

# **Adderley Primary School**

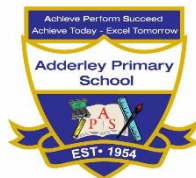
## **Pupil Premium Impact Report**

### **2020-2021**

The information contained in this report is from internal tracking data as a result of there being no statutory testing at the end of 2020/2021 due to the COVID-19 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**



## **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:

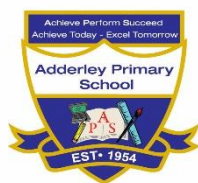
- Facilitating access to the curriculum
- Providing additional support in the classroom
- Providing additional teaching and learning opportunities
- Offering alternative support and interventions

### **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?**

<b>NUMBER OF PUPILS AND PUPIL PREMIUM GRANT (PPG) RECEIVED</b>	
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	Impact of Funding	£
<b>Strategy 1: Targeted Staffing/Provision</b>		
Assistant Head Teacher	<ul style="list-style-type: none"> <li>Assistant Head Teacher led, co-ordinated and managed effective learning and teaching of English across the school.</li> <li>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.</li> <li>AHT contributed to the strategic direction and development of the school.</li> <li>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.</li> <li>Learning &amp; Teaching overview and Whole School Data demonstrate the impact on disadvantaged pupils.</li> </ul>	£49,323
Assistant Head Teacher	<ul style="list-style-type: none"> <li>Assistant Head Teacher led, co-ordinated and managed effective learning and teaching of Maths across the school.</li> <li>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.</li> <li>Learning &amp; Teaching overview and Whole School Data demonstrate the impact on disadvantaged pupils.</li> <li>AHT led, co-ordinated and managed effective learning and teaching of SEND pupils across the school.</li> <li>To enhance and support provision for high need PP pupils, including liaising with outside agencies and parents.</li> <li>Specific SEND provision for individual pupils who have high need.</li> </ul>	£44,577
EAL Teacher	<ul style="list-style-type: none"> <li>EAL Teacher worked with pupils to remove barriers to learning and narrowed the attainment gap.</li> <li>Pupil Premium pupils made accelerated progress in reading, writing, maths and science across the school.</li> </ul>	£26,085
Additional Teacher	<ul style="list-style-type: none"> <li>Additional teacher enabled disadvantaged pupils to close the attainment gap; ensuring attainment is in line with age related expectations and that levels of progress were at least in line with National Expectations.</li> <li>Planned, delivered and assessed intervention programmes (including SEND) in reading, writing, mathematics and SPAG.</li> </ul>	£38,836
Additional Teaching Assistant EYFS	<ul style="list-style-type: none"> <li>PPG pupils entered Reception Class well below their chronological age in all areas of learning.</li> <li>Attainment gap for PPG pupils is reduced; attainment is in line with age related expectations.</li> </ul>	£21,051

	<ul style="list-style-type: none"> <li>Monitoring of pupil outcomes in books, learning and teaching reviews, clearly demonstrate good progress made by PPG pupils.</li> </ul>	
Additional Teaching Assistant Year 6	<ul style="list-style-type: none"> <li>PPG pupils attained better than Non PP pupils in all subjects.</li> <li>Attainment gap for disadvantaged pupils closed and disadvantaged pupils made good progress.</li> <li>Year 6 Mock tests analyses and external writing moderation show attainment gap for PPG pupils is closed; attainment is in line with age related expectations.</li> </ul>	£24,200
Learning Mentor	<ul style="list-style-type: none"> <li>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.</li> <li>Pupils social and emotional wellbeing was prioritised during Covid-19 lockdown and upon re-opening of school.</li> <li>Pupils made accelerated progress in reading, writing and maths – see case studies.</li> <li>Behaviour Analyses and In-School Data Analyses clearly demonstrate good progress made by PPG pupils.</li> </ul>	£27,511
Librarian	<ul style="list-style-type: none"> <li>Support for individual pupils to make accelerated progress in reading.</li> <li>Pupils had structured opportunities to develop social and communication skills.</li> </ul>	£9,643
Educational Psychologist	<ul style="list-style-type: none"> <li>Personalised intervention programmes enabled pupils to make accelerated progress in reading, writing and maths.</li> <li>Parents felt better equipped to support their children at home.</li> </ul>	£3,661
Art & Design Technician	<ul style="list-style-type: none"> <li>Improved self-confidence and self-esteem of PP pupils by engagement in the Creative Arts.</li> <li>Pupils were supported during the pandemic through Art therapy sessions.</li> </ul>	£12,843
Birmingham Music Service	<ul style="list-style-type: none"> <li>Self-confidence of pupils in Y4, 5 and 6 improved. Pupils made good progress.</li> <li>Main elements of the National Curriculum for Music were covered including singing, musical games and opportunities for composition and improvisation.</li> </ul>	£2,688
<b>Total £260,418</b>		
<b>Strategy 2: Curriculum Enrichment &amp; Resources</b>		
Educator Assessment	<ul style="list-style-type: none"> <li>Pupil progress tracked across all subjects; learning and teaching personalised. PPG pupils' needs met.</li> <li>Pupils and teachers were fully aware of the stage of learning and what next steps were needed to provide depth in curriculum.</li> </ul>	£1,749
FFT Aspire Subscription	<ul style="list-style-type: none"> <li>Progress tracking across all subjects so that learning and teaching is personalised and meets the needs of all pupils.</li> <li>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.</li> </ul>	£1,516

Tapestry Online Learning Journal	<ul style="list-style-type: none"> <li>Improved parental involvement in EYFS learning which provided dialogue between home and school. Disadvantaged pupils in EYFS made accelerated progress.</li> <li>Monitoring of pupil outcomes in books clearly demonstrate good progress made by PPG pupils.</li> </ul>	£175
Playground & outdoor areas	<ul style="list-style-type: none"> <li>Improved in order to enhance opportunities for curiosity &amp; creativity and vocabulary development</li> <li>Improvement in oral language skills and attainment of disadvantaged.</li> <li>Increase opportunities for reading in the outdoors.</li> </ul>	£5,621
Purple Mash	<ul style="list-style-type: none"> <li>Home Learning VLE for children to continue to work remotely in the event of self-isolation/further lockdown.</li> <li>Reducing further gaps in learning in the event of school closures due to Covid-19.</li> </ul>	£2,900
Curriculum Topic Resources	<ul style="list-style-type: none"> <li>A range of Cornerstones resources are paid for using the PP funding (e.g. books, iPads Apps etc)</li> <li>Providing our children with excellent and stimulating resources is of paramount importance, enhances teaching, and allows them to make very good progress.</li> </ul>	£650
Subsidised Workshops/ Engage Wow Days/ Educational Visits	<ul style="list-style-type: none"> <li>Part funded visits/workshops linked to curriculum to ensure all pupils including those who are disadvantaged to take part.</li> <li>All disadvantaged pupils had access to school visits which enriched their curriculum and removed the cost barrier.</li> </ul>	£6,460
TT Rockstars Subscription	<ul style="list-style-type: none"> <li>To ensure all disadvantaged pupils are given opportunities to overcome barriers to learning in Maths.</li> <li>All PP pupils are able to practise times tables at home and school.</li> </ul>	£168
Votes For Schools subscription	<ul style="list-style-type: none"> <li>Providing opportunities to promote speaking and debate, particularly for PP pupils.</li> <li>Measured impact and evaluated effectiveness of SMSC (including British Values, PSHE &amp; Citizenship)</li> </ul>	£1,325
Rising Stars Tests	<ul style="list-style-type: none"> <li>Attainment gap for disadvantaged pupils closed; pupils made accelerated progress in reading, maths and SPAG resulting in attainment in line with age related expectations.</li> </ul>	£900
CGP Books Reading	<ul style="list-style-type: none"> <li>Attainment gap for disadvantaged pupils closed; pupils made accelerated progress in reading, maths and SPAG resulting in attainment in line with age related expectations.</li> </ul>	£900
Personalised School Planners	<ul style="list-style-type: none"> <li>Improved parental involvement in learning.</li> <li>Provides dialogue between home and school to enhance learning and accelerate progress of pupils.</li> <li>To close the attainment gap for disadvantaged pupils; to ensure accelerated progress in reading resulting in attainment in line with age related expectations.</li> </ul>	£1,529
Recovery Curriculum Resources	<ul style="list-style-type: none"> <li>Resources targeted at catering for personal, social, emotional needs of children following Covid-19 pandemic.</li> <li>Curriculum enrichment opportunities offered to pupils to redevelop their skills.</li> </ul>	£4,252

	<ul style="list-style-type: none"> <li>To improve the self-confidence in pupils and accelerate progress.</li> </ul>	
Resources for Newly Arrived Pupils	<ul style="list-style-type: none"> <li>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.</li> <li>Newly arrived pupils, including those with EAL have suitable provision to enable them to acquire English as a new language.</li> <li>Resources and provision allow for accelerated progress in reading, writing and maths.</li> </ul>	£1,229
		Total £29,374
<b>Strategy 3: School Development &amp; Staff CPD</b>		
Recovery Curriculum Webinars	<ul style="list-style-type: none"> <li>Improved overall quality of education and promoted wellbeing of disadvantaged pupils following the pandemic.</li> <li>Teachers fully aware of the current stage of learning and what next steps to take to provide depth and move learning on.</li> </ul>	£100
Pupil Progress Meetings	<ul style="list-style-type: none"> <li>Teachers involved in discussion with senior leaders related to pupil's attainment and progress also to review provision and interventions.</li> <li>Teachers released for Pupil Progress meetings 3 times a year which ensured that professional discussions around disadvantaged pupils helped to move their learning on.</li> </ul>	£3,760
Leadership Training from Consultant - CPD	<ul style="list-style-type: none"> <li>Training for all leaders to develop and enhance leadership skills.</li> <li>Leaders to identify and prioritise areas for change and also measure the impact of actions.</li> </ul>	£1,250
Learning and Teaching Consultant - English	<ul style="list-style-type: none"> <li>Training for all staff to deliver stimulating and enriched English curriculum.</li> <li>External reviews of learning and teaching ensure that the school prioritises actions to raise standards and improve quality of teaching in English.</li> <li>Attainment gap for disadvantaged pupils is closed.</li> <li>Monitoring of pupil outcomes in books, learning and teaching reviews and school data clearly demonstrate good progress made by PPG pupils.</li> </ul>	£1,000
		Total £6,110
<b>Strategy 4: Attendance &amp; Wellbeing</b>		
Relate Counselling	<ul style="list-style-type: none"> <li>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.</li> <li>Improved pupils' mental health and learning, resulting in reducing the achievement gap.</li> </ul>	£4,053
Breakfast club to continue to support disadvantaged pupils	<ul style="list-style-type: none"> <li>Breakfast club for disadvantaged pupils resulted in improved attendance, improved social and emotional wellbeing and reduced incidents of poor behaviour.</li> <li>Pupils developed social and communication skills which impacted on their learning skills and improved standards of work.</li> <li>Pupil's attitudes to school and life improved alongside their attendance because of reduced illness due to a healthy diet.</li> </ul>	£12,558



	<ul style="list-style-type: none"> <li>Breakfast Club Analyses, Behaviour Analyses, Attendance Analyses and In-School Data Analyses demonstrate good progress made by PPG pupils.</li> </ul>	
School Nurse	<ul style="list-style-type: none"> <li>Improved pupils' health and learning, resulting in reducing the achievement gap.</li> <li>Promoted good hygiene and a healthy school environment, particularly in relation to the Covid-19 pandemic.</li> <li>Improved attendance because of reduced illness.</li> </ul>	£36,847
Attendance rewards and prizes	<ul style="list-style-type: none"> <li>Prior to the emergence of Coronavirus, attendance across the year maintained an average above national, including for the group disadvantaged.</li> <li>Pupils took pride in coming to school every day.</li> <li>Pupil's attitudes to school and life improved alongside their attendance because of reduced illness due to a healthy diet and exercise.</li> <li>Pupils were ready to learn when they arrived at their lessons and demonstrated good behaviour.</li> <li>Please see Attendance Analysis.</li> </ul>	£340
		Total £53,798
<b>Total grant</b>		<b>£349,700</b>
<b>Total expenditure</b>		<b>£349,700</b>
<b>Amount remaining</b>		<b>£0</b>

### Summary of School Performance Data

#### Published data for Year 2018 – 2019 (no published data in 2019-2020 or 2020-2021)

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 2020 – 2021 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. Leaders have used monitoring information such as book scrutinies, PPM/action plan sessions, and learning & teaching reviews to target support from Teachers/TAs 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.

**PUPIL PREMIUM DATA – SUMMER 2019**

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

<b>EYFS</b>			
<b>Showing % of pupils achieving ELG</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
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 good progress, attainment of disadvantaged pupils is broadly in line with national

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

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

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

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

**PUPIL PREMIUM INTERNAL DATA – SUMMER 2021**

As a result of accelerated progress, attainment of disadvantaged pupils is above that of all others.

EYFS			
Showing % of pupils achieving ELG	Reading	Writing	Maths
Disadvantaged Pupils (25)	70%	67%	73%
Other Pupils (45)	60%	60%	65%
Difference	+10%	+7%	+8%

Year 1			
Showing % of pupils at expected +	Reading	Writing	Maths
Disadvantaged Pupils (15)	64%	64%	71%
Other Pupils (36)	56%	61%	67%
Difference	+8%	+3%	+4%

Year 2			
Showing % of pupils at expected +	Reading	Writing	Maths
Disadvantaged Pupils (42)	67%	64%	71%
Other Pupils (36)	53%	50%	50%
Difference	+14%	+14%	+21%

Year 3			
Showing % of pupils at expected +	Reading	Writing	Maths
Disadvantaged Pupils (40)	68%	60%	68%
Other Pupils (24)	48%	39%	48%
Difference	+20%	+21%	+20%

Year 4			
Showing % of pupils at expected +	Reading	Writing	Maths
Disadvantaged Pupils (35)	64%	64%	64%
Other Pupils (47)	57%	54%	57%
Difference	+7%	+10%	+7%

Year 5			
Showing % of pupils at expected +	Reading	Writing	Maths
Disadvantaged Pupils (31)	65%	61%	68%
Other Pupils (38)	59%	51%	57%
Difference	+6%	+10%	+11%

Year 6			
Showing % of pupils at expected +	Reading	Writing	Maths
Disadvantaged Pupils (44)	68%	61%	66%
Other Pupils (43)	60%	56%	58%
Difference	+8%	+5%	+8%