Pupil Premium strategy statement: Every Student Academy

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EVERY STUDENT, EVERY LESSON, ALL THE TIME

"I see challenge as a temporary barrier, preparing me for something bigger!" *Timmy, year 9, SMA*

Detail	Data
School name	Benjamin Adlard Primary School
Number of pupils in school	236 (including nursery)
Proportion (%) of Pupil Premium-eligible pupils	173 (73.31%)
Academic year/years that our current pupil premium strategy plan covers **(three-year plans are recommended)**	2023 - 2026
Date this statement was published	September 2023
Date on which it will be reviewed	Collaborative Review Days (4th October)
Statement authorised by	*Simon Morley* (Associate Director of Education)
Pupil Premium lead	Luke Lovelidge (Headteacher)

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£234,255.00
Recovery Premium funding allocation this academic year	£24070.00
Total budget for this academic year	£258,325

Current Attainment 2023	PP 2023 (23)	Non-PP 2023 (7)	PP nat ave 2023
Proportion attaining expected standard in Reading	65% (15)	86% (6)	60%
Proportion attaining expected standard in Writing	61% (14)	57% (4)	58%
Proportion attaining expected standard in Maths	65% (15)	57% (4)	59%
Proportion attaining expected standard in Combined	48% (11)	57% (4)	44%

We have reviewed thoroughly outcomes for our disadvantaged students and have identified 5 areas that continue to be a challenge for this group. These challenges will underpin the strategy for this academic year.

Current Challenges: *key challenges to achievement that we have identified among our disadvantaged pupils*

Detail of challenge
1. Mobility of Year 6 pupils is high. This is a barrier to pupils achieving combined outcomes at the end of KS2 that are in line with national outcomes.
2. High proportion of disadvantaged pupils have SEND (above national), in particular SEHM needs. This impacts on pupils progress and outcomes.
3. The attendance of pupils in receipt of pupil premium is below that of peers and a greater proportion are classed as persistent absentees.
4. Low attainment of PP pupils on entry to the Early Years Foundation Stage – in particular weak language and communication, PSED skills and self-care. This is a barrier of pupils achieving expected outcomes at the end of EYFS.
5. A high proportion of PP families are accessing external social services and experiencing difficulties at home.

Intended outcomes & *how we will measure success*

Intended outcome	Success criteria
Quality first teaching for all (1, 2 and 4)	- All teaching staff deliver consistent high quality in line with Trust and school agreed pedagogical approaches. - The attainment of PP pupils will improve.
PP pupils' outcomes are line or above in comparison with non-disadvantaged. (1, 2 and 4)	- All PP pupils in early years will make rapid progress from their starting point, and the proportion of pupils achieving the age-related outcomes will be maximized. - Those PP children who are working towards age related outcomes in key stage one and key stage two make accelerated progress and the gap in age related expectation narrows rapidly. - Those PP children in key stage one and key stage two are challenged to achieve exceptional outcomes.
Reduction in PA for those children who are PP and an increase in their overall attendance (3)	- Attendance figures and PA comparison show that PP children are in line or above national averages.
All SEMH children achieve well. (2)	- Individual case studies and other behaviour tracking systems demonstrate that the behaviour of pupils with SEMH improves over time. - Identified pupils with SEHM make good progress and their attainment improves.
PP families feel secure and supported in school. (5)	- PP families demonstrate through pupil and parent voice a good understanding of who they can talk to and express a view that they feel well supported.

Actions *to address the challenges listed above.*

Teaching Budgeted cost: £125, 325

Action (Challenge addressed)	Staff lead	Evidence to demonstrate approach is effective (IMPACT – *data, outcomes, what will students do/know/behave differently*)	Implementation review *(when/what/who)*
Improve quality of teaching and learning by: - Increase in staffing in KS1 and KS2 to enhance and support quality first teaching in all year groups. - Develop staff's expertise in pedagogy and curriculum through bespoke and regular coaching sessions. (1, 2 and 4)	LL (Head) DM (T&L)	Improved attainment of PP pupils. This will be tracked three times in line with Trust assessment weeks and data drops. Monitoring shows teachers deliver high quality sessions on a regular basis.	Termly – SLT to review assessment data
Continued investment in quality CPD for all staff based on improving writing outcomes and developing automaticity in mathematics. (1, 2 and 4)	LL (Head) DM (English Lead) DB (Maths Lead)	Improved knowledge and confidence in the delivery of writing and calculation. Improved attainment in writing and mathematics of PP pupils.	Weekly and termly – obs and walkthrus

Targeted academic support: Budgeted cost: £43,000

Action (Challenge addressed)	Staff Lead	Evidence to demonstrate approach is effective (IMPACT – *data, outcomes, what will students do/know/behave differently*)	Implementation review *(when/what/who)*
Maths/English 1:1 tutoring programme for Year 6 children not on track to achieve age related outcomes (1 and 2)	LL (Head) DB (Yr6 Lead)	Improved attainment of PP pupils at the end of KS2. This will be tracked three times in line with Trust assessment weeks and data drops.	Termly – SLT to review assessment data
Elklan programme – children in EYFS identified and given bespoke programme to develop receptive and expressive language. (4)	SN (EYFS lead)	Improved outcomes in communication and language for PP pupils at the end of EYFS.	Termly – EYFS lead reviews data analysis
Phonics 1:1 intervention programme for KS1 children not on track to pass the check. (1 and 2)	DM (English Lead) FS (Phonics Lead)	Improved outcomes in phonics end of year data. All PP children achieve in line with non-disadvantaged pupils.	Termly – SLT to review assessment data

Maths/Reading 1:1 intervention programme for KS2 children not on track to achieve age related outcomes. (1 and 2)	LL (Head)	Improved attainment and progress of PP pupils. PP pupils achieve in line or above non-disadvantaged pupils in RWM.	Termly – SLT to review assessment data
SEMH intervention programme for identified KS1 and KS2 children with needs. (2)	LL (Head) DG (SENDco)	Improvement in the amount of recorded behaviour incidents for pupils identified with SEMH. Individual case studies indicate that pupils have improved their understanding of social situations, emotional regulation and strategies to support poor mental health.	Termly – SLT to review behaviour incident records.

Wider strategies: Budgeted cost: £90,000

Action (Challenge addressed)	Staff Lead	Evidence to demonstrate approach is effective (IMPACT – *data,* *outcomes, what will students do/know/behave differently*)	Implementation review *(when/what/who)*
Investment in Family Support Worker for PP families who have issues that arise (5)	JR (FSW)	PP families demonstrate through pupil and parent voice a good understanding of who they can talk to and express a view that they feel well supported. Improvement in the amount of recorded behaviour incidents for pupils identified with SEMH.	Termly – SLT to review pupil and parent voice. Termly – SLT to review behaviour incident records.
Raising aspirations and providing opportunities to develop cultural capital by: - Visit to Lincoln University - Subsiding transport to participate in extracurricular activities	LL (Head)	Increased number of students engaging in aspirational programmes and accessing university experiences.	Termly – review of engagement & analysis of groups accessing

- Access to free clubs outside of school hours - Pro-Excel (5)			
Additional capacity added to the attendance team to address issues relating to persistent absenteeism. (3)	JR (Attendance Lead) HA (Deputy Attendance Lead)	Attendance data shows decrease in the number of PP pupils who are persistently absent from school.	Termly – review of attendance data.
Deploy behaviour specialists to work with vulnerable PP pupils to ensure they access learning. (5)	DG (SENDco)	Case studies show PP pupils have improved attitude to learning. Improvement in the amount of recorded behaviour incidents for pupils identified.	Termly – SLT to review pupil and parent voice. Termly – SLT to review behaviour incident records.
Recruit counsellor to support students with SEMH and deploy a specialist to deliver Emotional Literacy Support (2 and 5)	DG (SENDco) JR (FSW)	Case studies show PP pupils have improved attitude to learning. Case studies show PP pupils have improved attitude to learning. Improvement in the amount of recorded behaviour incidents for pupils identified.	Line Management
Employ a learning assistant to deliver lunch time provision for PP vulnerable pupils. (4 and 5)	LL (Head) DG (SENDco)	Improvement in the number of recorded behaviours incidents at lunch time for pupils identified.	Termly – SLT to review lunch time behaviour incident records.
Make provision for staffing to deliver extracurricular activities before and after school for PP pupils. (2, 4 and 5)	LL (Head) DM (Extra-curricular activities)	Improved engagement of vulnerable pupils accessing extracurricular activities.	Termly – SLT to monitor extracurricular provision maps

Total budgeted cost: £258,325

EVIDENCE SOURCE

NFER – Deploying staff effectively   EEF – Improving mathematics in KS2 & 3
NFER – High quality teaching for all   NFER- Meeting individual learning needs
EEF – Teaching and Learning toolkit   EEF – Effective Professional Development
EEF- Teacher feedback to improve learning   EEF – Using digital technology to improve learning

EEF – Teaching and Learning toolkit

EEF – Metacognition & Self-regulated learning

EEF – Covid Catch up

Sutton Trust 'Engaging Parents Effectively'

NFER- Addressing behaviour and attendance

NFER – Clear responsive leadership

EEF – Effective Professional Development

EEF – Putting evidence into work

EEF – Pupil Premium guide

EEF – Improving behaviour in schools

EFF – SEND in mainstream schools

A place to thrive