term.		20% of EYFS and KS1 pupils have an identified Sp & L need. 27% of these are PP. At the time of the school closing due to COVID, all cases were still open to the SALT. Assessments will resume as soon as allowed.
Reading TLRs	To monitor impact of reading interventions. To monitor reading passports for reading mileage		PP children have been identified and are focus readers within their class. These children have been able to access the reading reward scheme with their reading mileage focus. Pupils were interviewed and asked specifically about books that they liked/enjoyed and books were purchased for home and school to support the children’s reading in both environments.
	<b>Total</b>		

## STRATEGIES

### Well-being and attendance

We passionately believe in the development of the 'whole child' and have built a team around the child to achieve this holistic approach. The team consists of the Head Teacher, class teacher, SENCO, nurture assistant and Trust Safeguarding Lead. This team approach is the most effective way of addressing the social, emotional and mental health barriers that affect many of our vulnerable families. Therefore, a significant amount of the Pupil Premium funding is located towards helping remove these complex barriers that impact on family engagement with school, attendance and subsequently children's progress.

Item	Details	Cost	Impact
Trust Safeguarding Lead	To support vulnerable families and work as part of the team to break down SEMH barriers.		The Trust Safeguarding Lead works closely with the Head teacher to support vulnerable families. This was extremely prevalent during the lockdown where communication between her, the HT and families was key to supporting the most vulnerable children. This was highly positive due to the positive relationship that had been built.
Educational Psychologist	To provide advice and training to help staff to develop skills to support children with specific needs and enhance all children's learning.		The EP has provided training and guidance for staff to support pupils within their classes. Provision has been identified for those accessing the EP. The EP was able to continue and complete an assessment virtually to support the specific needs of a child.
Nurture Teaching assistants	Trained staff to deliver nurture interventions to remove SEMH barriers.		Until closing, a core group of 12 pupils had accessed the Nurture playground (with other children welcome). The TAs had been upskilled in supporting pupils during a time that was observed to be tricky for them.
Pupil Premium Case studies	Ring fenced money for PP children in the school. A holistic approach with a team around the child.		Within each class there is a PP case study, where the SENCO and Class teacher build a plan for intensive support to improve these children's well-being and academic progress. One key family this year had access to the Breakfast Club to enable the parent to go to college. Resources were also purchased to support relationships between parent and pupil through activities that could be done together. The impact of these case studies is tracked through Boxall profiles alongside academic data.
	<b>Total</b>		

## STRATEGIES

### Enrichment

We understand that, in order to ignite the spark of lifelong learning, children need to be exposed to a wide range of experiences that broaden and enrich the curriculum. Therefore, we frequently invest in trips, visitors and other 'wow' moments which will act as stimuli to the children's learning. These experiences have an impact on the engagement and enthusiasm of all children, as well as allowing our most disadvantaged children the opportunity to experience things which they might otherwise not encounter.

Item	Details		Impact
School trips subs	As part of the Creative Curriculum teachers plan visitors, experiences, local trips and trips further afield to bring learning to life.	£	A range of educational workshops and trips have taken place throughout the year, linked to the children's learning. The trips were subsidised to ensure that were affordable to all parents, allowing all pupils to take part.
Swimming subs	Swimming is subsidised	£	As part of the National Curriculum all children are required to take part in swimming lessons. This subsidy ensures that all pupils can participate in this life long skill.
Year 4 camping	This activity is part of the Trust Pledges.	£1000	As the pupils move through the school, they will experience a growing range of activities. This subsidy ensures that all children are able to access this experience without fear of cost to the families. 100% of pupils were due to attend the trip.
Pantomime	A Trust Pledge	£900	To ensure that all pupils have access to the arts the Trust pledges the provision of a Pantomime. This brings the experience to life for the children. This pledge means that all pupils will be able to take part without fear from families of the cost.
Reading for pleasure through reading passports and book marks	To increase reading mileage in school so that a Pupil Premium child is not disadvantaged by lack of support from home	£	PP children have been identified and are focus readers within their class. These children have been able to access the reading reward scheme with their reading mileage focus. Pupils were interviewed and asked specifically about books that they liked/enjoyed and books were purchased for home and school to support the children's reading in both environments.
<b>Total</b>			