

Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2022 to 2023 academic year) funding to help improve the attainment of our children in receipt of pupil premium.

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	Adel Primary School
Number of pupils in school	231
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers	2022-25
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Julie Cordingley
Pupil premium lead	Sarah Arnott
Governor / Trustee lead	Ian Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 27 700
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	£27 700

Part A: Pupil premium strategy plan

Statement of intent

It is our aim to close the attainment gap between children in receipt of pupil premium funding (PPF) and those without it. It is our aim for all children with PPF in school to, as a minimum, reach age-related expectation at the end of year 6. When making decisions about children with PPF, it is important to consider the challenges faced within the context of our school. The challenges are varied and no *'one size fits all.'* We plan to provide an enriched curriculum that meets the needs for all children, regardless of background and ability, within a supportive environment of high expectations. We place a high focus on developing children's moral, spiritual, social, and cultural understanding within a safe, caring setting in which children can thrive and succeed.

We aim to support children by growing skills of resilience and independence and by developing skills for life. By the end of their Adel journey children with PPF will leave us as independent, confident, successful learners with a thirst for learning; equipped for the challenges of the 21st century.

Challenges

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

Challenge number	Detail of challenge
1	Some limitations on opportunities and exposure to cultural capital, sporting opportunities, trips, residential, music activities forest schools
2	Lower attainment when compared to children without PPF
3	Parental engagement.
4	SEMH needs.
5	Fixed mind set about own abilities
6	Financial limitations.

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
To lead a healthy lifestyle and experience of wider sporting opportunities.	Participation and engagement in a wider range of sporting opportunities – after school sports clubs, engagement sessions, forest schools, West Leeds Activity Centre days, festivals and competitions. Residentials- Malham, Herd Farm and Nell Bank sports leaders
To close the attainment gap between children with PPF and others.	Children with PPF reach at least age-related expectation by the end of key stage 2
To gain experience of wider cultural, artistic and musical opportunities.	Involvement in FANS project, the countryside initiative, Malham, Nell bank (geography, history,) Ukulele lessons and drumming lessons.
Additional support with home learning and parental engagement.	Parents attending at parents evening and supporting home learning
To ensure children are emotionally ready to learn.	Children are able to sustain engagement with their learning
To ensure that any financial limitations do not limit opportunities.	PP funding used to ensure all children with PPF funding have opportunity of access for all clubs, music lessons trips etc

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 15 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> CPD- Development of subject leaders and teachers. Mastery number NELI Nessy- reading and spelling 	<p>The following Education Endowment Foundation (EEF) evidence-based resources have been used to select the most appropriate approaches to improve practice and boost learning.</p> <p>–</p> <p>Red Kite alliance leadership hub training / meetings</p>	2

<ul style="list-style-type: none"> • EYPD course • NA SENCO • Mastery hub training • Learning 3s collaborative school's leadership programme • ICT wand education leadership consultant • Dyslexia training 	<p>Collaborative learning project - +5</p> <p>Mastery learning EEF +5</p> <p>Phonics EEF +5</p>	
Employing a mastery approach to maths curriculum eg use of manipulatives	Mastery learning EEF +5	2
Member of Red Kite ECT mentor training and lead training Involvement in Red Kite	DFE ECT strategy	2

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

Budgeted cost: £ 10 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one tutoring	EEF Research +5 months	2 5 6
<i>First class number 1</i>	EEF Research + 2 months	2 5
<i>First class number 2</i>	EEF Research	2 5
<i>Success at arithmetic</i>	Edge Hill University 14.5 months in 4 months - 3 times expected progress	2 5
<i>Mastering number from NCETM</i>	NCETM evidence	2 5
<i>Daily small group feedback sessions/ pre - teach</i>	EEF Research + 6 months	2 5
<i>Individualised instruction</i>	EEF Research +4 months	2 5
<i>Daily reading</i>	EEF Research +4 months	2 5
<i>Targeted Phonics interventions</i>	EEF Research +5 months	2 5
<i>NELI</i>	EEF Research +4 months	2 5

Nessy- Recommended by SENIT – Structured Literacy programme based upon the Science of Reading. It focusses on spelling, morphology, vocabulary, and comprehension.	Independent research has shown the program to be effective even for those learning English as an additional language.	2 5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 2700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning mentor support-promoting social and emotional learning.	EEF Research +4 months	4
Residential trips	Learning away project – National Geographic society.	1 6
Healthy holidays	Impact on Leeds Community Foundation website	1 6
<i>Senior mental health lead training</i>	DFE funded in all schools- Senior mental health training.	4 5
<i>Mini sports leader training for year 6.</i>	Growth mindset.	4 5
<i>Musical opportunities</i>	Cultural capital – OFSTED framework.	1
<i>SLT member of staff linking with individual parents and liaising about their learning and SEMH needs.</i>	EEF + 4 months.	3 5

Total budgeted cost: £ 27500

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 2021 to 2022 academic year.

First class number 1 maths intervention was carried out for 8 weeks with 4 year 3 pupils

The following data is end of year data based on internal standardised assessments e.g. NFER tests and teacher assessments

Whole school data for children in receipt of pupil premium funding (24 children)

	Below	At	Above
Reading	12%	29%	59%
Writing	29%	59%	12%
Maths	12%	59%	29%

End of Key Stage 2 Data

	Below	At	Above
Reading	0%	0%	100%
Writing	0%	75%	25%
Maths	0%	50%	50%

Externally provided programmes

Programme	Provider
First class number 1	Edge Hill University
First class number 2	Edge Hill University
Success at arithmetic	Edge Hill University
Nessy	Nessy Learning