



Inspiring All to Excellence



Anker Moor Primary Academy

Pupil Premium Policy

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1. Aims

The Pupil Premium Grant commenced in 2011 as a government initiative to raise achievement amongst disadvantaged children by providing additional per pupil funding on top of the existing funding provided to schools. The funding targets extra money at pupils from disadvantaged backgrounds which research shows underachieve compared to their non-disadvantaged peers.

The premium is provided in order to support these pupils in reaching their full potential. The government uses pupils entitled to Free School Meals as an indicator for deprivation, and have deployed a fixed amount of money to schools per pupil based on the number of pupils registered for Free School Meals.

At Ankermoor Primary Academy, we use the indicator of those eligible for Free School Meals as our target children to 'narrow the gap' regarding attainment, using assessment data used to track the progress of pupils who receive the pupil premium compared with their peers and National levels.

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 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.

At Ankermoor, we have high expectations for our children and we believe that no child should be left behind. We are determined to ensure that our children are given every chance to realise their full potential through a combination of quality first teaching and timely intervention. We value the individuality of our pupils and aim to support and nurture all.

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.

Our Key objectives are:

1. Our primary aim is to increase the percentage of pupils working at or above age-related expectations in Reading, Writing and Maths.
2. To narrow the gap in progress and attainment between our Pupil Premium children and their peers.
3. To make sure children, who are in receipt of Pupil Premium, are provided with a variety of support to meet their needs.

2. Legislation and guidance

This policy is based on the pupil premium [allocations and conditions of grant guidance 2023 to 2024](#), published by the Education and Skills Funding Agency (ESFA). It is also based on guidance from the Department for Education (DfE) on [virtual school heads' responsibilities concerning the pupil premium](#), and the [service premium](#).

3. Purpose of the grant

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces.

The school will use the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers.

We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so they can reach their full potential.

4. Use of the grant

When making decisions about using Pupil Premium funding, we have considered the context of the school. Whilst writing this policy we have used the [Pupil Premium Guide Apr 2022 1.0.pdf \(d2tic4wvo1iusb.cloudfront.net\)](#) to support decisions made and to ensure that we have kept the needs of our specific children at the heart of all our decisions.

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.

The Pupil Premium funding will be used to address:

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. 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.
5. Overcoming barriers to learning. – • 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.
6. 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%.
7. 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.

How Pupil Premium funding is used

(Teaching):

- 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.
- Specialist training for areas to support children with SEND: * Lego style therapy training * Playdough style therapy training * Autism and the Inclusive Classroom * Autism and Girls' training.
- Resource 'Haven' a specialist room for children with SEND needs to access specialist provision specifically SEMH support, Lego therapy and playdough therapy.
- 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 and KS1 will be closely monitored to ensure that it supports the learning of our most vulnerable children.
- 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.
- Staff CPD linked to Maths mastery, Little Sutton hub and Rosenshine's Principles of Instruction.
- 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.

(Targeted academic support):

- 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.
- 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. Wellcom and one to one speech and language interventions to target children in with communication needs.
- Small group tutoring – after school for targeted children across the school. Focus on key areas from class teacher's assessments. (Including White Rose Maths tuition)
- After school creative writing club to target specific children.
- 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.

(Wider strategies):

- Improve cultural capital through experiential learning, the importance of vocabulary and development of foundational knowledge. 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.
- 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.
- Parental support workshops: * 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.
- Children with specific social and emotional needs are targeted through specific interventions e.g. Nurture and Hope. Inviting parents into school to explain the importance of Hope and Nurture and the strategies they can use at home to support their children.
- '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.
- 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.

We will publish our strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's [guidance on using the pupil premium](#) and using the templates on GOV.UK.

Our pupil premium strategy statement is available here: [Ankermoor Primary Academy - Pupil Premium](#)

5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils between Reception and year 6.

Eligible pupils fall into the categories explained below.

5.1 Ever 6 free school meals

Pupils recorded in the most recent October school census who are known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance).

This includes pupils first known to be eligible for free school meals in the most recent October census.

This also includes pupils with no recourse to public funds (NRPF). The government has permanently extended FSM eligibility to include children in all households with NRPF.

It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

5.2 Looked-after children

Pupils who are in the care of, or provided with accommodation by, a local authority (LA) in England or Wales for at least 1 day. Allocations will be provisionally based on the children looked-after data return in March of the previous year, and then confirmed in December of the current year based on the children looked-after data return in March of the current year.

5.3 Post looked-after children

Pupils recorded in the most recent October census who were:

- Looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order
- In state care from outside England and Wales before being adopted.

5.4 Ever 6 service children

Pupils recorded in the most recent October census:

- With a parent serving in the regular armed forces
- Who have been registered as a 'service child' in the school census at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance), including those first recorded as such in the most recent October census
- In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

6. Roles and responsibilities

6.1 Headteacher and senior leadership team

The headteacher and senior leadership team are responsible for:

- Keeping this policy up to date, and ensuring it is implemented across the school
- Ensuring all school staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils with parents in the armed forces
- Planning pupil premium spending and keeping this under constant review, using an evidence-based approach and working with virtual school heads where appropriate
- Monitoring the attainment and progress of pupils eligible for the pupil premium to assess the impact of the school's use of the funding
- Reporting on the impact of pupil premium spending to the governing board on an ongoing basis
- Publishing the pupil premium strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's [guidance on using the pupil premium](#) and using the templates on GOV.UK.
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

6.2 Governors

The governing board is responsible for:

- Holding the headteacher to account for the implementation of this policy
- Ensuring the school is using pupil premium funding appropriately, in line with the rules set out in the conditions of grant
- Monitoring the attainment and progress of pupils eligible for the pupil premium, in conjunction with the headteacher, to assess the impact and effectiveness of the school's use of the funding
- Monitoring whether the school is ensuring value for money in its use of the pupil premium
- Challenging the headteacher to use the pupil premium in the most effective way
- Setting the school's ethos and values around supporting disadvantaged members of the school community

6.3 Other school staff

All school staff are responsible for:

- Implementing this policy on a day-to-day basis
- Setting high expectations for all pupils, including those eligible for the pupil premium
- Identifying pupils whose attainment is not improving in response to interventions funded by the pupil premium, and highlighting these individuals to the senior leadership team
- Sharing insights into effective practice with other school staff

6.4 Virtual school heads

Virtual school heads are responsible for managing pupil premium funding for children looked after by a local authority, and allocating it to schools. Their responsibilities include, but are not limited to:

- Identifying the eligible looked-after children and informing the local authority
- Making sure methods for allocating and spending ensure that looked-after children benefit without delay
- Working with each looked-after child's educational setting to put together a personal education plan, agree how pupil premium funding will be spent to meet the need identified in this plan, and ensure the funding is spent in this way
- Demonstrating how pupil premium funding is raising the achievement of looked-after children

Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for.

7. Monitoring arrangements

This policy will be reviewed yearly by the Head Teacher. At every review, the policy will be shared with the governing board.

8. Links with other policies

This policy is linked to: Teaching and Learning Policy, Relationship and Behaviour Policy, Attendance Policy, Safeguarding Policy.