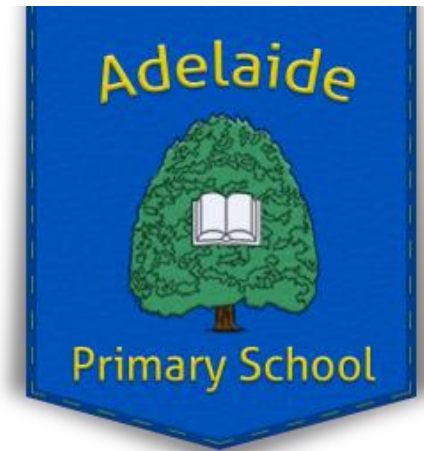


Adelaide Primary School



2017/2018

Pupil Premium Allocation

Adelaide Primary School is an exciting inner-city school that provides a first class educational experience to its children. We aim to ensure all our children are safe, enjoy coming to school, achieve highly and are very well prepared for life in modern Britain. To achieve this, all members of the Adelaide school community are expected to take responsibility and make a valuable contribution. Our core values of respect, equality and effort underpin all aspects of our work.

Adelaide Primary School
Pupil Premium Allocation 2017/2018

What is Pupil Premium additional funding?

Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. It is allocated to:

- children of statutory school age who have been eligible for free school meals at any point in the last six years (also known as Ever 6 FSM)
- children who are looked after by the local authority
- children whose parents are currently serving in the armed forces.

What are the main barriers to educational achievement faced by eligible pupils at the school?

- Poor language acquisition (English as an Additional Language, Speech & Language, Speaking & Listening skills)
- Low starting points/attainment gaps
- Attendance and punctuality
- Personal, Social, Health and Emotional factors
- Equality of opportunity

Next review of strategy: July 2018.

Amount allocated the school (2017/2018)

- £291,720

How will Pupil Premium additional funding be allocated in 2017/2018?
 Why has the school chosen to spend the funding in this way?
 What will the impact be?

Barrier	Strategy	Rationale for strategy	Success Criteria for strategy	Cost	Measured - how?	Measured - when?	Evaluation
Poor language acquisition Low starting points/attainment gaps	Lower ratios in FS1 from 1:13 to 1:7 (inc two qualified teachers)	Target identified barriers as early as possible.	Increase the proportion of FS1 pupils entering 40-60mths to 50% (2018) Increase the proportion of disadvantaged pupils reaching GLD by the end of FS2 to 60%+	£49300	Data analysis - Pupil Asset, Pupil Progress Meetings Reporting to governors	Termly	
Poor language acquisition Low starting points/attainment gaps	3.0FTE Teaching Assistant achievement support in Y1 and Y2	Further narrow attainment gaps by supplementing 'outstanding' Quality First Teaching with timely, well-planned Intervention, inc reducing group sizes.	2018 - KS1 ARE gap between disadvantaged pupils to 'other pupils nationally' to be below 10% <ul style="list-style-type: none"> • R from -20% to -8% • W from -15% to -5% • M from -16% to -5% 	£49200	Data analysis - Pupil Asset, Pupil Progress Meetings Reporting to governors	Termly	
Poor language acquisition Low starting points/attainment gaps	Additional teaching capacity in Lower Key Stage 2 (0.5FTE QTS) 2.0FTE Teaching Assistant achievement support	Further narrow attainment gaps by supplementing 'outstanding' Quality First Teaching with timely, well-planned Intervention, inc reducing group sizes.	2018 - ARE Targets; Y3 R = 63% Y3 W = 55% Y3 M = 61% Y4 R = 73% Y4 W = 62%	£24650 £32800	Data analysis - Pupil Asset, Pupil Progress Meetings Reporting to governors	Termly	

	in Y3 and Y4		Y4 M = 69%				
Poor language acquisition Low starting points/attainment gaps	Additional teaching capacity in Upper Key Stage 2 (0.6FTE QTS) 0.5FTE Teaching Assistant achievement support in Y5 and Y6 1.0 HLTA achievement support in Y5/6	Further narrow attainment gaps by supplementing 'outstanding' Quality First Teaching with timely, well-planned Intervention, inc reducing group sizes.	2018 - KS2 ARE gap between disadvantaged pupils to 'other pupils nationally' to improve further: <ul style="list-style-type: none"> R from -7% to 0% W from 0% to 0% M from +18% to +20% 	£29580 £8200 £30600	Data analysis - Pupil Asset, Pupil Progress Meetings Reporting to governors	Termly	
Poor language acquisition Low starting points/attainment gaps	Additional 'out of school' small group tutoring led by teacher. X15 'blocks' of 10 week programmes:	Further narrow attainment gaps by supplementing 'outstanding' Quality First Teaching with timely, well-planned Intervention	Termly standardised scores (R or M) to increase by average of 4 points following tuition.	£4500	Data analysis - Pupil Asset, Pupil Progress Meetings Reporting to governors	Termly	
Poor language acquisition	Specialist Speech and Language support (Bridge) to enhanced overall provision for language development across the school, particularly in EYFS.	Pupils enter the school with significant communication barriers. Attainment gaps for pupils cannot be narrowed until communication barriers are removed.	Percentage of pupils who achieve 'good level of development' is close to national.	£11400	Data analysis - Pupil Asset, Pupil Progress Meetings Reporting to governors	Termly	
Poor language	Lending library open to all families twice	Reading remains key priority for school.	Library open twice a week.	£500	Reporting to		

acquisition Low starting points/attainment gaps Equality of opportunity	a week.	Access to high quality books supports reading at home.	Standards in reading continue to rise - see above.		governors		
Attendance and punctuality Personal, Social, Health and Emotional factors	Provide free breakfast club Employ additional full time Well Being, Attendance and Behaviour Worker. Attendance Rewards.	Enhance 'readiness to learn' by ensuring all disadvantaged pupils are safe, attend school regularly and are punctual, demonstrate positive learning attitudes, behave well at all times and hold highly positive views about school	Persistent absence (below 90%) to remain below 8% for disadvantaged pupils (over 10% nationally for all other pupils) At least 96% average attendance for disadvantaged pupils (95.9% in 2017) Exclusions remain 0 Behaviour continues to be outstanding at all times of the school day.	£14100 £23100 £1100	Tracking and analysis Reporting to governors	Half termly	
Personal, Social, Health and Emotional factors Equality of opportunity	Proportional funding of all trips/in-school enrichment activities.	Enhance 'readiness to learn' by ensuring all disadvantaged pupils are safe, attend school regularly and are punctual, demonstrate positive learning attitudes, behave well at all times and hold highly positive views about school.	All children to attend at least two trips/in school experiences to enrich the curriculum.	Trips - £4000	Tracking and analysis Reporting to governors	Termly	
Personal, Social, Health and	Proportional funding for Y6 Residential	Broaden horizons - ensure children are	All pupils to attend Y6 Residential Visit.	£10000	Reporting to governors	End of year	

Emotional factors	Visit.	'secondary school ready' as independent, adventurous, well- rounded individuals.					
Equality of opportunity							

Evaluation Pupil Premium Allocation 2016/2017
Allocated amount £275,000

Barrier(s)	Strategy	Rationale for strategy	Allocation	Impact																					
<p>Poor language acquisition</p> <p>Low starting points/attainment gaps</p>	<p>Narrow attainment gaps by ensuring all disadvantaged pupils have access to 'outstanding' Quality First Teaching.</p>	<p>Provide pupils with consistently high performing teachers, who excel through 'outstanding' CPD opportunities and curriculum development</p>	<ul style="list-style-type: none"> • Non-class based Deputy Headteacher (proportional) • Additional 0.6FTE teacher in Y6 • 0.5FTE Teacher in KS1/lower KS2 • 0.5FTE HLTA in Year 6 	<p>Standards have improved and attainment gaps have narrowed:</p> <table border="1"> <thead> <tr> <th></th> <th>2016 Gap to 'Other Pupils Nationally'</th> <th>2017 Gap to 'Other Pupils Nationally'</th> </tr> </thead> <tbody> <tr> <td>KS1 R</td> <td>-21%</td> <td>-20%</td> </tr> <tr> <td>KS1 W</td> <td>-23%</td> <td>-15%</td> </tr> <tr> <td>KS1 M</td> <td>-12%</td> <td>-16%</td> </tr> <tr> <td>KS2 R</td> <td>-20%</td> <td>-7%</td> </tr> <tr> <td>KS2 W</td> <td>-19%</td> <td>0%</td> </tr> <tr> <td>KS2 M</td> <td>+2%</td> <td>+18%</td> </tr> </tbody> </table>		2016 Gap to 'Other Pupils Nationally'	2017 Gap to 'Other Pupils Nationally'	KS1 R	-21%	-20%	KS1 W	-23%	-15%	KS1 M	-12%	-16%	KS2 R	-20%	-7%	KS2 W	-19%	0%	KS2 M	+2%	+18%
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<p>Poor language acquisition</p> <p>Low starting points/attainment gaps</p>	<p>Further narrow attainment gaps by supplementing 'outstanding' Quality First Teaching with timely, well-planned Intervention.</p>	<p>Additional support to target identified barriers'</p>	<ul style="list-style-type: none"> • Free out of school tutoring in Reading or Mathematics for all disadvantaged pupils in Y6 • Free out of school tutoring in Reading or Mathematics for a large number of disadvantaged pupils in Years 4 and 5 • 5 Teaching Assistants effectively supporting children's learning in class and through Intervention programmes. 	<p>The standardised test scores of disadvantaged pupils in receipt of tutoring increased by:</p> <ul style="list-style-type: none"> • Year 4 - 5 points (Maths) and 12.3pts (Reading) • Year 5 - 10 points (Maths) • Year 6 - 8.2 points (Maths) and 10.4 																					

				<p>(Reading)</p> <p>The overall progress made by disadvantaged pupils in Year 6 was (estimated):</p> <ul style="list-style-type: none"> • R = +0.50 • W = + 0.85 • M = +3.2
<p>Attendance and punctuality</p> <p>Personal, Social, Health and Emotional factors</p>	<p>Enhance 'readiness to learn' by ensuring all disadvantaged pupils are safe, attend school regularly and are punctual, demonstrate positive learning attitudes, behave well at all times and hold highly positive views about school</p>	<p>Ensure pupils attend regularly, develop mindset of 'unlimited aspirations' and develop children's 'readiness to learn'</p>	<ul style="list-style-type: none"> • Existing full time Well Being Worker (Safeguarding/Behaviour/Families lead) • Free Breakfast Club • Individual and Class Attendance Rewards • Fully funded after school Extra Curricular activities programme • Majority funding for all school trips • Majority funding for Year 6 Residential trip 	<p>Attendance has improved and is above average:</p> <ul style="list-style-type: none"> • PA (below 90% attendance) -7.9% overall. This is 2.4% lower than the 'overall National Average' and -0.3% lower than 'all other pupils nationally'. • All Pupils Overall Absence - 3.7% overall in 2016/2017, this is 0.2% lower than 'overall National Average'. • Disadvantaged Pupils Overall Absence - 4.1%. This is similar to 'all other pupils nationally'. • <p>On average, over 100 children attended breakfast Club each day.</p> <p>Extensive range of clubs all very well attended during the academic year 2016/2017.</p>