

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Adelaide Primary School
Number of pupils in school	457
Proportion (%) of pupil premium eligible pupils	44.9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/22 to 2024/25
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Steve Kernan (EHT) Suzanne Adkinson (HoS)
Pupil premium lead	Michelle Dodson (AHT)
Governor / Trustee lead	Dianne Hamilton

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£274,380
Recovery premium funding allocation this academic year	£29,725
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£304,105</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Adelaide Primary school is a larger than average inner-city school located within Kingston upon Hull which remains one of the most deprived Local Authorities nationally. 92% of our pupils live in the 5% most deprived households nationally (IDACI 2021).

Our overarching aim is to close the attainment gap between our disadvantaged pupils and others within school and nationally so that every pupil in our school has the same life chances and can be the best they can be.

The causes of disadvantage are complex and entrenched, and many lie beyond school. However, with the right strategies, underpinned by research, alongside a rich and engaging curriculum, we believe that we can make a difference.

We have a wealth of information and data at individual pupil level and it is important that this is used to understand the challenges and needs of our disadvantaged pupils. We should avoid making generalisations.

Our aim is that all pupils irrespective of background and barriers to learning, reach their full potential and become fulfilled and healthy individuals who are able to flourish and contribute positively to society now and in later life as adults.

Our guiding principles for allocating our funding align with those identified in [Education Endowment Foundation - Using your Pupil Premium Funding effectively](#)

1. Schools can make a difference in narrowing attainment gaps – this means all staff in our school know who our disadvantaged pupils are and work collaboratively to narrow the gaps.
2. Evidence-informed teachers and leaders must combine research findings with professional expertise to make decisions – we will adopt approaches which evidence shows have been effective in other schools and which we believe are transferrable into our school
3. Quality First Teaching helps every child – quality first teaching must be at least good at all times for all children – this means investing time in supporting and developing staff at all stages in their careers
4. Less is more – we will focus on a small number of carefully chosen priorities identified through diagnostic assessment
5. Whilst we understand that pupils who are eligible for the Pupil Premium are more likely to be ‘low-attainers’, tackling the consequences of deprivation and using our funding effectively also means ensuring that middle and higher attaining pupils continue to achieve well and fulfil their potential

## Challenges

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

Challenge number	Detail of challenge
1.	Speech, language and communication - baseline entry to FS2 shows that most children are not school ready on entry to Adelaide Primary School. Many have limited oral language skills and vocabulary and have had little opportunity to enjoy books. In-house evaluation shows that this continues beyond KS1.
2.	In school assessments, including analysis of teacher assessment data, discussions with pupils and work scrutiny show that there are gaps in achievement at the greater depth standard in reading, writing and maths between our disadvantaged pupils and others in school. This is evident on entry and continues into Y6.
3.	Whilst pupils are keen to be back at school, the lack of routine and face to face teaching has impacted on pupils' well-being, health and resilience. In-schools assessments show that this is most evident amongst our disadvantaged pupils which is also reflected in national studies and data.
4.	Attendance and punctuality <ul style="list-style-type: none"> <li>Whilst attendance overall is broadly in line with NA (95%) there are disparities between our disadvantaged pupils and their peers:</li> <li>Overall attendance – Disadv 93.8% All 94.6%</li> <li>Persistent absence – Disadv 16.2% All 14.7%</li> </ul>
5.	Capacity of parents to support learning is limited. Many of our parents are not fluent English speakers and did not attend education settings in the UK. Many parents had poor experiences of education and are not able to support their children. We have high numbers of families who live in poor, overcrowded housing conditions, and access to technology and books is limited in some households.
6.	Pupils have limited experiences outside of school. The vast majority do not attend out of school activities or visit places of interest with their families.

## 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
<ul style="list-style-type: none"> <li>Broad and balanced curriculum in place which builds on prior learning and is accessible to and engages all learners, particularly at the GD standard for disadvantaged pupils.</li> </ul>	<p>By 2024-25</p> <ul style="list-style-type: none"> <li>Quality of teaching is at least good in all classes over time (internally and externally moderated through a range of statutory and non-statutory arrangements).</li> <li>Assessment, observations, work scrutiny and discussions with pupils demonstrate high levels of engagement amongst all pupils and no significant difference between disadvantaged pupils and others in school</li> <li>Assessments confirmed by external assessment data and by external monitoring of the school</li> </ul> <p>By the end of 2021-22</p>

	<ul style="list-style-type: none"> <li>Curriculum further developed with intent / progression documents in place for all subject areas</li> </ul>
<ul style="list-style-type: none"> <li>Improved outcomes in GLD, reading, writing, mathematics and phonics, particularly at the GD standard for disadvantaged pupils.</li> </ul>	<p>By 2024-25</p> <ul style="list-style-type: none"> <li>Focused observational assessments show significantly improved oral language amongst all pupils, including disadvantaged pupils. This evidence is confirmed via work scrutiny, interviews with pupils and formal external assessments.</li> <li>% of disadvantaged pupils achieving GLD is in line with the average for all pupils nationally</li> <li>% of disadvantaged pupils reaching required standard in PSC remains above NA for all pupils</li> <li>At end of KS1, % of disadvantaged pupils reaching EXS &amp; GDS in reading, writing and mathematics is in line with NA for all pupils nationally</li> <li>At end of KS2 % of disadvantaged pupils reaching EXS &amp; GDS in reading, writing, mathematics and RWM is in line with NA for all pupils nationally</li> </ul> <p>On an annual basis we will aspire to:</p> <ul style="list-style-type: none"> <li>Reach targets agreed with Trust at EXS and GDS at the end of each Key Stage</li> <li>Move closer to NA for GLD for all children whilst continuing to close the gap between disadvantaged pupils and others nationally</li> <li>Gap between disadvantaged and other pupils narrows when compared with previous year's outcomes across all measures</li> </ul>
<ul style="list-style-type: none"> <li>Well-being, social and emotional development, inclusion</li> </ul>	<p>By 2024-25 - high levels of inclusion and well-being is exemplified by:</p> <ul style="list-style-type: none"> <li>Qualitative data from pupil voice surveys</li> <li>Qualitative data from range of parental surveys</li> <li>Reduction in number of behavioural incidents recorded in CPOMS</li> <li>Analysis of CPOMS data shows positive impact of schools support and signposting to external partner agencies</li> <li>High levels of engagement in out-of-school activities by disadvantaged pupils (registers and pupil feedback)</li> <li>High levels of parental engagement in activities and workshops</li> </ul>
<ul style="list-style-type: none"> <li>Attendance and punctuality</li> </ul>	<p>By 2024-25</p> <ul style="list-style-type: none"> <li>The overall absence rate for all pupils is in line with national average</li> <li>The attendance gap between disadvantaged pupils and others nationally is closing</li> <li>The % of all pupils who are persistently absent is no greater than national average</li> </ul>

	<ul style="list-style-type: none"><li>• The % of disadvantaged pupils who are persistently absent is no greater than % of others nationally</li></ul> <p>On an annual basis we will aspire to:</p> <ul style="list-style-type: none"><li>• Narrow the absence gap between disadvantaged pupils and others nationally</li><li>• Narrow the gap between disadvantaged pupils and others in terms of PA</li><li>• Reduce the number of pupils late and late after close of registration</li></ul>
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## 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: £162,591**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Access in-house, Trust-wide, and national training with a focus on improving QfT in early reading and phonics, writing and most able.</p> <p>Ensure that staff are aware of challenges / barriers on individual pupil level through robust pupil progress meetings and phase meetings</p> <p>All relevant staff (including new and support staff) receive in-house core training to deliver the phonics scheme effectively, with a focus on supporting early career stage teachers</p> <p>Whole school CPD and bespoke support for identification of most able and what effective 'challenge' looks like</p> <p>To support development of high-quality provision - QfT – including accurate assessment, effective feedback, bespoke support, coaching, modelling. Release of assistant head (1.0fte) (£67,000)</p> <p>Release of SLT members and in-house experts to provide support and model best practice through coaching/mentoring programme to further improve quality first teaching with a focus on high impact, evidence based approaches* - focus on quality interaction with chn in EYFS, the teaching of phonics, reading comprehension and writing: phase leaders (0.1fte), phonics &amp; early reading (0.1fte), reading (0.1fte) writing (0.1 fte) and mathematics leads (0.1fte)</p>	<p>EEF: Teacher Feedback to Improve Pupil Learning EEF recommend teachers</p> <ul style="list-style-type: none"> <li>• Lay the foundations for effective feedback</li> <li>• Deliver appropriately timed feedback that focuses on moving learning forward</li> <li>• Plan for how pupils will receive and use feedback</li> <li>• Carefully consider how to use purposeful, and time efficient, written feedback</li> <li>• Carefully consider how to use purposeful verbal feedback</li> </ul> <p><a href="#">Education Endowment Foundation - Diagnostic Assessment - Evidence Insights</a></p> <p><a href="#">Education Endowment Foundation - Gathering and interpreting data (From A school's guide to implementation)</a></p> <ul style="list-style-type: none"> <li>• EEF state that</li> <li>• with the information diagnostic assessments provide, teachers may:             <ul style="list-style-type: none"> <li>• decide to adjust the level of challenge of activities</li> <li>• reteach specific concepts or topics</li> <li>• adjust curriculum content in the medium or long term</li> <li>• provide pupils with feedback through which they can address their own areas for improvement</li> </ul> </li> </ul>	<p>1, 2</p>

<p>(£31,091)</p> <p>Release of SENCo (0.6 fte) to support less experienced staff on meeting needs of all pupils with focus on those with SEND/ vulnerable (£34,000)</p> <p>All relevant staff (including new and support staff) receive training and bespoke support from Bridge SLT to deliver Language in Colour and Phonological Awareness as part of QfT. (£22,000)</p>	<ul style="list-style-type: none"> <li>decide which pupils may need additional, targeted academic support</li> </ul>	
<p>Purchase of <a href="#">DfE accredited Systematic Synthetic Phonics Programme</a> (Read Write Inc) to secure consistently good phonics teaching Access to training / resources and 100% decodable books (£8500)</p> <p>Release of early reading lead to provide training, coaching and practise to secure its successful implementation</p>	<p>Very strong evidence base which suggests the positive impact on early reading skills (though not necessarily comprehension), particularly for disadvantaged pupils</p> <p><a href="#">DfE Reading Framework - Teaching the foundations of literacy</a></p> <p><a href="#">Education Endowment Foundation T&amp;L Toolkit - Phonics</a></p>	<p>1,2,3</p>

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

**Budgeted cost: £41507**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early Years communication and oral language intervention (NELI) ASA 0.5 (£11,700) Teacher (0.1fte) (£5741)</p>	<p><a href="#">Education Endowment Foundation Early Years Toolkit - communication and language approaches</a></p> <p>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. It is suggested that the benefits are greater for children from disadvantaged backgrounds</p> <p><a href="#">Education Endowment Foundation - T&amp;L Toolkit - Oral Language Interventions</a></p> <p>Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p> <p>EEF state that interventions led or supported delivered trained teaching assistants have broadly the same impact as if delivered by a teacher.</p>	<p>1, 2</p>
<p>Phonics catch-up / intervention: RWI Fast Track Tutoring Gap analysis</p> <p>YR, Y1, Y2 – 1:1 or small group Trained ASA (0.5) (£11,838)</p> <p>Year 6 after school tuition, X3 groups with HLTA (£800)</p>	<p><a href="#">DfE Reading Framework - Teaching the foundations of literacy</a></p> <p><a href="#">Education Endowment Foundation - T&amp;L Toolkit - Small Group Tuition</a></p> <p><a href="#">Education Endowment Foundation - T&amp;L Toolkit - One to One Tuition</a></p> <p>Studies comparing one to one tuition with small group tuition show mixed outcomes. The variability could be attributed to the quality of teaching as opposed to group size. Evidence suggests that tuition should be additional to but explicitly linked with normal teaching and that teacher monitoring of progress is beneficial. Where tuition is delivered by volunteers or TAs, the evidence suggests that training and the use of structured programmes is key.</p> <p>EEF state that schools should carefully consider how teaching assistants are used to support learners from disadvantaged backgrounds. There is evidence that when a teaching assistant is used to support specific pupils routinely in the classroom, the teacher may interact less with these pupils, meaning that those who need additional teacher monitoring and support may not receive it. Therefore, additional care should be given to how</p>	

	<p>teachers respond to the deployment of teaching assistants and who they are supporting, particularly for previously low attaining or disadvantaged pupils.</p> <p>However, well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</p> <p>Schools should carefully monitor teaching assistant interventions to ensure they are well-delivered, so that pupils receive the large benefits of structured interventions and not the limited impact of general deployment.</p>	
<p>Small group tutoring Y6 – mathematics Teacher 2 x weekly after school sessions (£3675) HLTA 0.3 (£7753)</p>	<p><a href="#">Education Endowment Foundation - Improving mathematics in Key Stages 2 and 3</a></p> <p><a href="#">Education Endowment Foundation - T&amp;L Toolkit - Small Group Tuition</a></p> <p>EEF state that small group approaches can support pupils to make progress by providing intensive, targeted academic support to those with low prior attainment or at risk of falling behind as it allows for greater levels of interaction and feedback. This helps pupils overcome barriers to learning and increases access to the curriculum. It is important to ensure that tuition is informed by accurate diagnostic assessment and delivered by trained staff.</p>	2,3

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

**Budgeted cost: £70,477**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Well-being, social and emotional development, inclusion:</b></p> <p>Inclusion Team led by HOS (0.2fte) (£17153)</p>	<p><a href="#">Education Endowment Foundation - T&amp;L Toolkit - Social and Emotional Learning</a></p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are</p>	3, 5

<p>Well-being worker (37 hours) with clear job description, role and responsibilities including:</p> <ul style="list-style-type: none"> <li>• Lead on attendance</li> <li>• Support safeguarding</li> <li>• Deliver ELSA intervention</li> </ul> <p>(£27,512)</p> <p>Tailored programmes for mental health and wellbeing to support disadvantaged pupils including;</p> <ul style="list-style-type: none"> <li>- POWER programme</li> <li>- ELSA programme</li> </ul> <p>High levels of communication with parents / carers</p> <p>Identification and engagement of most vulnerable children and families</p> <p>Identified support staff time-table for specific support / programmes</p> <p>(£4,000)</p> <p>Engagement with citywide outreach services</p>	<p>linked with poorer mental health and lower academic attainment.</p> <p>EEF Toolkit and Guidance Reports:</p> <ul style="list-style-type: none"> <li>• EEF- Metacognition and self-regulation +7</li> <li>• EEF- Social and emotional Learning +4</li> <li>• EEF – Parental Engagement +3</li> </ul> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Schools should carefully consider how targeted approaches are deployed to support pupils with additional social or emotional needs. SEL needs will be based on a variety of factors that may not correspond to academic progress and should be carefully monitored.</p> <p><a href="#">Education Endowment Foundation - T&amp;L Toolkit - Meta Cognition and Self-Regulation</a></p> <p>Evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p>	
<p><b>Raising profile of attendance:</b></p> <ul style="list-style-type: none"> <li>• Attendance Officer and admin assistant (0.2 fte) focusing on attendance as part of role engage with parents (£4439)</li> <li>• Strong attendance ethos led from the top with clear lines of accountability</li> </ul>	<p><a href="#">DfE - School attendance guidance</a></p> <p><a href="#">DfE - Improving school attendance - support for schools and local authorities</a></p> <p>DfE guidance based on cases studies with school with high levels of attendance.</p> <p>Pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school. (DfE)</p> <p>EEF are currently undertaking research which aims to be the basis for a report that provides an</p>	<p>3, 5</p>

<ul style="list-style-type: none"> <li>• Clear policies – technical and legal compliance</li> <li>• Benchmark attendance</li> <li>• Weekly analysis of data, identification of 'at risk' pupils / families</li> <li>• Robust follow up of absence</li> <li>• Engagement with partner agencies</li> <li>• Good practice sought and shared</li> <li>• Build positive relationships with parents</li> <li>• Intervene and support early</li> <li>• Breakfast Club (staff and food) for disadvantaged pupils to encourage attendance and punctuality</li> <li>• (£7446 staff for B Club) (£9945 B Club food)</li> </ul>	<p>overview on the effectiveness of interventions on school attendance behaviours and the characteristics of these interventions.</p> <p><a href="#"><u>EEF attendance intervention rapid evidence assessment</u></a></p>	
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**Total budgeted cost: £274,575**

## 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 2020 to 2021 academic year.

Despite long periods in lock down and engagement with remote / home learning, the gaps between our disadvantaged pupils and others have remained low. We had a strong focus on our most vulnerable and disadvantaged pupils during lockdown and these pupils were encouraged to attend school. Sadly, despite a range of creative efforts by all staff, many parents chose not to send their children to school. (See below). This will be a focus in the coming years.

Across the school, outcomes have declined from the last published data (2019). Comparative data is currently only available for **all** and **disadvantaged** pupils. (We would expect 'others' to be slightly higher).

#### **Moderated in-school and LA data shows the following:**

##### **Early Years Foundation Stage** (Early adopter school)

- 52% of disadvantaged pupils achieved GLD.
- 48% of all pupils achieved GLD (NA 57%)
- In-school gap between disadvantaged pupils and all is +4% (with PP pupils doing better than the all pupils average)
- Gap with NA is **5%**
  
- APS for disadvantaged pupils was 28.0
- APS for all pupils was 29.7 (NA 29.9)
- Gap with NA is **1.7**

#### **Attainment and progress in mathematics**

##### **End of Key Stage 1**

- 73% of disadvantaged pupils achieved EXS
- 69% of all pupils achieved EXS (NA 67%)
- In-school gap between disadvantaged pupils and all is +4% (with PP pupils doing better than the all pupils average)
  
- 8% of disadvantaged pupils achieved GD
- 13% of all pupils achieved GD (NA 15%)
- Disadvantaged children do better than the NA at EXS by +6%
- The gap between disadvantaged pupils and NA at GD is **6%**

##### **End of Key Stage 2**

- 73% of disadvantaged pupils achieved EXS.
- 75% of all pupils achieved EXS (NA 73%)
- In-school gap between disadvantaged pupils and all at EXS is **2%**
  
- 24% of disadvantaged pupils achieved GD
- 22% of all pupils achieved GD (NA 23%)

- There are 2% more disadvantaged pupils achieving GD
- There is no Gap with NA at EXS and **1%** at GD

No progress measures / scores available

### **Attainment and progress in writing**

#### **End of Key Stage 1**

- 65% of disadvantaged pupils achieved EXS
- 61% of all pupils achieved EXS (NA 58%)
- 11% of disadvantaged pupils achieved GD
- 15% of all pupils achieved GD (NA 10%)
- In-school gap between disadvantaged pupils and all at EXS is +4%, with disadvantaged pupils doing better
- Gap with NA is +7% at EXS and +1% at GD, with disadvantaged pupils doing better

#### **End of Key Stage 2**

- 71% of disadvantaged pupils achieved EXS.
- 73% of all pupils achieved EXS (NA 70%)
- 22% of disadvantaged pupils achieved GD
- 22% of all pupils achieved GD (NA 8%)
- In-school gap at EXS between disadvantaged pupils and all is **2%**
- There is no in-school gap at GD between disadvantaged pupils and all
- There is no Gap with NA at EXS and +4% at GD, with disadvantaged pupils doing better at GD

No progress measures / scores available

### **Attainment and progress in reading, including early reading and phonics**

#### **End of Key Stage 1 - reading**

- 65% of disadvantaged pupils achieved EXS
- 63% of all pupils achieved EXS (NA 67%)
- 10% of disadvantaged pupils achieved EXS
- 23% of all pupils achieved EXS (NA 19%)
- In-school gap between disadvantaged pupils and all is +2% at EXS – with disadvantaged pupils doing better
- In-school gap between disadvantaged pupils and all is 13% at GD
- Gap with NA is 2% at EXS and 9% at GD

#### **Phonics screening check**

- 82% of disadvantaged pupils reached the required standard
- 83% of all pupils reached the required standard

#### **End of Key Stage 2 Reading**

- 73% of disadvantaged pupils achieved EXS.
- 75% of all pupils achieved EXS (NA 76%)
- 22% of disadvantaged pupils achieved GD
- 22% of all pupils achieved GD (NA 30%)
- In-school gap at EXS between disadvantaged pupils and all is 2%
- There is no in-school gap at GD between disadvantaged pupils and all
- Gap with NA is 3% at EXS and 8% at GD

#### **Attendance, absence and persistent absence**

- Attendance: disadvantaged pupils 93.8% Other pupils 94.6% (gap 0.8pp)
- Persistent absence – disadvantaged pupils 16.2% Other pupils 14.7% (gap 1.5pp)

#### **Well-being and emotional health of pupils post Covid**

- Supporting pupil well-being will continue into our next plan as the very late return to full opening meant that resources had been diverted to supporting children and families. This meant a focus on accessing remote learning, ensuring children received a meal daily, supporting and encouraging attendance and crucially daily check-ins with the most vulnerable pupils and families. Relationships developed with partner agencies will continue into the new school year.

Covid disruption impacted on all pupils but more so on our most vulnerable and disadvantaged pupils. The in-school picture at greater depth reflects the widening gaps seen nationally between disadvantaged pupils and their peers.

Planned actions took place or were adapted in response to restrictions. Resources were purchases as planned.

Coaching and more formal CPD took place via MS Teams as face-to-face contact and school visits were not possible due to national restrictions. Similarly, parental communication and engagement was almost solely via telephone, email or in some instances virtual. Staff did work remotely with children offering additional small group and one-to-one support when needed.

## **Externally provided programmes**

<b>Programme</b>	<b>Provider</b>
None	

### Service pupil premium funding (optional)

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	X1 Y5 pupil
What was the impact of that spending on service pupil premium eligible pupils?	Child attended school during lockdown, given additional mentor support in the classroom.

	Child achieved EXS in reading, writing and mathematics.
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## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Engagement with English Hub and access to funding to support the effective implementation of a synthetic systematic phonics programme
- Embedding changes to the wider curriculum to ensure that children experience a broad, balanced and rich curriculum which will include carefully selected trips and visitors, resulting in children knowing more and remembering more over time.
- Restabilising a wide range of extra-curricular provision to support the well-being, behaviour and attendance of our most vulnerable pupils. This will supplement the more formal support identified within our spending plan with the aim of further developing resilience and self-confidence. Disadvantaged pupils will be prioritised for access to these activities.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we ensured that we followed the guidance provided by the Education Endowment Foundation. We also commissioned the support of an accredited Pupil Premium Reviewer.

We took evidence from the outcomes of a range of monitoring including the analysis of internal data, lesson observations, pupil and staff interviews and work scrutiny. The views of parents and carers were also sought and considered. As a school in a large trust, we were able to benchmark ourselves against schools within HET and also looked outside to schools which are contextually similar to Adelaide and whose disadvantaged pupils perform well. This reinforced that careful attention is given to the implementation stage. [Education Endowment Foundation - Putting evidence to work: A school's guide to implementation](#)

We looked at external evidence around the impact of school closures due to Covid-19 and it is clear that the attainment gap has grown. [Education Endowment Foundation - summary of research on impact of Covid-19 on the attainment gap](#) The economic impact of lockdown has resulted in more pupils becoming eligible for the Pupil Premium and the importance of understanding barriers to learning and adopting a 'less is more' focused approach cannot be over emphasised.

Within school and across the Trust, we have robust evaluation procedures and these will help us identify successes and make amendments to our plans, if needed to secure the best possible outcomes for our disadvantaged pupils.