# Pupil Premium Strategy Statement 2019-22

## School overview

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| **Metric** | **Data** |
|  School name | Adderley CE Primary School |
| Pupils in school | **2019-20**32 | **2020-21**32 | **2021-22** |
| Proportion of disadvantaged pupils | 13% | 9% |  |
| Pupil premium allocation | **2019-20**£7,900 | **2020-21**£10,415 | **2021-22** |
| Academic Year 2020-21 funding breakdown | 6 FSM/E6 £8,0701 Post LAC £2,345 |
| Academic year or years covered by statement | 2019-2022 |
| Publish date | Dec 19 |
| Review date | Nov 20 |
| Statement authorised by | Mrs K Stokes |
| Pupil premium lead | Mrs K Stokes |
| Governor lead | Mrs J Nixon |

## Disadvantaged pupil progress scores

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| **Measure** | **% making expected progress across the school** |
|  | **2018/19****NOR 4** | **2019/20****NOR 4**Autumn data only due to COVID | **2020/21****NOR**  |
| Reading | 50% | 100% |  |
| Writing | 100% | 100% |  |
| Maths | 50% | 100% |  |

## Strategy aims for disadvantaged pupils

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| **Measure** | **Score** |
| Meeting expected standard  | 100% by the time they are Y6 |
| Achieving high standard  | 25% by the time Y6 |

## Teaching priorities for 2019-2021

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| **Aim** | **Target** | **Target date**  |
| Progress in Reading | Achieve national average progress scores in KS2 reading. | Sep 22 |
| Progress in Writing | Achieve national average progress scores in KS2 writing. | Sep 22 |
| Progress in Mathematics | Achieve national average progress scores in KS2 maths. | Sep 22 |
| Phonics | Achieve national average expected standard in phonics check. | Sep 22 |
| Attendance | Improve attendance of disadvantaged pupils to LA average. | Sep 22 |

## Barriers to learning

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| **Academic barriers to attainment** | **Non-Academic barriers to attainment** |
| Low levels of literacy: Particularly, lower support for reading at home by disadvantaged families. | Poor attendance - Historically, disadvantaged pupils have been over-represented as a percentage amongst persistent absentees. |
| Language and communication skills for EYFS and KS1 have historically been lower amongst disadvantaged pupils. | Lack of resilience and perseverance when faced with difficulty or challenge. |
| Parental perception of difficulties with maths. | Low self-esteem: Lack of focus and confidence due to poor mental health and well-being. |
| Lack of funding for targeted support. | Poor behaviour: Over-representation of disadvantaged pupils in the behaviour log. |

## Quality of teaching for all

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| **Measure** | **Activity** |
| Priority 1 | **Professional development**: Self-led reading and research; sharing findings with peers at staff meetings. |
| Priority 2 | **Professional development**: Accessing high quality subject input for core subjects and pedagogy; collaborative work with local colleagues. |
| Projected spending | £3,000 | £3,000 |  |

## Targeted academic support

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| **Measure** | **Activity** |
| Priority 1 | Buy and embed use of **Accelerated Reader** across all year groups to increase reading for pleasure. \*This will now be funded through Catch-up, but further books may need to be purchased. |
| Priority 2 | Continued purchase of **Maths No Problem** scheme and embedding the CPA and mastery approach. Purchase of additional maths resources to complement the scheme. |
| Priority 3 | **Small group tuition**: Targeted English (including phonics) and Maths teaching for children who are below age-related expectations. |
| Priority 4 | **One-to-one tuition**: For disadvantaged pupils, additional one-to-one support for core subjects and for mental health. E.g. Self-regulation, nurture. |
| Projected spending | £3,000  | £6,215 |  |

## Wider strategies

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| **Measure** | **Activity** |
| Priority 1 | Improving pupil’s **physical and mental well-being** through: e.g. No-worries and other similar programmes; training in self-regulation; development of PSHE programme |
| Priority 2 | **Engagement in curriculum experiences** that motivate and **improve attendance**. E.g. visits and visitors; Forest School. |
| Projected spending | £1,900 | £1,200 |  |

## Monitoring and Implementation

| **Area** | **Challenge** | **Mitigating action** |
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| Teaching | Ensuring enough time is given over to allow for staff professional development. | Use of INSET days and carefully mapped out staff meetings according to priorities. SMT keeping up to date with educational developments and CPD opportunities locally, nationally and online. |
| Targeted support | Release time for Maths and English Lead to develop Acc. Read. and MNP across the federation. | Release time planned in to calendar; staff meeting time to review developments.  |
| Wider strategies | Training of staff to deliver specific intervention/groups. | Use federation staff across schools and local colleagues for training where possible. |

## Review: 2019-20

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| --- | --- |
| **Aim** | **Outcome** |
| Progress in Reading | Due to COVID-19 Pandemic this data is not currently available and will need to be reviewed in Spring 20201 |
| Progress in Writing | Due to COVID-19 Pandemic this data is not currently available and will need to be reviewed in Spring 20201 |
| Progress in Mathematics | Due to COVID-19 Pandemic this data is not currently available and will need to be reviewed in Spring 20201 |
| Phonics | Due to COVID-19 Pandemic this data is not currently available and will need to be reviewed in Spring 20201 |
| Attendance | Due to COVID-19 Pandemic this data is not currently available and will need to be reviewed in Spring 20201 |

## Review: 2020-21

|  |  |
| --- | --- |
| **Aim** | **Outcome** |
| Progress in Reading |  |
| Progress in Writing |  |
| Progress in Mathematics |  |
| Phonics |  |
| Attendance |  |

## Review: 2021-22

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| --- | --- |
| **Aim** | **Outcome** |
| Progress in Reading |  |
| Progress in Writing |  |
| Progress in Mathematics |  |
| Phonics |  |
| Attendance |  |