

Pupil Premium Strategy Statement

Adisham Academy 2020-2021

1. Summary information					
School	Adisham CEP School				
Academic Year	2020-2021	Total PP budget		Date of most recent PP Review	July 2020
Total number of pupils	106	Number of pupils eligible for PP	19	Date for next internal review of this	Jan 2021

2. Attainment End of Year 2018-2019			
		<i>Pupils eligible for PP (school)/PP not SEN</i>	<i>Pupils not eligible for PP</i>
% KS2 pupils achieving expected or above in reading, writing & maths *previous academic year due to COVID-19*			
Reading Expected +		66.6%	75%
Writing Expected +		100%	91.6%
GPS Expected +		33.3%	66.6%
Maths Expected +		66.6%	75%
Combined R/W/M		66.6%	75%
% KS1 pupils achieving expected or above*previous academic year due to COVID-19*			% KS1 pupils
Reading +		66.6%	76.9%
Writing +		66.6%	84.6%
Maths +		100%	92.3%
% EYFS pupils achieving GLD		66.6%	85%

% Year 1 pupils passing the Phonics Screening		75%	94%
3. Barriers to future attainment (for pupils eligible for PP)			
In-school barriers			
A	21% of new entrants in the EYFS class make up our PP profile. On entry into reception the highest area of concern was Communication and language, 50% (2/4) of the PP children have been referred to the SENCO and the SALT.		
B	26% of pupils in the Year 1/2 class make up or PP profile. 80% (4/5) were not in school due to COVID19, including when there was the partial re-opening in term 6 of the last academic year. In KS1 the % of PP pupils achieving the expected standard was lower in Maths in 2018-2019.		
C	37% of pupils in the Year 2/3/4 class make up our PP profile. 29% (2/7) of PP pupils returned in some capacity in term 6 – either within the keyworker group, or where an extra bubble was facilitated.		
D	16% of pupils in the Year 5/6 class make up our PP profile. 0 (0/2) PP pupils returned in term 6. In the 2018-2019 KS2 results there was a difference between the number of PP pupils achieving the expected level in Reading and Maths to non PP pupils. There was an overall difference between all PP pupils achieving combined.		
External barriers			
E	50% of the PP families are open to multi agency support. 1 child is identified as a Young carer.		
F	The % of PP persistent absentees, 12.5% against 2.2% (excluding COVID data) was higher than non-disadvantaged pupils in the last academic year		
4. Desired outcomes		Success criteria	
A	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	
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.	

C	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
D	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		
Inference	Skilled reading intervention TAs accelerate children's progress to age appropriate A KS2 intervention		
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		

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		
	Total		

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.		
Speech and Language External	A speech and Language Therapist employed 2 days per term.		
Reading TLRs	To monitor impact of reading interventions. To monitor reading passports for reading mileage		
	Total		

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.		
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.		
Nurture Teaching assistants	Trained staff to deliver nurture interventions to remove SEMH barriers.		
Pupil Premium Case studies	Ring fenced money for PP children in the school. A holistic approach with a team around the child.		
	Total		

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.	£	
Swimming subs	Swimming is subsidised	£	
Year 4 camping	This activity is part of the Trust Pledges.	£1000	
Pantomime	A Trust Pledge	£900	
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	£	
	Total		