



PUPIL PREMIUM STRATEGY STATEMENT 2024/25

**Pupil Premium Governor: Asma Rashid
Pupil Premium Lead: Afzal Hussain**

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Adderley Primary School
Number of pupils in school	416
Proportion (%) of pupil premium eligible pupils	54% (226 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Rizvana Darr
Pupil premium lead	Afzal Hussain
Governor / Trustee lead	Asma Rashid

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£334,480
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£334,480

Part A: Pupil premium strategy plan

Statement of intent

As an inclusive school, our intention is to provide an inspirational teaching and learning environment with outstanding teaching and learning. Our ultimate goal is that no child is left behind socially, or academically because of disadvantage. We strive to raise lifelong aspirations and focus on removing barriers to learning and achieving excellence.

Our Pupil Premium Plan aims to address the main barriers our pupils face and through rigorous tracking, careful planning and targeted support and intervention, provide all pupils the access and opportunities to enjoy academic success.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers to learning for disadvantaged pupils can be: inadequate support at home, difficulty with language and communication, lack of confidence, attendance and punctuality issues. There may also be complex family situations that prevent pupils from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and areas to develop across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Ultimate Objectives

For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6.

To ensure disadvantaged pupils individual needs are addressed so that the difference between this group and others nationally continues to be reduced.

To improve the attendance of all pupils, including persistent non-attendeers.

To support our pupil's health and wellbeing to enable them to access learning at an appropriate level.

Achieving These Objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress.
- Allocate a Target Group Teacher where the data shows a particular need - providing small group work with an experienced teacher/TA focused on overcoming gaps in learning.
- 1-1 support
- Additional teaching and learning opportunities provided through external agencies.
- All our work through the pupil premium will be aimed at accelerating progress, moving pupils to at least age-related expectations.
- Pupil premium resources are to be used to target Free School Meals pupils to achieve Age Related Expectations.
- Transition from primary to secondary and transition into EYFS.
- Additional learning support.
- Raise the profile of the importance of good attendance and make parents more aware of the significant impact of poor attendance on progress and attainment.
- Pay for activities, educational visits and residential. Ensuring pupils have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software and Behaviour and nurture support during lunchtimes by providing activities to engage and promote Adderley values and thus enhance learning.

This list will change according to the needs and support our socially disadvantaged pupils require.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Pupils entering EYFS with language and listening skills well below their developmental age and stage. A lack of early language skills within the early years impacts on pupils' ability to hear sounds when practising blending and segmenting. Thus, impacting on early reading and fluency.
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 into the school, new to the country and new to an education system resulting in complex learning needs including underdeveloped language skills impeding pupil'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.
5	Our attendance data indicates that we need to continue to work with families to eradicate regular absence and improve overall attendance. We also need to continue to reduce persistent absence to ensure all pupils have access to the same curriculum offer.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Progress in Reading Improve pupil progress and outcomes for all and especially for key cohorts.	Achieve in line/above national average progress scores at the end of each Key Stage
2. Progress in Writing Improve pupil progress and outcomes for all and especially for key cohorts.	Achieve in line/above national average progress scores at the end of each Key Stage.
3. Progress in Maths Improve pupil progress and outcomes for all and especially for key cohorts.	Achieve in line/above national average progress scores at the end of each Key Stage.
4. Phonics Improve outcomes for PSC.	Achieve in line/above national average expected standard in PSC.

5. Attendance Continue to improve and sustain attendance for all pupils, particularly disadvantaged pupils. Continue to reduce persistence absence.	Achieve in line/above national average for attendance and persistence absence.
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £213,037

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Staffing/Provision		
Assistant Head Teacher £45,554	<ul style="list-style-type: none"> At the end of academic year, reading attainment at %EXP/%GDS was EYFS 66, Y1 78/30, Y2 69/22, Y3 64/18, Y4 75/18, Y5 67/25, Y6 74/29. At the end of academic year, writing attainment at %EXP/%GDS was EYFS 66, Y1 73/25, Y2 69/17, Y3 60/23, Y4 73/12, Y5 61/22, Y6 78/13. AHT to lead, co-ordinate and manage effective learning and teaching of English across the school. To raise attainment of disadvantaged pupils in English including progress reviews with teachers, learning walks, coaching for staff and carrying out pupil voice. 	1, 2, 3 & 4
EYFS Teaching Assistant £22,007	<ul style="list-style-type: none"> Considering the very low starting points of EYFS pupils on entry, to narrow the attainment gap, particularly of disadvantaged pupils. Planning, delivering and assessing intervention programmes in reading, writing, mathematics in line with EYFS framework. On entry to Reception, most pupils have low Language and Communication skills. Due to poor socio-economic and disadvantaged circumstances, pupils are unlikely to have the breadth of vocabulary, knowledge and skills required that typical Reception pupils have. 	1, 2, 3, & 4
Teaching Assistant Y1 £28,670	<ul style="list-style-type: none"> Support for individual pupils to make accelerated progress in reading, writing, maths and achieve end of year targets. Delivering intervention programmes for phonics/reading and maths to ensure pupils make rapid progress and achieve their end of year targets. 	1, 2, 3, & 4

<p>Teaching Assistant Y2 £24,845</p>	<ul style="list-style-type: none"> • Support for individual pupils to make accelerated progress in reading, writing, maths and achieve end of year targets. • Delivering intervention programmes for • phonics/reading and maths to ensure pupils make rapid progress and achieve their end of year targets 	<p>1, 2, 3, & 4</p>
<p>Teaching Assistant Y4 £24,405</p>	<ul style="list-style-type: none"> • At the end of Y3, 64% pupils achieved the expected standard in reading, 60% in writing and 72% in maths • Support for individual pupils to make accelerated progress in reading and writing, and achieve end of year targets. • 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. • Delivering and assessing intervention programmes in phonics, reading, mathematics and SPAG. 	<p>2, 3, 4</p>
<p>Teaching Assistant Y6 £27,072</p>	<ul style="list-style-type: none"> • At the end of Y5 67% pupils achieved the expected standard in reading, 61% in writing and 66% in maths. • Support for individual pupils to make accelerated progress in reading, writing, maths and achieve end of year targets. • 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 in reading, writing, mathematics and SPAG. 	<p>2, 3, 4</p>
<p>Learning Mentor £28,637</p>	<ul style="list-style-type: none"> • Support for individual pupils in EYFS to make accelerated progress in reading, writing, maths and achieve end of year targets. • Pupils have structured opportunities to develop social and communication skills and improve their overall wellbeing. • Work with families to improve pupil attendance and reduce rate of absence. 	<p>1, 2, 3, 4 & 5</p>
<p>Librarian £227</p>	<ul style="list-style-type: none"> • Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others (The Reading Agency 2015). • Support for individual pupils to make accelerated progress in reading, writing and achieve end of year targets. • Pupils have structured opportunities to develop a love of reading and access a wide range of fiction and non-fiction texts. 	<p>1, 2, 3 & 4</p>

Educational Psychologist £3,600	<ul style="list-style-type: none"> • Support for individual pupils according to their individual needs in order for them to make accelerated progress in reading, writing, maths and achieve their personal targets. 	1, 2, 3 & 4
School Development & Staff PD		
Pupil Progress Meetings £3,620	<ul style="list-style-type: none"> • Teachers to be involved in discussion with senior leaders related to pupils' attainment and progress and individual targets, also to review barriers to learning, provision and interventions. • Teachers released for Pupil Progress meetings 3 times a year. 	1, 2, 3, 4
Leadership Training from Consultant £4,400	<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, 2, 3, 4 & 5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £75,782

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS support – Teaching Assistant £22,007	<ul style="list-style-type: none"> • On entry to Reception, most pupils have low Language and Communication skills. Due to and poor socio-economic and disadvantaged circumstances, pupils are unlikely to have the breadth of vocabulary, knowledge and skills required that typical Reception pupils have. • Support for individual pupils in EYFS to make accelerated progress in reading, writing, maths and meet their individual needs. • Pupils have structured opportunities to develop social and communication skills and improve their overall wellbeing. 	1, 2, 3 & 4
2x Teaching Assistant Y3 £29,790 £22,735	<ul style="list-style-type: none"> • At the end of KS1, 69% pupils achieved the expected standard in reading, 69% in writing and 77% in maths • To close the attainment gap for disadvantaged pupils (including high achievers); 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 in phonics, reading, writing, mathematics and SPAG. 	2, 3, 4
Little Wandle Phonics Resources	<ul style="list-style-type: none"> • End of Y1 screening check shows that 85% pupils passed the checks. • Training for new staff and ECTs impacts on 	1, 2, 3

£1,250	reading accuracy and fluency, including for those pupils eligible for Pupil Premium.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £45,661

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free Breakfast Club supported by Magic Breakfast £2,250	<ul style="list-style-type: none"> • Food deprivation is high and the school provides free breakfast to all PP pupils. Research shows hungry children do not perform as well. • Free breakfast club means that pupils arrive at school on time, have breakfast and are prepared to access the curriculum with an increased level of concentration. • Breakfast Club analyses from previous years demonstrate improved outcomes for disadvantaged pupils. • Pupil attitude is positive to school and life, improved attendance because of reduced illness due to a healthy diet and exercise. 	4 & 5
School Nurse £27,654	<ul style="list-style-type: none"> • Evidence from previous provision suggests that improved pupil health, results in reducing the achievement gap. Also, there is improved attendance because of reduced illness. 	4 & 5
Sustain a system of rewards and incentives for improved attendance to school. £500	<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. After working in partnership with families, attendance is now in line with national figures. • Pupils took pride in coming to school every day. • Pupils were ready to learn when they arrived at their lessons and demonstrated good behaviour. • Please see Attendance Summary Analysis. 	4 & 5
Educational Visits £6,460	<ul style="list-style-type: none"> • Learning outdoors has many educational and health benefits. • Part funded visits linked to curriculum ensure that all pupils including those who are disadvantaged take part. It is also essential for their own wellbeing that they experience different settings before writing about them. • Pupils from lower income families may not be able to attend school trips which will disadvantage their access to a broad and balanced curriculum. • All disadvantaged pupils have access to school visits which enrich their curriculum and remove the cost barrier. 	4
Educater & Tiny Tracker £1,749	<ul style="list-style-type: none"> • Improved parental involvement in EYFS learning which provides dialogue between home and school. Disadvantaged pupils in EYFS make accelerated progress as a result. 	2, 3, 4

Cornerstones £2,750	<ul style="list-style-type: none"> Imaginative Learning Projects (ILPs) provide a child-negotiated creative curriculum and a stimulus for writing, given the negative affect of the lockdown on writing across the school. All disadvantaged pupils have access to quality first teaching and tailored resources within a rich curriculum. 	2, 3, 4
Refugee welcome packs £500	<ul style="list-style-type: none"> Refugee families arriving new into the UK, having limited resources, require support from school to help their children with learning. Intervention and additional resources tailored to meet the needs of newly arrived pupils to ensure the attainment gap narrowed. Newly arrived pupils, including those with EAL have suitable provision to enable them to acquire English as a new language. To improve family home school liaison and relationships by supporting potential attendance barriers such as uniform and stationery. 	4 & 5
Avanti's World VR Subscription £499	<ul style="list-style-type: none"> VR headsets and appropriate virtual environments set up through Class VR proved to be an important tool in providing stimuli for writing and discussion across the curriculum. 	2, 3, 4
School Planner issued to Year 2 to Year 6 £1,425	<ul style="list-style-type: none"> Further improve learners' attitudes to their education so that they are committed to their learning, know how to study effectively and are resilient to setbacks and take pride in their achievements. 	2, 3, 4
Behaviour Rewards £1,874	<ul style="list-style-type: none"> Incentives, rewards and positive reinforcement have been identified as a key contributor to pupil progress, engagement and attendance. To ensure pupil premium pupils are supported emotionally, developing resilience, perseverance and a positive self-esteem. 	4 & 5

Total budgeted cost: £ 334,480 *[insert sum of 3 amounts stated above]*

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

<p>IMPACT OF 2023/24 Pupil Premium Strategy</p> <p><u>PLEASE SEE SUMMARY OF PUPIL PREMIUM INTERNAL DATA BELOW (Intended Outcome 1, 2 & 3) – SUMMER 2024</u></p>

EYFS			
Showing % of pupils making expected progress	Reading	Writing	Maths
Disadvantaged Pupils (13)	70	70	71
Other Pupils (37)	62	62	65
Difference	+8	+8	+6
Year 1			
Showing % of pupils making expected progress	Reading	Writing	Maths
Disadvantaged Pupils (12)	100	100	100
Other Pupils (27)	96	93	96
Difference	+4	+7	+4
Year 2			
Showing % of pupils making expected progress	Reading	Writing	Maths
Disadvantaged Pupils (27)	96	100	100
Other Pupils (34)	79	80	82
Difference	+17	+20	+18
Year 3			
Showing % of pupils making expected progress	Reading	Writing	Maths
Disadvantaged Pupils (39)	90	87	92
Other Pupils (37)	62	62	59
Difference	+28	+28	33
Year 4			
Showing % of pupils making expected progress	Reading	Writing	Maths
Disadvantaged Pupils (18)	100	100	100
Other Pupils (33)	82	79	82
Difference	+18	+21	+18

Year 5			
Showing % of pupils making expected progress	Reading	Writing	Maths
Disadvantaged Pupils (50)	98	100	98
Other Pupils (27)	70	74	67
Difference	+18	+26	31
Year 6			
Showing % of pupils making expected progress	Reading	Writing	Maths
Disadvantaged Pupils (50)	98	100	98
Other Pupils (27)	70	74	67
Difference	+18	+26	31
Phonics (Indented Outcome 4)			
Showing % of pupils making expected progress	% Y1 Pupils meeting the expected outcome in the Phonics Screening Check		
Disadvantaged Pupils (12)	84		
Other Pupils (29)	85		
Difference	-1		
Attendance (Indented Outcome 5)			
	Attendance %	Persistence Absence	
Disadvantaged Pupils (210)	94	85	
Other Pupils (228)	93	84	

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
TT Rockstars	Maths Circle Ltd
Speech and Language Therapists	BCC
Educater & Tiny Tracker	Educater Ltd
Purple Mash	2Simple
Cornerstones Maestro	Cornerstones Education Ltd

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	None
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Our families live in an area of high deprivation and this is not reflected through the use of the PP measure as many of our families are not entitled to PP and are simply living in poverty. Everything we do in our school is designed to close the gap for all disadvantaged pupils and their families, giving our pupils the best possible start in life.

Through our curriculum and teaching pedagogy we aim to develop academic knowledge and skills along with key life skills that prepare our pupils well for their future and give them a pathway out of poverty. Our aim is that all pupils leave us with a sense of identity, community and aspiration.

Our curriculum has been designed with our pupils and community at its core. It reflects the community that we serve and is planned and organised in a way that meets the unique circumstances of our location and area. As such we are committed to every pupil in the school setting, ensuring they are happy, confident and succeed.