

Pupil premium strategy statement – Adel Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	236
Proportion (%) of pupil premium eligible pupils	5.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2022/23 – 2024/25
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Julie Cordingley
Pupil premium lead	Tamsin Benning
Governor / Trustee lead	Georgios Gkiokas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,343
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£2728
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£32,071

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 disadvantaged (and other vulnerable) pupils in school to reach at least age-related expectations and to achieve their potential in all areas of their development and the curriculum.

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.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

In addition to closing the attainment gap, it is a key priority to support the emotional and social development of our pupils. We aim to support children by growing skills of resilience and independence and by developing skills for life. By the end of their Adel Primary School journey, it is our intent that all children, regardless of background or personal circumstances, 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	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils when compared to their peers.

2	Internal and external assessments indicate that disadvantaged pupils generally have lower attainment and make less progress in reading, writing and maths than their peers.
3	Our assessments, observations and discussions with pupils and families suggest that there are fewer opportunities for enhancement activities, e.g. sporting, artistic or musical opportunities, outdoor trips, cultural visits. This can impact on attainment in the wider curriculum areas, e.g. science, geography, history and music in addition to pupils' emotional wellbeing.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for a number of pupils, which impact on their progress and attainment.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved attainment and progress in reading, writing and maths among disadvantaged pupils across school.	Whole-school outcomes at the end of 2023/24 and 2024/25 academic years show that more than 80% of disadvantaged pupils made at least expected progress and met the expected standard in reading, writing and maths. Whole-school outcomes show that disadvantaged pupils working above age related expectations continue to make at least expected progress and continue to remain at this level.
Improved outcomes in the wider curriculum for all pupils, particularly our disadvantaged pupils, through access to enhancement opportunities.	Pupils have had access to a wide range of cultural and enrichment opportunities. Pupils can talk positively about what they have learned and experienced through these opportunities. Pupils have an increased awareness of, and interest in, careers in sporting, artistic, cultural and scientific fields. Pupils report an improved sense of emotional wellbeing as a result of enrichment opportunities.

<p>To achieve and sustain improved emotional wellbeing for all pupils in our school, particularly our disadvantaged pupils</p>	<p>The emotional wellbeing of pupils, particularly disadvantaged pupils, is high priority across school and is supported through:</p> <ul style="list-style-type: none"> • an effective and robust PSHE curriculum • pastoral / counselling support available for individual pupils or groups • parents and school working collaboratively • high quality teaching and learning environments • a wide range of enrichment opportunities
--	--

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: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Consultation with school improvement advisor to develop / improve English planning and teacher CPD – modelling of writing and enhancing the progress of greater depth writers.</p>	<p>The EEF guidance on improving literacy in KS1 and KS2 highlights the importance of a focus on developing pupils’ language capabilities and effective modelling of writing composition.</p> <p>Improving Literacy in KS1 Improving Literacy in KS2</p>	<p>1, 2</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	<p>1, 2</p>
<p>Continued enhancement of our maths teaching and curriculum planning in line</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics,</p>	<p>2</p>

<p>with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	
<p>Membership of Red Kite Alliance, providing subject-specific CPD, support for subject leaders and membership of subject associations.</p>	<p>The CPD delivered by Red Kite and subject associations is based on research evidence. The EEF provides guidance on the importance of effective professional development and how to deliver this.</p> <p>Effective Professional Development</p>	2, 3
<p>SENDCo training and network meetings followed by support for teachers to enable delivery of high quality teaching; monitoring of teaching and learning to ensure that the needs of all pupils are met</p>	<p>Training provided by the local authority is based on research evidence and with the aim of supporting schools to best meet the needs of all pupils. Much of the evidence base is that shared in the guidance report by the EEF:</p> <p>Special Educational Needs in Mainstream Schools</p> <p>Research continually shows a strong link between poverty and SEND:</p> <p>Special Educational Needs and their Links to Poverty</p>	1, 2
<p>Support from School Improvement Advisor to develop leadership capacity and knowledge within the wider curriculum. This will support planning to ensure a focus on pupils' skills progression and opportunities to enrich the curriculum.</p> <p>Teacher release time to provide planning, monitoring and coaching time in their subject.</p>	<p>There is clear evidence to suggest that subject leads play a key role in the professional development of teachers and in the development of high quality teaching within their subject, e.g. in EEF guidance, Improving Primary Science</p>	2, 3, 4
<p>Training for PSHE lead and pastoral staff in aspects of social and emotional learning and bereavement.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic</p>	2, 3, 4

	performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	
Health and Wellbeing Services Package – curriculum and CPD support for leaders and teachers	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	2, 3, 4

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
A program of evidence-based maths interventions across school delivered by trained staff: Mastering Number (Year 1) First class @ Number 1 and 2 (Years 2 & 3) Success @ Arithmetic Number Sense & Calculation (Years 4-6)	The use of evidence-based interventions is recognised in improving maths in both KS1 and KS2 as research by EEF demonstrates. Improving Mathematics in the Early Years and Key Stage 1 Improving Mathematics in Key Stages 2 and 3	2
A program of vocabulary and language interventions across school delivered by trained staff: NELI Word Aware Language for Thinking	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF	1, 2
A program of phonics and reading interventions across school delivered by trained staff	The importance of a structured, systematic synthetic phonics program is widely recognised as being key to improving literacy skills.	1, 2

Phonics Interventions (Reception – Year 6) Inference Training (Years 3-6)	Phonics The skill of inferencing is one of the core reading skills shown in the EEF ‘Reading House’ .	
Weekly social and emotional interventions delivered by trained staff: Lego Therapy Drawing and Talking CBT (based on ‘Think Good, Feel Good’)	According to the EEF, ‘studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills.’ Communication and language approaches There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	1, 2, 3, 4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral officer one day a week	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	2, 3, 4
Subsidised costs for residential visits and school trips for all pupils in receipt of PPF	Evidence for the positive impact of outdoor learning on attainment, health and wellbeing is presented by ‘Learning Through Landscapes’	1, 2, 3, 4

Music instruction for whole classes (Years 2, 4, 5)	There is a strong evidence base for arts participation on attainment, positive attitudes to learning and increased well-being. Arts Participation	2, 3, 4
Whole class Forest School sessions delivered by trained member of staff	Evidence for the positive impact of outdoor learning on attainment, health and wellbeing is presented by ' Learning Through Landscapes '	1, 2, 3, 4
Contribution towards support from North West Leeds Children's Services (including speech and language therapist, family support workers and cluster therapists).	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	1, 2, 4

Total budgeted cost: £33,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Whole-school internal data for 2023/24 demonstrated that while disadvantaged pupils generally had lower attainment than non-disadvantaged pupils, their progress was slightly greater. The lowest attaining subjects were writing and maths.

End of Key Stage 2 comparison data for 2023/24 is as follows:

Subject / Level	Attainment (Pupils in receipt of Pupil Premium Funding)	Attainment (Pupils not in receipt of Pupil Premium Funding)
Reading (Expected)	80%	96%
Maths (Expected)	100%	100%
Grammar, Punctuation and Spelling (Expected)	100%	92%
Writing (Expected)	60%	84%
<hr/>		
Reading (Above expected)	40%	44%
Maths (Above expected)	20%	48%
Grammar, Punctuation and Spelling (Above expected)	40%	56%
Writing (Above expected)	20%	20%

To help us gauge the performance of our disadvantaged pupils, we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level in addition to results achieved by our non-disadvantaged pupils.

The data demonstrates that while disadvantaged pupils in our school have lower attainment in certain subjects, they achieve significantly better than disadvantaged pupils locally and nationally. Indeed, in several areas, they have more positive outcomes than non-disadvantaged pupils both locally and nationally.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that the attendance of disadvantaged pupils is higher than that of non-disadvantaged pupils and behaviour records show fewer incidents of negative behaviour by disadvantaged pupils than non-disadvantaged. When looking at wellbeing, while a number of disadvantaged pupils have, and continue to, access pastoral support (either through school or via cluster services), qualitative data shows that the impact of this support on learning is mostly very positive.

Based on all the information above, the performance of our disadvantaged pupils exceeded expectations, and the outcomes set out in the 2022/23 statement have been amended to reflect this.

Our evaluation of the approaches delivered last academic year indicates that 1:1 and small group targeted academic interventions, in addition to the wider strategies intended to improve wellbeing, were highly effective.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Nessy Reading & Spelling	Nessy
Success @ arithmetic (Number Sense & Calculation)	Edge Hill University