

Pupil premium strategy statement – Ankermoor Primary Academy

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	113
Proportion (%) of pupil premium eligible pupils	35% (39/113)
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)	Academic year 2021/2022-2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Gareth Hancox
Pupil premium lead	Gareth Hancox
Governor / Trustee lead	J.Kirkham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,745
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>	£5,510
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>	£62,225

Part A: Pupil premium strategy plan

Statement of intent

At Ankermoor Primary Academy we want all of our children, regardless of their background or circumstances, to enjoy their time at our school, make good progress and achieve in all subjects. This is the focus of our Pupil Premium Strategy – to support disadvantaged children in achieving this goal, including children who are high attaining. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

- We will consider the challenges/barriers faced by vulnerable pupils, including those that are open to agencies. We aim to support their needs, regardless of whether they are disadvantaged or not.
- We have high expectations for our pupils and work relentlessly to ensure all children succeed whatever their starting points or needs, so that all children achieve their full potential and are challenged in all aspects of school.
- Our belief is for every child to have the opportunity to experience a rich, holistic curriculum, gaining a well-rounded education that is enhanced by enrichment opportunities and memorable moments that excite and encourage lifelong learning. High quality teaching is at the heart of our approach, (with a focus on areas in which disadvantaged pupils require most support, particularly social and emotional health). This approach aims to close the attainment gap for PP children and has the added advantage of benefitting every child in our school.
- Our ethos is excellence for all, this is underpinned with a focus on developing positive emotional health and well-being for all of our children – equipping children with the emotional skills, knowledge and values to enable them to achieve regardless of their backgrounds.
- We adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve, acting early to intervene at the point need is identified.
- High quality professional development for all staff is identified and implemented to ensure that quality first teaching is available for all children.
- Rigorous procedures are in place to ensure that progress is carefully tracked and therefore support can be implemented effectively.

When making decisions about using Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced, alongside research conducted by the EEF. [Pupil Premium Guide Apr 2022 1.0.pdf \(d2tic4wvo1iusb.cloudfront.net\)](#) Whilst writing this policy we have used the EEF Pupil Premium Guide to support decisions made and to ensure that we have kept the needs of our specific children at the heart of all our decisions.

Common barriers to learning or disadvantaged children can include, but are not limited to:

- less support at home
- weak language and communication skill
- lack of confidence
- more frequent behaviour difficulties
- attendance and punctuality issues
- there may also be complex family situations that prevent children from flourishing

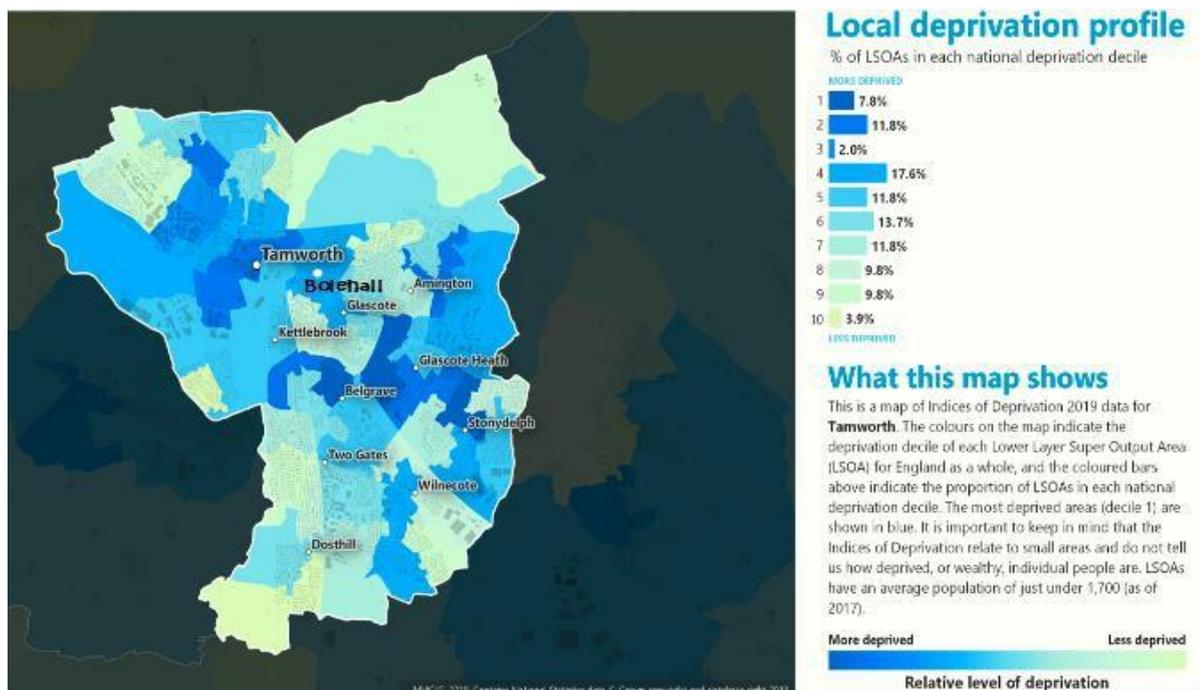
We will consider the challenges faced by our vulnerable pupils, such as those who have a social worker and young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

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.

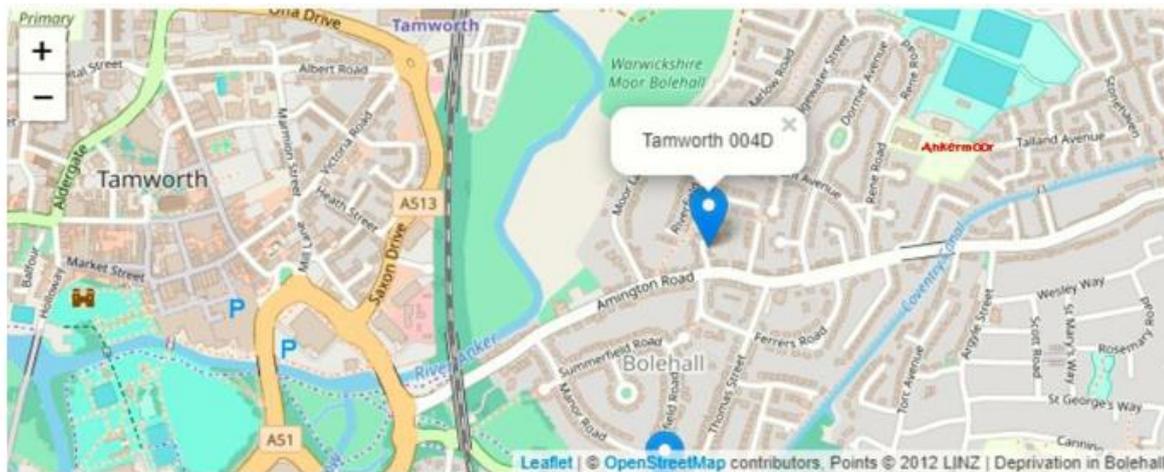
Demographic and Context

Anker Moor Primary Academy is a community school located in Tamworth, Staffordshire. We are a 1 form entry school, having single year classes.

The maps below display the “Lower Super Output Areas” (LSOAs) which surround the school and they are colour coded according to which national decile they belong to: decile 1 being the most deprived and decile 10 being the least deprived (IMD rankings). There are many areas of Tamworth which are extremely deprived according to income, employment, health, educational and crime deprivation. This is shown on the overall deprivation profile for Tamworth and also the deprivation statistics for the Ward of Bolehall, as shown below.



Bolehall



DEPRIVATION STATISTICS COMPARISON FOR **BOLEHALL - 004D**

(A decile score of 1 means the area is in the top 10% of deprived areas)

OVERALL DEPRIVATION IN BOLEHALL: Index of Multiple deprivation (IMD): 4

INCOME DEPRIVATION IN BOLEHALL: IMD: 3

EMPLOYMENT DEPRIVATION IN BOLEHALL: IMD: 3

EDUCATION, SKILLS AND TRAINING DEPRIVATION IN BOLEHALL: IMD: 2

HEALTH DEPRIVATION AND DISABILITY IN BOLEHALL:
IMD: 3

CRIME DEPRIVATION IN BOLEHALL: IMD: 4

<https://www.ilivehere.co.uk/english-indices-of-deprivation-statistics-comparison-for-bolehall-in-tamworth-e05007068.html>

Challenges

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

Challenge number	Detail of challenge
1	Children enter below typical in many aspects of Literacy including comprehension, word reading and communication and language. This inhibits the progress of many

	children especially those that are disadvantaged. Speech, language and communication is a barrier compounded by the reduction in social and pre-school opportunities during Covid pandemic. A further challenge is the lack of engagement of some parents in terms reading/experiencing books and support with home learning tasks.																	
2	Special educational needs and low ability of many of the school's disadvantaged children.																	
3	Social and emotional problems affecting well-being, progress and resilience especially in the most vulnerable children.																	
4	<p>Historically Internal and external assessments indicate that attainment among disadvantaged pupils (at the end of KS2) is below that of non-disadvantaged pupils and disadvantaged children struggle to reach age-related expectations.</p> <table border="1"> <thead> <tr> <th rowspan="2">End of KS2 assessments 2023</th> <th colspan="2">Percentage of children achieving ARE</th> </tr> <tr> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>67% (6/9)</td> <td>74% (14/19)</td> </tr> <tr> <td>Writing</td> <td>44% (6/9)</td> <td>74% (14/19)</td> </tr> <tr> <td>Maths</td> <td>67% (6/9)</td> <td>74% (14/19)</td> </tr> <tr> <td>GPS (SPAG)</td> <td>56% (5/9)</td> <td>79% (15/19)</td> </tr> </tbody> </table> <p>Overcoming barriers to learning. –</p> <ul style="list-style-type: none"> • Family circumstances/expectations negatively impact on attitudes towards learning. • Low confidence and self-esteem due to social and emotional issues. • Poor attendance. • Low parental engagement may impact on learning. • Parenting skills may impact on belief and confidence with learning. • Safeguarding/welfare issues (leading to Social Services involvement), trauma or other mental health issues could result in children not being 'ready' to learn. 	End of KS2 assessments 2023	Percentage of children achieving ARE		PP	Non PP	Reading	67% (6/9)	74% (14/19)	Writing	44% (6/9)	74% (14/19)	Maths	67% (6/9)	74% (14/19)	GPS (SPAG)	56% (5/9)	79% (15/19)
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5	<p>Attendance data for disadvantaged children indicates that PP children is falling slightly below that of their peers which could negatively impact outcomes (-1.9% below non PP children). We aim for this gap to be narrowed to less than 1%.</p> <p>Our attendance data for 2022-23 indicates that disadvantaged children is 1.9% lower than non-disadvantaged (94.3%:92.4%)</p> <p>During the academic year 2022-23, 11.3% of pupils were persistent absentees. Of these children, 22.22% were disadvantaged.</p> <p>Internal assessments and observations demonstrate that absenteeism is negatively impacting upon disadvantaged pupils' progress.</p>																	
6	Not all disadvantaged children have broad, positive life experiences out of school. Parental engagement and lack of financial resources, resulting in limited access to wider life experiences e.g. theatre, art galleries, historic/city visits, cultural experiences.																	

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
<p><u>Challenge 1</u> Improved vocabulary, oracy, comprehension and word reading skills.</p>	<ul style="list-style-type: none"> • Children demonstrate an understanding of stories/texts. • Have wider range of vocabulary because of a language rich environment * There will be a key focus on reading and phonics. • *This will be evident from conversations with children and from work produced. • Each class will have a library which promotes both reading for pleasure and reading to learn to read. • The school environment will be vocabulary rich. • Key vocabulary is clear in Long, Medium and Short-Term planning across the school and applied in lessons. • Wellcomm/Neli will be delivered to pupils who need speech and language support. • Parents of EYFS pupils are more engaged with their child's learning and attend regular events within school to support their education. This will be evident from the numbers of parents attending reading events and through work shared on Tapestry. • Children will make good or better progress in their reading (teacher and test assessment) throughout the year. • Promotion of reading through the 25 Reads initiative – celebrated at the end of each term. • Promotion of reading/writing through social media.
<p><u>Challenge 2</u> Improved progress of children with SEND.</p>	<ul style="list-style-type: none"> • In all year groups pupils with additional needs will make good or better progress. • All subjects will have adaptations (support and stretch) for pupils with SEND. • Planning will include adaptations for children with SEND. • Lessons will be accessible to all through effective modelling and scaffolding. • Children will have up to date IEPs, which are well used and support their learning. • The support detailed in IEPs will be evident in pupil's work. • Pupils with SEND will achieve their FFT estimates. • Staff will receive training on how to effectively support SEND children within their classrooms.

<p><u>Challenge 3</u> To achieve and sustain improved well-being for all pupils in school, particularly those that are disadvantaged.</p>	<p>High levels of Well-being from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Quick identification of pupils using tools for analysis. • Self-wellbeing questionnaires – half termly with clear evaluation and next steps identified and delivered. • *Increased scores for PP learners from the well-being survey so that this is more in line with their peers. • In house referrals made and acted upon in a timely fashion • Established Nurture groups which show impact on pupils’ wellbeing. • Established and regular ‘HOPE’ sessions for children with high needs – children will access these and then move from Hope to Nurture or Check- ins. • Referrals made to outside agencies to support children. • Increased attendance. • Reduced persistence absentees. • A reduction in playtime and lunchtime incidents between children. • All staff will be able to demonstrate how they support the wellbeing of children in our school.
<p><u>Challenge 4</u> Improved attainment and progress for disadvantaged children in Reading, writing and mathematics</p>	<ul style="list-style-type: none"> • KS2 Reading, writing and mathematics outcomes in 2024/25 show a greater proportion (more than 80%) of disadvantaged children have reached the expected standard or are working above age related expectations. • KS2 times table outcomes in 2024/25 show that disadvantaged children are working at the expected standard or above. • KS1 Reading and Writing outcomes in 2024/25 show a greater proportion of disadvantaged children have reached the expected standard or are working above age related expectations. • Phonics levels for disadvantaged children are at or above those of their peers. • In all year groups, pupils who receive pupil premium will make good or better progress. • Pupil premium pupils will have appropriate support and stretch within their lessons. • Pupil premium pupils will receive additional support to ensure that they attain in line with their peers. • At the end of Key Stage 2 the gap in children reaching the expected standard in reading, writing and mathematics will be reduced.

	2022 gaps at KS2	2023 gaps at KS2
Reading	11%	-7%
Writing	11%	-30%
Maths	11%	-7%

- School target was to reduce the gap from 11% to 6% or lower by July 2023 and 3% or lower by July 2024 within individual subject areas.

Across reading, writing and mathematics combined the 16% gap is to be reduced to 8% or lower by July 2023 (this has not happened – 35% - See chart 'Impact Review – Outcomes for disadvantaged pupils') and then by a further 4% or lower by July 2024.

Challenge 5

To achieve and sustain improved attendance for all pupils in school, particularly those that are disadvantaged.

Sustained high attendance from 2024/25 demonstrated by:

- Increased attendance rates for disadvantaged children in line with all other children.
- Persistent absence reduced for all pupils across school in line with National figures.
- Clear support for families and children struggling to attend school.
- Celebrating high attainment and most improved attainment.

Challenge 6

Improved community engagement.

- Weekly parent lunches will be well attended by parents.
- Effective staff communication with parents, throughout the year – Marvelous Me
- Regular positive contact with parents.
- Sharing good behaviour and successes with parents through 'Marvellous Me'
- Weekly parent lunches will be well attended by parents.
- By 2024/25 our community workshops will be embedded, and parents will come into school to learn different skills to support their children, (Ensuring parents of Pupil Premium children are targeted for any parent workshops)
- Parent forum - twice a term – with pre-determined agenda, supporting family's emotional wellbeing signpost.
- By 2024 we will have a full and sustainable PTA.
- By 2024/25 parents/carers will be involved with work at school with other providers like PCSOs.
- Parents' evenings will be well attended and when parents/carers cannot attend, staff will arrange meetings with them at another time. Ensuring parents of PP children are able to attend Parents Evening.
- Parent/carers questionnaires will be returned by the majority of parents, especially those of PP and children with SEND.

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| | <ul style="list-style-type: none">• School will work with disadvantaged families to support them in a range of school and community areas.• Concerts and plays will be well attended.• Parents/carers will attend weekly celebration assemblies.• Parents/carers will have their voices heard during IEP meetings.• Parents/carers will be involved in all support plans for children with SEND and other vulnerable groups.• Engagement with after school clubs will increase.• Use of social media platforms to celebrate children's learning and also to highlight experiences available to the children on a daily basis. |
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Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £16,800.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD focus on metacognition within school CPD. This will be led in house and with colleagues from across our Trust to ensure that quality first teaching is accessed by all children – especially vulnerable groups.</p>	<p>Children acquire self regulation strategies and are able to plan, review and monitor their own learning.</p> <p>Summary of recommendations poster 2021-10-27- 151056 qiiz 2021-10-29-074723 miux.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/metacognition/EEF_Metacognition_and_self-regulated_learning.pdf?v=1669223953</p>	1.2.5.4
<p>Specialist training for areas to support children with SEND:</p> <ul style="list-style-type: none"> * Lego style therapy training * Playdough style therapy training * Autism and the Inclusive Classroom * Autism and Girls training 	<p>Raised awareness of barriers faced by children. Improvements in support and confidence of children with SEND.</p> <p>Using Lego therapy with autistic pupils (autism.org.uk)</p> <p>Lego Therapy: How Play Can Heal People (+ Resources) (positivepsychology.com)</p> <p>Play Dough: A Recipe for Sensory Success (clhgroup.co.uk)</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special Educational Needs in Main stream Schools Guidance Report.pdf?v=1669223956</p>	2.3.5
<p>Resource 'Haven' a specialist room for children with SEND needs to access specialist provision specifically SEMH support, lego therapy and playdough therapy.</p>	<p>Improved environment and impact of specialist support.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special Educational Needs in Main stream Schools Guidance Report.pdf?v=1669223956</p>	2.3.5.6
<p>EYFS, KS1 Maths mastery – training from Maths Hub. Maths Lead to continue training for staff throughout the year. Use of daily Maths Mastery lessons in EYFS</p>	<p>Improvements in children's knowledge, understanding and academic ability</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/early-</p>	1.2.3.4

<p>and KS1 will be closely monitored to ensure that it supports the learning of our most vulnerable children.</p>	<p>maths/EEF Maths EY KS1 Summary of Recommendations.pdf?v=1669816557</p> <p>EEF Maths EY KS1 Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	
<p>Enhancement of maths teaching by continuing the enrolment of staff members on the Maths hub to support the teaching of mastery across the whole school. We will fund teacher release time to embed key elements of guidance from the hub.</p>	<p>Improved teaching in maths leading to improved understanding for pupils.</p> <p>Non-Statutory guidance has been created by the DfE in conjunction with the NCETM in the teaching of mathematics, drawing on evidence-based approaches.</p> <p>Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</p>	2.3.4
<p>Staff CPD linked to Maths mastery, Little Sutton hub and Rosenshine's Principles of Instruction.</p> <p>Step Lab – instructional coaching platform to improve the quality of teaching and learning. £79 x 8 = £632</p> <p>Teacher Walk Thurs purchased per staff member £12 per book x 12 =£144 Total: £776</p>	<p>Improved teaching ensures that pupil knowledge is deepened.</p> <p>High quality staff CPD is essential to follow EEF principles. The CPD schedule is carefully planned with principles re-visited regularly. Scripting and deliberate practice will be a key element of CPD including weekly incremental coaching for staff.</p> <p>All staff are released to support the development of these areas.</p> <p>We are also investing in Rosenshine's Principles of Instruction to support learning and teaching developments.</p> <p>Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT (teachertoolkit.co.uk)</p>	1.2.3.4
<p>Staff CPD through Gateway Alliance and disseminated through weekly CPD to ensure that staff become experts in different curriculum areas. This will ensure that our vulnerable children have access to the highest quality teaching and that staff share good practice across the academy.</p>	<p>Improved leader and teacher knowledge and in turn all children acquire deep knowledge and understanding across all curriculum areas.</p> <p>High quality staff CPD is essential to follow EEF principles.</p> <p>Long, Medium and Short Term Planning is constantly refined based on reflective improvements to subject areas.</p>	1.2.3.4

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

Budgeted cost: £33,601.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Specific EAL support for new to country pupils, (SENDCo to identify needs through discussions with Class Teacher) – scaffolded support put in place, where required and suitable resources shared with parents and staff.</p>	<p>Children with EAL are taught effectively.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1,3 & 4</p>
<p>Targeted interventions within children’s learning to prevent gaps widening including small group tutoring alongside class teacher for targeted children across the school. National Tutoring Programme with a focus on key areas from class teacher’s assessments.</p> <p>Wellcom and one to one speech and language interventions to target children in with communication needs.</p>	<p>Individual needs are met.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1.2.4</p>
<p>Small group tutoring – after school for targeted children across the school. Focus on key areas from class teacher’s assessments.</p> <p>(Including White Rose Maths tuition)</p>	<p>Individual needs are met.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1.2.4.6</p>
<p>After school creative writing club to target specific children.</p>	<p>Children’s motivation, enjoyment and attainment in writing improves.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1.2.4.6</p>
<p>Continued investment in a Reading Champion to ensure that disadvantaged pupils will be supported to make accelerated progress and a higher % will attain ARE and GD.</p>	<p>Focusing on reading in school is essential to ensure children crack the code. Interventions can have a positive impact on pupils’ language skills and also their ability to comprehend.</p>	<p>1.2.4.5</p>

<p>The reading champion started their position in 2021/22 and to continue in 2023/24</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1.2.4</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £11, 822.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve cultural capital through experiential learning, the importance of vocabulary and development of foundational knowledge.</p> <p>Access to visits/trips; Y6 residential KS2 overnight stays, class trips/visits; travelling theatre companies. Mapped within year group overviews to ensure a broad range of experiences.</p>	<p>Equality of access for all pupils, raising confidence and self esteem. Widening children experiences and in turn vocabulary and ambitions. Cultural and linguistic experiences widened.</p>	<p>4</p>
<p>School council, Sports Leaders, Digital Leaders, House Captains to support all children. This will help to encourage children from all backgrounds and all needs to be actively involved in areas of change and growth within the school. Careful monitoring to ensure that disadvantaged learners are included and remain in leadership roles.</p>	<p>Children gain a sense of responsibility and success.</p> <p>Improving behaviour in schools (d2tic4wvo1iusb.cloud-front.net)</p> <p>The Importance Of Giving Children A Voice - Early Years Careers</p> <p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p> <p>Why student voice is so important in learning Tes Magazine</p>	<p>1.2.3.4.5.6</p>

<p>Parental support workshops:</p> <ul style="list-style-type: none"> * SEMH workshops – including meal planning, working with local PCSOs, Hope and Nurture workshops. * SEND workshops: regular SEND forums with all parents of children with SEND invited * Lunches: weekly lunches with parents of different key groups of children invited into school to share lunch with their child. * Teaching parents about different strategies we use in school – ranging from half termly music sessions/concerts to show parents how we teach music to specific workshops alongside children to show how we teach different areas of mathematics and English. 	<p>Parents gain strategies to support their children at home.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1669711788</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1669223956</p>	<p>1,2,3,4,5.6</p>
<p>Children with specific social and emotional needs are targeted through specific interventions e.g. Nurture and Hope.</p> <p>Inviting parents into school to explain the importance of Hope and Nurture and the strategies they can use at home to support their children.</p>	<p>Improved social and emotional support.</p> <p>There is clear research to show that improved social and emotional skills enhances children’s academic ability and relationships with their peers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1669223956</p>	<p>2.3.5.6</p>

<p>'Calm lunch club' - we have identified that key vulnerable groups of children including those who are PP and/or have SEND would like a quiet lunch place to work with dedicated staff on an indoor activity.</p> <p>Specific children will be targeted to attend these daily clubs but they will be open to all children.</p>	<p>Children's lunch times improve and support confidence/climate for learning.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=166922_3956</p>	<p>1.2.3.4.5.6</p>
<p>Clear consistent behaviours for learning to be developed and shared with all staff and children. These will allow all children to have a clear picture of the expectations in the school and allow them to focus on their learning. Having clear and consistent routines and practices across the school means that all children, especially those who are vulnerable, know what to expect and feel more secure and safe in school. This allows them to focus on learning.</p> <p>We will be using ideas from Tom Bennett and restorative practices.</p>	<p>Children are reflective and make effective choices.</p> <p>Improving behaviour in schools (d2tic4wvo1iusb.cloudfront.net)</p> <p>Creating a culture: a review of behaviour management in schools - GOV.UK (www.gov.uk)</p> <p>Restorative practice in schools Restorative Justice Council</p> <p>EEF Blog: Five-a-day - achieving effective learning behaviours... EEF (educationendowmentfoundation.org.uk)</p>	<p>1.2.3.4.5</p>

Total budgeted cost: £62,225

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The priorities for Pupil Premium (Targeted academic support) 2022/2023 were:

1. Children enter below typical in many aspects of Literacy including comprehension, word reading and communication and language. This inhibits the progress of many children especially those that are disadvantaged. Speech, language and communication is a barrier compounded by the reduction in social and pre-school opportunities during Covid pandemic. A further challenge is the lack of engagement of some parents in terms reading/experiencing books and support with home learning tasks.
2. Special educational needs and low ability of many of the school's disadvantaged children.
3. Social and emotional problems affecting well-being, progress and resilience especially in the most vulnerable children.
4. Attainment for disadvantaged children across school. Pupil's struggle to reach age-related expectations.
5. Attendance data for disadvantaged children indicates that PP children is falling slightly below that of their peers which could negatively impact outcomes (-1.9% below non PP children). We aim for this gap to be narrowed to less than 1%.
6. Parental engagement and lack of financial resources to provide children with broad opportunity and life experience.

Impact Review

Reception: End of year data for Reception shows that Pupil Premium and Non-PP are in line and are +16.9% compared with FFT national.

The children enter the school with low base line assessments, and some were not school ready. The focus throughout Year 1 and 2 are the social and emotional needs to remove the barriers to learning. The impact on attainment outcomes is seen as the children move into lower key stage 2.

KS1 Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 performance data and our own internal assessments.

		Actual Results			Pupil Progress	
		Pupils	% Expected standard+ (Re,Wr,Ma) DFE	% Higher standard (Re,Wr,Ma) DFE	% Expected standard+ (Re,Wr,Ma)	% Higher standard (Re,Wr,Ma)
Pupil Premium	FSM (In last 6 years)	9	67%	22%	+1%	+15%
	Not FSM (In last 6 years)	11	64%	0%	-1%	-9%

Percentage of children who met the Expected Standard for reading, writing and maths was 67% for Pupil Premium and 64% for non-pupil premium – therefore a positive gap of 3%.

Percentage of children who met the Higher Standard for reading, writing and maths was 22% for Pupil Premium and 0% for non-pupil premium – therefore a positive gap of 22%.

Attainment & progress

	Pupils	Attainment					Progress		
		FSM6	Not FSM6	% Expected Standard + (Re, Wr, Ma)			% Expected Standard + (Re, Wr, Ma)		
				FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap
Summary	All Pupils	9	11	67%	64%	3%	1%	-1%	2%
Gender	Male	2	5	100%	60%	40%	21%	9%	12%
	Female	7	6	57%	67%	-10%	-5%	-8%	3%
SEN Group	No SEN	9	11	67%	64%	3%	1%	-1%	2%
Ethnic Group	White	9	10	67%	70%	-3%	1%	-1%	2%
	Not White	-	1	-	0%	-	-	-	-

Specific Subjects

Reading

		Actual Results			Pupil Progress	
		Pupils	% Expected standard+ Reading	% Higher standard Reading	% Expected standard+ Reading	% Higher standard Reading
Pupil Premium	FSM (In last 6 years)	9	89%	22%	+11%	+1%
	Not FSM (In last 6 years)	11	73%	0%	-2%	-25%

Maths

		Actual Results			Pupil Progress	
		Pupils	% Expected standard+ Maths	% Higher standard Maths	% Expected standard+ Maths	% Higher standard Maths
Pupil Premium	FSM (In last 6 years)	9	67%	22%	+11%	+5%
	Not FSM (In last 6 years)	11	91%	9%	+6%	-11%

Writing

		Actual Results			Pupil Progress	
		Pupils	% Expected standard+ Writing	% Higher standard Writing	% Expected standard+ Writing	% Higher standard Writing
Pupil Premium	FSM (In last 6 years)	9	89%	22%	+17%	+12%
	Not FSM (In last 6 years)	11	73%	0%	+5%	-12%

KS2 Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 2 performance data and our own internal assessments.

		Actual Results				Pupil Progress		
		Pupils	Average Scaled Score (Re, Ma)	% Expected standard+ (Re,Wr, Ma) DFE	% Higher standard (Re,Wr, Ma) DFE	Average Scaled Score (Re, Ma)	% Expected standard+ (Re,Wr, Ma)	% Higher standard (Re,Wr, Ma)
Pupil Premium	FSM (In last 6 years)	9	100.9	33%	0%	-2.4	-19%	-6%
	Not FSM (In last 6 years)	19	104.2	68%	5%	-1.4	+4%	-3%

Outcomes for 2022-23 data, show that there is a 3.3 scaled score point gap between FSM and non-FSM for reading and maths combined.

Percentage of children who met the Expected Standard for reading, writing and maths was 33% for Pupil Premium and 68% for non-pupil premium – therefore a gap of 35%.

Percentage of children who met the Higher Standard for reading, writing and maths was 0% for Pupil Premium and 5% for non-pupil premium – therefore a gap of 5%.

Attainment & progress

Pupils	Attainment						Progress			
	FSM6	Not FSM6	Average Scaled Score (Re, Ma)			Average Scaled Score (Re, Ma)				
			FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap		
Summary	All Pupils	9	19	100.9	104.2	-3.3	-2.4	-1.4	↓	-1
Gender	Male	6	13	99	104.3	-5.3	-2.9	-2.2		-0.7
	Female	3	6	104.8	103.9	0.9	-1.4	0.1		-1.5
DFE Prior Attainment	Higher attainers	1	6	108.5	110.3	-1.8	-4.2	-0.6		-3.6
	Middle attainers	6	8	100.8	102.5	-1.7	-2.8	-2.2		-0.6
	Lower attainers	2	3	97.5	95.3	2.2	-0.3	-0.6		0.3
SEN Group	SEN Support	3	3	101.3	98.5	2.8	-0.4	-0.4		0
	No SEN	6	16	100.8	105.3	-4.5	-3.4	-1.6		-1.8
Ethnic Group	White	8	16	100.5	103.6	-3.1	-3.2	-1.3		-1.9
	Not White	1	3	104.5	108.5	-4	3.5	-2.7		6.2

Attainment:

All pupils: FSM pupils 100.9 average scaled score points vs non-FSM 104.2. Gap of 3.3

Male and Female – Gap for both genders: -5.3 for boys and 0.9 for girls.

Prior Higher Attainers – Gap between FSM and non-FSM -1.8 scaled score points

Prior Middle Attainers – Gap between FSM and non-FSM 2.2 scaled score points

Prior Lower Attainers – Gap between FSM and non-FSM -0.3 scaled score points

SEN Support – 3 FSM pupils = 101.3 and 6 FSM pupils (No SEN) = 100.8, therefore a gap of 0.5

SEN Support - 3 FSM pupils = 101.3 and 3 non-FSM = 98.5, therefore a gap of 2.8

Specific Subjects

Reading

		Actual Results				Pupil Progress		
		Pupils	Average Scaled Score	% Expected standard+ Reading	% Higher standard Reading	Scaled Score Reading (DFE)	% Expected standard+ Reading	% Higher standard Reading
Pupil Premium	FSM (In last 6 years)	9	100.9	67%	22%	-2.9	-4%	+0%
	Not FSM (In last 6 years)	19	104.4	74%	26%	-1.4	-3%	-4%

Maths

		Actual Results				Pupil Progress		
		Pupils	Average Scaled Score	% Expected standard+ Maths	% Higher standard Maths	Scaled Score Maths (DFE)	% Expected standard+ Maths	% Higher standard Maths

Pupil Premium	FSM (In last 6 years)	9	101.0	67%	0%	-1.9	-7%	-18%
	Not FSM (In last 6 years)	19	103.9	74%	21%	-1.4	-3%	-6%

Writing

		Actual Results				Pupil Progress		
		Pupils	Average Scaled Score	% Expected standard+ Writing	% Higher standard Writing	Scaled Score Writing	% Expected standard+ Writing	% Higher standard Writing
Pupil Premium	FSM (In last 6 years)	9	96.3	44%	0%	-3.8	-23%	-10%
	Not FSM (In last 6 years)	19	100.1	74%	11%	-0.1	-2%	-2%

Grammar, punctuation & spelling analysis

		Actual Results				Pupil Progress		
		Pupils	Average Scaled Score	% Expected standard+ GPS	% Higher standard GPS	Scaled Score GPS	% Expected standard+ GPS	% Higher standard GPS
Pupil Premium	FSM (In last 6 years)	9	101.8	56%	11%	-1.8	-13%	-11%
	Not FSM (In last 6 years)	19	103.9	79%	16%	-1.7	+3%	-17%

Writing outcomes impacted upon by T4W process/over scaffolding and lack of invention/free writing. From the Reading data it was identified that there needed to be an improvement in the reading materials.

Data has informed the staff structure in Year 6 to ensure smaller ratio of adult to pupils.

Attendance 2022/23

FSM6			All	R	1	2	3	4	5	6
FSM6	46	School	92.4%	86.3%	92.2%	93.5%	96.2%	94.5%	93.4%	94.6%
		FFT National	91.3%	89.4%	90.6%	91.4%	91.7%	91.7%	91.6%	91.6%
		Difference	+1.1%	-3.1%	+1.6%	+2.1%	+4.5%	+2.8%	+1.8%	+3.1%
Not FSM6			All	R	1	2	3	4	5	6
Not FSM6	85	School	95.4%	95.0%	94.1%	97.5%	94.4%	93.2%	97.8%	96.3%
		FFT National	94.7%	93.3%	94.2%	94.9%	95.2%	95.2%	95.1%	95.0%
		Difference	+0.7%	+1.7%	-0.1%	+2.6%	-0.8%	-2.0%	+2.6%	+1.3%

Data shows that PP children are not in line with non-PP children, however they are above national PP data.

High attendance is encouraged throughout the year, with weekly class attendance celebrated and termly 100% attendance and most improved children recognised in assembly and communicated with parents through social media and Marvellous Me.

In line with Fierte Trust policy phone calls home/face to face meetings take place when attendance drops, and support plans put in place.

Data shows that PP children are not in line with non-PP children, however they are above national PP data.

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
Third Space maths	Third Space learning

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

NA

The impact of that spending on service pupil premium eligible pupils

NA

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:

- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils