

## Ad Meliora Trust - Pupil premium strategy statement

1. Summary information					
<b>Academy</b>	Ad Meliora Trust – Greenpark Academy				
<b>Academic Year</b>	September 22- August 23	<b>Initial total PP budget</b>	£164,090	<b>Date of most recent PP Review</b>	September 2022
<b>Total number of pupils</b>	276 (rec – Y6)	<b>Number of pupils eligible for PP</b>	136 PP	<b>Date for next PP Strategy Review</b>	December 2022

2. Current attainment		
<b>KS2 results 2022</b>	<i>Y6 pupils eligible for PP</i>	<i>Whole cohort results</i>
<b>% achieving expected standard in reading, writing &amp; maths</b>	<b>33.3%</b>	<b>37.9%</b>
<b>Progress in reading</b>	<b>-4.6</b>	<b>-2.5</b>
<b>Progress in writing</b>	<b>-3.6</b>	<b>-1.8</b>
<b>Progress in maths</b>	<b>-1.0</b>	<b>0.3</b>
<b>KS1 results 2022</b>	<i>Y2 pupils eligible for PP</i>	<i>Whole cohort results</i>
<b>% achieving expected standard in reading, writing &amp; maths</b>	<b>20%</b>	<b>26%</b>

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Behaviours for learning and SEMH needs	
<b>B.</b>	Starting points are typically not in line with national; this impacts learning and attainment throughout school	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>C.</b>	Children's behaviour and relationship skills are typically under-developed; some children have had limited exposure to a wide range of language and vocabulary. Low attendance rates impact on children accessing learning regularly.	
<b>4. Outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )	<b>Success criteria</b>	
<b>A.</b>	<p>Positive behaviours for learning, SEMH and well-being developed. Children supported in class pastorally; techniques modelled to other adults in school to ensure consistency across school in the Restorative Approach. Norfolk STEPS and Thrive techniques. Thrive and nurture work in place for individual and 1:1 where needed in addition to work in class. The well-being of children and the whole family taken into consideration. Thrive will be used to track progress along with teacher/TA observations.</p>	Children accessing learning in class with their peers. Improved behaviours for learning and good mental health meaning that children are 'ready to learn', resilient and this is reflected in their achievement, progress and academic outcomes.
<b>B.</b>	<p>A baseline picture is obtained to assess where children are in their learning. Precision teaching of core skills (use of PiXL resources) to be delivered in small groups (and 1:1 where appropriate); tracked forensically so that children are enabled to make rapid progress towards meeting age related expectations.</p>	Data shows good progress in relation to starting points and individual targets.
<b>C.</b>	<p>Good communication between home and school, particularly around barriers to learning. School working in partnership with families to support children to make progress in developing behaviour and relationship skills. Support for families to identify barriers when children do not attend school regularly and to signpost to support. Parents open to support from external services where needed.</p>	Improved relationships with parents, parents engaging with FSA (and teachers/TAs) to improve/develop skills. Parents accessing external support where needed to ensure children are able to develop positive behaviours and relationships in school, at home and in the wider community which also enables them to attend school regularly.

5. Planned Trust expenditure					
Academic year		2022-23			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
I. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Data gap between school and national is reducing.</p> <p>Children make good progress from starting points.</p>	<p>Precision teaching of core skills/age related objectives using PiXL and other tools.</p> <p>Use of small group teaching and 'break out' groups to deliver teaching.</p> <p>Staff coaching and CPD</p>	<p>Year on year, we have closed the gap between Greenpark and national by using bespoke teaching. Use of PiXL and QLAs to forensically analyse gaps in knowledge and plan tailored teaching to fill the gaps enables teaching and intervention to be target in specific areas of weakness for groups and 1:1.</p>	<p>Half termly through pupil progress meetings.</p> <p>Through staff performance management targets</p> <p>Termly summative assessments</p>	<p>Assistant head and lead teacher</p>	<p>Half termly</p>
<p><b>Budget notes:</b> FT assistant head, PT EYFS/KS1 lead, PiXL subscription</p>				<p><b>Total budgeted cost</b> £65,675</p>	

<b>II. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Language development is targeted earlier in the school to enable children to better access phonics and then reading.	Language assistant to assess, plan, deliver/direct support and track progress over time.	<p>Hart and Risley research from the 1990s shows that children have very different language experiences before they get to school. Some children arrive at school, age 4, with a vocabulary of less than 4000 words. The vocabulary experience of children before the age of 4 is predictive of their comprehension levels at age 8 and 9 if we do not do something to address this. Vocabulary and language are vital to fluency and comprehension.</p> <p>With 16 feeder nurseries, we see inconsistency across settings meaning children arrive in reception at different stages. Having a language TA able to support early on is of massive importance. The first half term in reception is about language, stories, reading, listening, sitting and general communication. Where we do not see good early progress, early intervention is put in place using TAs to deliver NELI and Early Talk Boost. In KS2, using Talk Boost, we have seen a massive improvement in language with some Y5/6 SEN children making 1 year's progress in 6 weeks.</p>	Language and speech sessions delivered and overseen by HH. Half termly reviews as part of pupil progress meetings	ASt and HH	Half termly
<b>Budget notes</b> 2.3 TAs, 13.75 hours/week Language TA, Thrive subscription			<b>Total budgeted cost</b>		<b>£47,290</b>

<b>i.Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>Children attend school every day and on time.</p> <p>Children are able to access learning in the mainstream classroom as they have positive mental health and behaviours for learning</p>	Pastoral team (PSA, pastoral TA and attendance lead)	Previous work shows that a solution focused approach has more positive impact than a punitive approach in addressing attendance issues. PSA supports families to identify the barriers to poor attendance to then signpost or offer support to improve this. The attendance lead completes the paperwork associated with attendance, ensure records are up today to report on progress and to take further action when needed in terms of Fast Track and prosecution when needed. The pastoral TA puts in place solution focused plans to support children in coming to school as well as children who are finding it difficult for a variety of reasons to access learning in the mainstream classroom. Additional Thrive support in place and developing a whole school Thrive Ambassador plan.	<p>Regular attendance reviews with the attendance team.</p> <p>Regular pastoral team meetings to review cases, look at success, cases of concern and decide next steps.</p> <p>External advice and guidance when need.</p>	<p>DP</p> <p>DS</p> <p>SP</p>	Half termly
<b>Budget notes:</b> PSA, attendance lead and pastoral TA			<b>Total budgeted cost</b>		<b>£42,889</b>
<p>That children experience music taught by a peripatetic music teacher.</p> <p>Children have the opportunity to perform and demonstrate their developing musical skills and confidence</p>	Peripatetic music teacher	Previously, all children accessed music sessions taught by a professional musician. Y3/4 performed in a concert at the Corn Exchange. They were able to showcase their learning and developed in confidence performing in front of an audience. We are looking to develop this positive impact with a single year group to enable them to make good progress over time in developing their progress in music. On a rolling programme, all children in school will have the opportunity to learn an instrument for a year of focused work.	This will be overseen by the music subject lead with impact regularly reviewed.	<p>ASq</p> <p>JB</p>	Half termly
<b>Budget notes:</b>			<b>Total budgeted cost</b>		<b>£10,000</b>

## 6. Review of expenditure

Previous Academic Year

September 2021-22

### i. Quality of teaching for all

Desired outcome	Chosen action /	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>More children are working at age related expectations within their year group.</p> <p>Adults in school have an excellent knowledge and understanding of key knowledge and skills needed for children to progress.</p>	<p>Use of the PiXL programme.</p> <p>Small break out groups and 1:1 teaching.</p> <p>Forensic assessment, tracking, analysis and monitoring of impact to inform planning.</p> <p>Staff training</p>	<p>Data shows that regular coaching and planning meetings with class teachers using daily assessments, observations and test data were used to inform planning, teaching and direction of TAs to deliver to small groups or 1:1 where appropriate of bespoke teaching based on the areas that were identified as being 'weaknesses'.</p> <p>Regular formal assessments with QLA identified the areas of strength and weaknesses to inform planning and teaching. Progress over time was then tracked to assess the impact and inform next steps in teaching and learning.</p> <p>Half termly pupil progress meetings to monitored impact and progress meaning additional resources could be focused where they were needed most.</p> <p>We saw positive results in Y6 and it is felt that Y3, 4 and 5 children are better prepared for moving up the school; in the long term, less time should need to be spent on 'catch up' in Y6</p>	<p>This approach will continue into the next academic year and also encompass KS1 children in the same way. Areas of concern will continue to be a focus (pupil premium, non-EAL and reading) across the whole school using PiXL and staff CPD to support improvement.</p>	<p>£18,000</p>

## ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Most children make good progress in relation to starting points and individual targets.</p>	<p>Use of small group teaching and 'break out' groups to deliver teaching and learning.</p>	<p>Good progress was seen from starting points in 'filling the gaps' and equipping children with the key knowledge and skills in order to make progress.</p> <p>Children who are not making expected progress over time are tracked and the data is used to draw up support plans (APDR) and access external services using the data from APDR.</p> <p>A positive impact was that more small group work and targeted teaching could take place across all classes/groups of children.</p>	<p>Additional training was needed for staff in record keeping and which information is needed on APDR records. This was used well in conjunction with advice from the surgeries held with the Educational Psychologist and will continue to be used moving forwards</p>	<p>£42,500</p>

iii Other approaches – Access to opportunities				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Children attend school regularly and are able to access learning in the mainstream classroom	PSA to work with families	<p>In line with country-wide data, we saw a downturn in attendance percentages for the academic year. Despite a dip in data for PP and all children, the gap in persistence absence between PP and all children reduced by approximately 1.2%</p> <p>We have had more children able to access learning in the mainstream classroom due to the work between the PSA, the pastoral team and the SEN team to ensure those children finding this a challenge at the start of the year, having timely support put in place to meet their SEMH needs and ensure that they could access learning within class.</p>	The pastoral team has been developed further then ensure 'joined up' thinking and efficient uses of resources and communication with parents and external agencies. This has been linked to the use of APDR to ensure progress is tracked over time.	£17,400
To develop the school's speech and language programme to ensure all children have the language skills needs to access a broad and balanced curriculum.	Speech TA to deliver and oversee the delivery of speech intervention programmes	With 16 feeder nurseries, we see inconsistency across settings meaning children arrive in reception at different stages. Having a language TA able to support early on is of massive importance. The first half term in reception is about language, stories, reading, listening, sitting and general communication. Where we do not see good early progress, early intervention is put in place using TAs to deliver NELI and Early Talk Boost. In KS2, using Talk Boost, we have seen a massive improvement in language with some Y5/6 SEN children making 1 year's progress in 6 weeks.	This will continue into 2022 – 2023 with more staff CPD to enhance the package available.	£12,000
To provide enhancement to the curriculum in order to broaden children's experiences.	Use of a peripatetic music teacher Use of a professional artist	All children accessed music sessions taught by a professional musician. Y3/4 performed in a concert at the Corn Exchange. They were able to showcase their learning and developed in confidence performing in front of an audience.	In 2022 – 2023 more work will continue in developing the music curriculum in co consultation with the peripatetic music teacher. Focus on teaching and learning an instrument will be delivered to one specific year group so we can focus skills teaching in one thread throughout the school.	£28,000