

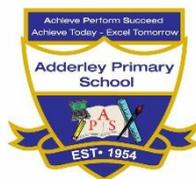
Adderley Primary School

Pupil Premium Impact Report 2019-2020

This information contained in this report is from September 2019- March 2020, due to school closure from March 2020 as a result of the COVID19 pandemic. Any data is from the end of the academic year 2018 – 2019 (unless otherwise stated) as the last published data available.

Pupil Premium Governor: Asma Rashid

Pupil Premium Lead: Afzal Hussain



Our core aim is:

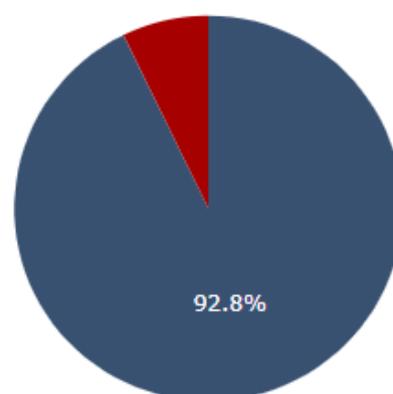
- To raise achievement (the attainment and progress) of all pupils eligible for Pupil Premium so that their performance is at least in line with their non-Pupil Premium peers nationally.
- Address inequalities and improve the achievement of pupils from deprived backgrounds compared to their non-deprived peers nationally.

Barriers
1. In each year group there is a proportion of pupils eligible for the pupil premium grant, there are no common barriers therefore each pupil's unique circumstances are identified and addressed through an individualised provision map.
2. A high proportion of disadvantaged pupils live outside the immediate school community and may not join school at the usual entry point (Reception); some join during Key Stage 1 or 2.
3. The school is situated in a socially deprived area; the socioeconomic gap between disadvantaged pupils and others is wide.
4. A significant group of disadvantaged pupils are highly mobile. A clear understanding of prior learning needs to be understood on entry. Poor English literacy levels of a few EAL parents resulting in inability to support their children with homework tasks.

Desired Outcomes
1. The proportion of disadvantaged pupils who make more than expected progress is in line or above national figures.
2. To ensure disadvantaged pupils individual needs are addressed so that the difference between this group and others nationally continues to be reduced.
3. To reduce the effect of the local socio-economic, attainment gaps and non-standard admission to the school, currently 36% of this group. Likely to rise throughout the year.
4. For all disadvantaged pupils to attend school continually (with an attendance >95%) once they are admitted.

Attendance of disadvantaged pupils as of September 2019, was close to that of all other pupils nationally.

Prior to the emergence of Coronavirus, attendance across the year maintained an average above national, including for the disadvantaged.



Pupil Premium Impact 2019-2020

NUMBER OF PUPILS AND PUPIL PREMIUM GRANT (PPG) RECEIVED	
Total number of pupils eligible for PPG	265
PPG funding received per pupil	£1,320
Total PPG funding received for 2019-20	£349,800
Total number of pupils eligible for Post LAC PPG	0
Post LAC PPG funding received per pupil	£0
Total Post LAC PPG funding received for 2019-20	£0

Provision/Initiative	Impact of Funding	£
Strategy 1: Targeted Staffing/Provision		
Assistant Head Teacher	<ul style="list-style-type: none"> Assistant Head Teacher led, co-ordinated and managed effective learning and teaching of English across the school. Assistant Head Teacher supported and promoted the school's ethos, aims and core values which aided to promote the welfare, progress and continued development of the school and the pupils. AHT contributed to the strategic direction and development of the school. AHT worked alongside staff to remove barriers to learning, raised the standards of behaviour in school, leading to higher academic achievement for PP pupils overall. Learning & Teaching overview and Whole School Data demonstrate the impact on disadvantaged pupils. 	£44,756
Assistant Head Teacher	<ul style="list-style-type: none"> Assistant Head Teacher led, co-ordinated and managed effective learning and teaching of Maths across the school. AHT worked alongside staff to remove barriers to learning, raised the standards of behaviour in school, leading to higher academic achievement for PP pupils overall. Learning & Teaching overview and Whole School Data demonstrate the impact on disadvantaged pupils. AHT led, co-ordinated and managed effective learning and teaching of SEND pupils across the school. To enhance and support provision for high need PP pupils, including liaising with outside agencies and parents. Specific SEND provision for individual pupils who have high need. 	£39,767

EAL Teacher	<ul style="list-style-type: none"> • EAL Teacher worked with pupils to remove barriers to learning and narrowed the attainment gap. • Pupil Premium pupils made accelerated progress in reading, writing, maths and science across the school. 	£21,844
Additional Teaching Assistant EYFS	<ul style="list-style-type: none"> • PPG pupils entered Reception Class well below their chronological age in all areas of learning. • Attainment gap for PPG pupils is closed; attainment is above age related expectations. • Monitoring of pupil outcomes in books, learning and teaching reviews, clearly demonstrate good progress made by PPG pupils. 	£20,517
Additional Teaching Assistant Year 1	<ul style="list-style-type: none"> • PPG pupils attained significantly better than Non PP pupils in all subjects. Attainment gap closed. • Monitoring of pupil outcomes in books, learning and teaching reviews and Phonics data clearly demonstrate good progress made by PPG pupils. 	£27,772
Additional Teaching Assistant Year 4	<ul style="list-style-type: none"> • Disadvantaged pupils' attainment is above expectations and in line with the progress of all other pupils. • Pupils made at least good progress in Year 4. • Monitoring of pupil outcomes in books, learning and teaching reviews, clearly demonstrate good progress made by PPG pupils. 	£24,725
Additional Teaching Assistant Year 5	<ul style="list-style-type: none"> • Disadvantaged pupils' attainment is above expectations and in line with the progress of all other pupils. • Pupils made at least good progress in Year 5. • Monitoring of pupil outcomes in books, learning and teaching reviews, clearly demonstrate good progress made by PPG pupils. 	£23,239
Additional Teaching Assistant Year 6	<ul style="list-style-type: none"> • PPG pupils attained better than Non PP pupils in all subjects. • Attainment gap for disadvantaged pupils closed and disadvantaged pupils made good progress. • Year 6 Mock tests analyses and external writing moderation show attainment gap for PPG pupils is closed; attainment is above age related expectations. 	£22,772
Learning Mentor	<ul style="list-style-type: none"> • Learning Mentors worked with individual pupils on a regular basis across the year. Pupils were supported to manage their emotions and to engage in learning in class over time so that they were able to make academic progress. • Pupils social and emotional wellbeing was prioritised during Covid-19 lockdown and upon re-opening of school. • Pupils made accelerated progress in reading, writing and maths – see case studies. • Behaviour Analyses and In-School Data Analyses clearly demonstrate good progress made by PPG pupils. 	£26,007
Librarian	<ul style="list-style-type: none"> • Support for individual pupils to make accelerated progress in reading. • Pupils had structured opportunities to develop social and communication skills. 	£10,635

Educational Psychologist	<ul style="list-style-type: none"> Personalised intervention programmes enabled pupils to make accelerated progress in reading, writing and maths. Parents felt better equipped to support their children at home. 	£3,800
Art & Design Technician	<ul style="list-style-type: none"> Improved self-confidence and self-esteem of PP pupils by engagement in the Creative Arts. Pupils were supported during the pandemic through Art therapy sessions. 	£8,187
Birmingham Music Service	<ul style="list-style-type: none"> Self-confidence of pupils in Y4, 5 and 6 improved. Pupils made good progress. Main elements of the National Curriculum for Music were covered including singing, musical games and opportunities for composition and improvisation. Parents felt very proud watching their child's performance during music concerts. 	£2,328
		Total £276,349
Strategy 2: Curriculum Enrichment & Resources		
Educater Assessment	<ul style="list-style-type: none"> Pupil progress tracked across all subjects; learning and teaching personalised. PPG pupils' needs met. Pupils and teachers were fully aware of the stage of learning and what next steps were needed to provide depth in curriculum. 	£2,312
FFT Aspire Subscription	<ul style="list-style-type: none"> Progress tracking across all subjects so that learning and teaching is personalised and meets the needs of all pupils. Analysis of data to close the attainment gap for disadvantaged pupils; to ensure attainment is in line with age related expectations; to ensure levels of progress are at least in line with National Expectations. 	£1,220
Tapestry Online Learning Journal	<ul style="list-style-type: none"> Improved parental involvement in EYFS learning which provided dialogue between home and school. Disadvantaged pupils in EYFS made accelerated progress. Monitoring of pupil outcomes in books clearly demonstrate good progress made by PPG pupils. 	£175
EYFS outdoor areas	<ul style="list-style-type: none"> Improved in order to enhance opportunities for curiosity & creativity and vocabulary development Improved oral language skills and attainment of Pupil Premium pupils in Reception Increase opportunities for reading in the outdoors. 	£268
Curriculum Topic Resources	<ul style="list-style-type: none"> A range of Cornerstones resources are paid for using the PP funding (e.g. books, iPads Apps etc) Providing our children with excellent and stimulating resources is of paramount importance, enhances teaching, and allows them to make very good progress. 	£5,845
Subsidised Educational Visits	<ul style="list-style-type: none"> Part funded visits linked to curriculum ensured all pupils including those who are disadvantaged took part. All disadvantaged pupils had access to school visits which enriched their curriculum and removed the cost barrier. 	£6,460
TT Rockstars Subscription	<ul style="list-style-type: none"> To ensure all disadvantaged pupils are given opportunities to overcome barriers to learning in Maths. 	£192

	<ul style="list-style-type: none"> All PP pupils are able to practise times tables at home and school. 	
Votes For Schools subscription	<ul style="list-style-type: none"> Providing opportunities to promote speaking and debate, particularly for PP pupils. Measured impact and evaluated effectiveness of SMSC (including British Values, PSHE & Citizenship) 	£600
Rising Stars Tests	<ul style="list-style-type: none"> Attainment gap for disadvantaged pupils closed; pupils made accelerated progress in reading, maths and SPAG resulting in attainment in line with age related expectations. 	£2,211
CGP Books Reading	<ul style="list-style-type: none"> Attainment gap for disadvantaged pupils closed; pupils made accelerated progress in reading, maths and SPAG resulting in attainment in line with age related expectations. 	£712
Personalised School Planners	<ul style="list-style-type: none"> Improved parental involvement in learning. Provides dialogue between home and school to enhance learning and accelerate progress of pupils. To close the attainment gap for disadvantaged pupils; to ensure accelerated progress in reading resulting in attainment in line with age related expectations. 	£960
Afterschool Clubs	<ul style="list-style-type: none"> Curriculum enrichment opportunities offered to pupils to develop their skills further. To improve the self-confidence in pupils and accelerate progress. 	£4,252
Resources for Newly Arrived Pupils	<ul style="list-style-type: none"> Intervention and additional resources tailored to meet the needs of newly arrived pupils ensured the attainment gap narrowed. Newly arrived pupils, including those with EAL had suitable provision to enable them to acquire English as a new language. Resources and provision allowed accelerated progress in reading, writing and maths. 	£1,229
		Total £25,724
Strategy 3: School Development & Staff CPD		
Primary Science Quality Mark (PSQM)	<ul style="list-style-type: none"> To improve overall quality of education in Science Assessment processes in Science enable teachers to make assessments of learning and improve planning to address potential gaps in learning. Pupils and teachers are fully aware of the current stage of learning and what next steps to take to provide depth and move learning on. 	£805
Pupil Progress Meetings	<ul style="list-style-type: none"> Teachers to be involved in discussion with senior leaders related to pupils attainment and progress also to review provision and interventions. Teachers released for Pupil Progress meetings 3 times a year 	£3,760
Leadership Training from Consultant - CPD	<ul style="list-style-type: none"> Training for all leaders to develop and enhance leadership skills. Leaders to identify and prioritise areas for change and also measure the impact of actions. 	£1,250
Learning and Teaching Consultant - English	<ul style="list-style-type: none"> External reviews of learning and teaching ensured that the school prioritised actions to raise standards and improve quality of teaching and learning. 	£1,000

	<ul style="list-style-type: none"> Monitoring of pupil outcomes in books, learning and teaching reviews and school data clearly demonstrate good progress made by PPG pupils. 	
		Total £6,815
Strategy 4: Attendance & Wellbeing		
Relate Counselling	<ul style="list-style-type: none"> Children and Young People's Counselling for any pupil who is having problems. Catering for mental health concerns or issues with parents or people at school. Improved pupils' mental health and learning, resulting in reducing the achievement gap. 	£5,250
Breakfast club to continue to support disadvantaged pupils	<ul style="list-style-type: none"> Breakfast club for disadvantaged pupils resulted in improved attendance, improved social and emotional wellbeing and reduced incidents of poor behaviour. Pupils developed social and communication skills which impacted on their learning skills and improved standards of work. Pupil's attitudes to school and life improved alongside their attendance because of reduced illness due to a healthy diet. Breakfast Club Analyses, Behaviour Analyses, Attendance Analyses and In-School Data Analyses demonstrate good progress made by PPG pupils. 	£12,558
School Nurse	<ul style="list-style-type: none"> Improved pupils' health and learning, resulting in reducing the achievement gap. Promoted good hygiene and a healthy school environment, particularly in relation to the Covid-19 pandemic. Improved attendance because of reduced illness. 	£22,764
Attendance rewards and prizes	<ul style="list-style-type: none"> Prior to the emergence of Coronavirus, attendance across the year maintained an average above national, including for the group disadvantaged. Pupils took pride in coming to school every day. Pupil's attitudes to school and life improved alongside their attendance because of reduced illness due to a healthy diet and exercise. Pupils were ready to learn when they arrived at their lessons and demonstrated good behaviour. Please see Attendance Analysis. 	£340
		Total £40,912
Total grant		£349,800
Total expenditure		£349,800
Amount remaining		£0

PUPIL PREMIUM DATA – SUMMER 2019

EYFS			
Showing % of pupils achieving ELG	Reading	Writing	Maths
Disadvantaged Pupils (25)	80%	80%	80%
Other Pupils (51)	68%	68%	73%
Difference	+12%	+12%	+7%

As a result of accelerated progress, attainment of disadvantaged pupils is above national figures

As a result of accelerated progress, attainment of disadvantaged pupils is above national figures

Year 1 Phonics	
Showing % of pupils passing Phonics Test	Phonics Test
Disadvantaged Pupils (22)	90%
Other Pupils (42)	80%
Difference	+10%

As a result of good progress, attainment of disadvantaged pupils is broadly in line with national

KS1			
Showing % of pupils at expected +	Reading	Writing	Maths
Disadvantaged Pupils (37)	73%	68%	80%
Other Pupils (53)	75%	73%	78%
Difference	-2%	-5%	+2%

As a result of good progress, attainment of disadvantaged pupils is above national in writing and SPaG and in line with/close to national in reading and maths

KS2				
Showing % of pupils who attained a scaled score of 100 or +	Reading	Writing Pupils achieved expected or GDS	SPAG	Maths
Disadvantaged Pupils (50)	66%	90%	88%	76%
Other Pupils (32)	50%	78%	81%	75%
Difference	+16%	+12%	+7%	+1%

Summary of School Performance Data

Published data for Year 2018 – 2019

In phonics 90% of disadvantaged pupils achieved the pass mark compared to national 'other' at 84%. At KS1 disadvantaged pupils achieved significantly above national 'other' pupils at the expected standard and greater depth in all subjects. At KS2 disadvantaged pupils attained in line with or better than national 'other' at the expected standard and greater depth, except greater depth in reading. Progress for all subjects and all groups is in line with national. Progress for disadvantaged pupils is broadly in line with the group 'other' pupils within the school across all year groups. Internal Spring term data (2019-2020) shows that disadvantaged pupils attain in line with the group other with a small difference in writing in lower KS2, which has a historically larger than average mobility. Historically, by the time pupils reach the end of Key Stage 2, the gap between disadvantaged and non-disadvantaged pupils is diminishing.

Self Evaluation – due to no published data this academic year

The latest internal assessments for the Year 2019 – 2020 demonstrate continued patterns of attainment.

Leaders have analysed the outcomes for disadvantaged pupils across the school and have a good understanding of where gaps exist and in which aspect of their school life. Adaptations have been made to the English curriculum for reading to target common areas for development such as language and inference. Through the use of Educater and focused targets they have supported class teachers to analyse and interpret assessment data, enabling them to identify key actions for target groups and individuals. For example, there is a focus group of boys in Year 4 based on their KS1 outcomes in maths which led to a longitudinal plan to accelerate progress for this group. They are being targeted through various interventions and monitored by SLT. Leaders have used monitoring information such as book scrutinies, PPM/action plan sessions and learning and teaching reviews to target support from Leaders of Learning in planning, teaching and through interventions. The use of the frameworks in core subjects enables a consistent approach to the teaching and learning of disadvantaged pupils.