

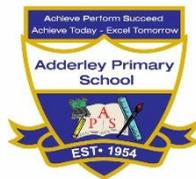
Adderley Primary School

Pupil Premium Strategy Report

2020-2021

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Pupil Premium FAQs:

What is the pupil premium?

The Pupil Premium is extra money that schools receive to meet the needs of pupils who are socially disadvantaged and at risk of underachievement. It is provided to support these pupils in reaching their potential.

How is the Pupil Premium allocated to schools?

The amount schools receive is determined by the number of pupils who have been known to be eligible or are currently known to be eligible for free school meals (FSM). In addition, an allocation is made for pupils who are Looked After Children (LAC) and Service Children.

Who decides how the funding is used?

Schools decide how the funding should be used and are trusted to ensure that it is used for the purposes intended. Schools are held accountable for how they use the funding, and the performance tables capture the achievement of those pupils covered by the Pupil Premium.

How do we identify pupils at our school?

At Adderley, we are committed to ensuring that the provision we make secures teaching and learning opportunities to meet the needs of all pupils and that the needs of pupils who are considered to be vulnerable or socially disadvantaged are adequately assessed and addressed as part of the additional provision we make through the Pupil Premium. In making provision at Adderley we recognise that not all pupils who receive FSM will be socially disadvantaged and not all pupils who are socially disadvantaged are registered or qualify for FSM.

At our school Pupil Premium funding is allocated for individual and groups of pupils identified as:

- Socially disadvantaged and/or eligible for FSM/LAC/Service Children
- Vulnerable and at risk of underachievement
- Subject to a child in need plan
- Having been identified with complex needs

How do we provide for our pupils?

The attainment of disadvantaged pupils can be raised through a variety of interventions. At Adderley the following range of provision has been identified for this range of pupils:

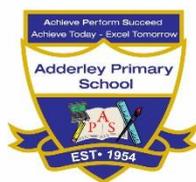
- Facilitating access to the curriculum
- Providing additional support in the classroom
- Providing additional teaching and learning opportunities
- Offering alternative support and interventions

How do we know we are using the Pupil Premium effectively?

The progress and attainment of all pupils and groups of pupils is monitored closely through the school's extensive pupil tracking systems. Pupil progress meetings are held each term. The progress that pupils make will vary according to the individual needs of each child but should a concern arise the provision made for that child will be reviewed and any necessary adjustments made. The school provision map and interventions secured through the pupil premium are adjusted annually to meet the needs of the pupils across the school.

How much money are we receiving this year?

NUMBER OF PUPILS AND PUPIL PREMIUM GRANT (PPG) RECEIVED	
Total number of pupils eligible for PPG	260
PPG funding received per pupil	£1,345
Total PPG funding received for 2020-21	£349,700
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 2020-21	£0



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

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. As a school, the following barriers/challenges are currently being encountered:

1. A widened attainment gap for pupils from a disadvantaged background as a result of school closures due to the COVID-19 pandemic.
2. Temporary accommodation leading to a high level of movement in and out of school. 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. High proportion of new entrants in to the school, new to the country and new to an education system resulting in complex learning needs including underdeveloped language skills impeding children's access to the curriculum and independent learning strategies.
4. The school is situated in a socially deprived area; the socioeconomic gap between disadvantaged pupils and others is wide. There is limited access to ongoing enrichment experiences in the local area.

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 26% 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.

Pupil Premium Strategy 2020-2021

Provision/Initiative	Aims of spending	£
Strategy 1: Targeted Staffing/Provision		
Assistant Head Teacher	<ul style="list-style-type: none"> To lead, co-ordinate and manage effective learning and teaching of English across the school. To support and promote the school's ethos, aims and core values in order to promote the welfare, progress and continued development of the school and all pupils. To contribute to the strategic direction and development of the school. To raise attainment of disadvantaged pupils in English including progress reviews with teachers, learning walks and coaching for staff. 	£49,323
Assistant Head Teacher	<ul style="list-style-type: none"> To lead, co-ordinate and manage effective learning and teaching of Maths across the school. To contribute to the strategic direction and development of the school. To lead, co-ordinate and manage 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. 	£44,577
EAL Teacher	<ul style="list-style-type: none"> To close the attainment gap for disadvantaged pupils; particularly those newly arriving to the UK. To ensure attainment is in line with age related expectations; to ensure levels of progress at least in line with National Expectations. 	£26,085
Additional Teacher	<ul style="list-style-type: none"> To close the attainment gap for disadvantaged pupils; to ensure attainment is in line with age related expectations; to ensure levels of progress at least in line with National Expectations. Planning, delivering and assessing intervention programmes (including SEND) in reading, writing, mathematics and SPAG. 	£38,836
Additional Teaching Assistant EYFS	<ul style="list-style-type: none"> To close the attainment gap for disadvantaged pupils; to ensure attainment is in line with age related expectations; to ensure levels of progress at least in line with National Expectations by the end of EYFS. 	£21,051
Additional Teaching Assistant Year 6	<ul style="list-style-type: none"> To close the attainment gap for disadvantaged pupils; to ensure attainment is in line with age related expectations; to ensure levels of progress at least in line with National Expectations by the end of Year 6. Planning, delivering and assessing intervention programmes (including higher achievers) in reading, writing, mathematics and SPAG. 	£24,200
Learning Mentor	<ul style="list-style-type: none"> Support for individual pupils to make accelerated progress in reading, writing, maths and achieve end of year targets. Pupils have structured opportunities to develop social and communication skills. 	£27,511

Librarian	<ul style="list-style-type: none"> • Support for individual pupils to make accelerated progress in reading, writing, maths and achieve end of year targets. • Pupils have structured opportunities to develop social and communication skills. 	£9,643
Educational Psychologist	<ul style="list-style-type: none"> • Support for individual children to make accelerated progress in reading, writing, maths and achieve end of year targets. 	£3,661
Art & Design Technician	<ul style="list-style-type: none"> • To improve the self-confidence and self-esteem of PP pupils by engagement in the Creative Arts. • Pupils have structured opportunities to develop social and communication skills. 	£12,843
Birmingham Music Service	<ul style="list-style-type: none"> • To improve the self-confidence in Y4, 5 and 6 pupils, accelerate progress and close the attainment gap. • Main elements of the National Curriculum for Music are covered including singing, musical games and opportunities for composition and improvisation. 	£2,688
Total £260,418		
Strategy 2: Curriculum Enrichment & Resources		
Educater Assessment	<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. • 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. 	£1,749
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. 	£1,516
Tapestry Online Learning Journal	<ul style="list-style-type: none"> • Improved parental involvement in EYFS learning. • Provides dialogue between home and school to enhance learning and accelerate progress of pupils in EYFS. 	£175
Playground & outdoor areas	<ul style="list-style-type: none"> • Improved in order to enhance opportunities for curiosity & creativity and vocabulary development • To improve oral language skills and attainment of disadvantaged. • Increase opportunities for reading in the outdoors. 	£5,621
Purple Mash	<ul style="list-style-type: none"> • Home Learning VLE for children to continue to work remotely in the event of self-isolation/further lockdown. • Reducing further gaps in learning in the event of school closures due to Covid-19. 	£2,900
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. 	£650
Subsidised Workshops/ Engage Wow Days/ Educational Visits	<ul style="list-style-type: none"> • Part funded visits/workshops linked to curriculum to ensure all pupils including those who are disadvantaged to take part. 	£6,460

	<ul style="list-style-type: none"> To ensure all disadvantaged pupils have access to school visits to enrich their curriculum and remove the potential cost barrier. 	
TT Rockstars Subscription	<ul style="list-style-type: none"> To ensure all disadvantaged pupils are given opportunities to overcome barriers to learning in Maths. All PP pupils are able to practise times tables at home and school. 	£168
Votes For Schools subscription	<ul style="list-style-type: none"> Providing opportunities to promote speaking and debate, particularly for PP pupils. To measure impact and evaluate effectiveness of SMSC (including British Values, PSHE & Citizenship) 	£1,325
Rising Stars Tests	<ul style="list-style-type: none"> To enable teachers to make assessments of learning and improve planning to address potential gaps in learning. 	£900
CGP Books Reading	<ul style="list-style-type: none"> To close the attainment gap for disadvantaged pupils; to ensure accelerated progress in reading resulting in attainment in line with age related expectations. 	£900
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. 	£1,529
Recovery Curriculum Resources	<ul style="list-style-type: none"> Resources targeted at catering for personal, social, emotional needs of children following Covid-19 pandemic. Curriculum enrichment opportunities offered to pupils to redevelop their skills. 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 ensure that they can bridge the attainment gap as quickly as possible. Newly arrived pupils, including those with EAL have suitable provision to enable them to acquire English as a new language. Resources and provision allow for accelerated progress in reading, writing and maths. 	£1,229
		Total £29,374
Strategy 3: School Development & Staff CPD		
Recovery Curriculum Webinars	<ul style="list-style-type: none"> To improve overall quality of education and promote wellbeing of disadvantaged pupils following the pandemic. Teachers are fully aware of the current stage of learning and what next steps to take to provide depth and move learning on. 	£100
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. 	£1,250

	<ul style="list-style-type: none"> • Leaders to identify and prioritise areas for change and also measure the impact of actions. 	
Learning and Teaching Consultant - English	<ul style="list-style-type: none"> • Training for all staff to deliver stimulating and enriched English curriculum. • External reviews of learning and teaching ensure that the school prioritises actions to raise standards and improve quality of teaching in English. • To close the attainment gap for disadvantaged pupils; to ensure accelerated progress in Reading resulting in attainment in line with age related expectations. 	£1,000
		Total £6,110
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. • To improve pupils' mental health and learning, resulting in reducing the achievement gap. 	£4,053
Breakfast club to continue to support disadvantaged pupils	<ul style="list-style-type: none"> • Continue to develop the free Breakfast Club so that it specifically targets disadvantaged pupils. • Pupils have structured opportunities to develop social and communication skills. • Pupils arrive at school on time which will in turn impact on their learning skills and improve standards of work. • Pupils are ready to learn when they arrive at their lessons and have good behaviour. • Pupil's attitude is positive to school and life, improved attendance because of reduced illness due to a healthy diet and exercise. 	£12,558
School Nurse	<ul style="list-style-type: none"> • To improve pupils' health and learning, resulting in reducing the achievement gap. • To promote a healthy school environment. • Improved attendance because of reduced illness. 	£36,847
Attendance rewards and prizes	<ul style="list-style-type: none"> • To promote attendance ensuring that pupils take pride in coming to school every day. 	£340
		Total £53,798
Total grant		£349,700
Total expenditure		£349,700
Amount remaining		£0