



Fierce Multi Academy Trust
Ankermoor Primary Academy
 Pupil Premium Strategy Statement



1. Summary information					
School	Ankermoor Primary Academy				
Academic Year	2019-20	Total PP budget	46,200	Date of most recent PP Review	July 2019
Total number of pupils	145	Number of pupils eligible for PP	35	Next internal review of this strategy	July 2020
2. Current attainment Summer 2019					
<i>EYFS – Reading: 76% Writing: 76% Number: 76% Y2- Reading: 76% Writing: 72% Maths :76% Y6- Reading: 67% Writing: 75% Maths: 75%</i>					
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>					
A.	Weakness in some children’s learning behaviours e.g. lack of independence and perseverance.				
B.	Social, emotional and behavioural problems affecting well-being, progress and resilience especially in most vulnerable				
C.	Specific additional needs including those being supported as SEND e.g. vocabulary needs, speaking and listening.				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
D.	Poor home learning environments e.g. lack of support in reading and homework (including parental knowledge) / limited opportunities for all				
4. Desired outcomes					
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>			
A.	Increase the percentage of pupils working at or above age-related expectations in Reading, Writing and Maths.	Children provided with quality 1 st teaching at ARE to enable expectations to be reached. The 3 assessment data points to measure outcomes.			
B.	To narrow the gap in progress and attainment between our Pupil Premium children and their peers.	Quality interventions provided to children to enable gaps to be narrowed and children to ‘keep up’ but also ‘catch up’. Outcomes monitored through data, pupils’ work, observations and pupil voice.			
C.	To make sure children, who are in receipt of Pupil Premium, are provided with a variety of support to meet their needs.	Children’s social, emotional needs met through classroom based activities such as Angels and The Hope project.			



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5. Planned expenditure					
Academic year	2019-20				
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 / Cost	When will you review implementation?
Children to be taught in single age classes to aid individual year groups and aid vulnerable group needs.	Children to be split in to single year groups to aid quality 1 st teaching and opportunities for both PP and all	Outcomes on data for vulnerable children to be further raised due to single year group teaching.	Data to be collected and reviewed at each assessment point to track the progress of individual children.	N.P 20,000	At each assessment point, data to be analysed for vulnerable children, checking on progress and narrowing of gaps.
ii. Targeted support					
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?
Closing the gaps to aid children's learning	Children to engage in follow up and targeted interventions in year 1/2.	Raise children's academic ability with specific follow up and targeted interventions to aid progress.	Intervention notes to be kept and data to be checked at each assessment step.	E.M Wednesday pm Friday pm £2250	Check red folder and assessment steps for year 1/2 at each data point.
Closing the gaps to aid children's learning	Children to engage in follow up and targeted interventions in year 5/6.	Raise children's academic ability with specific follow up and targeted interventions to aid progress.	Intervention notes to be kept and data to be checked at each assessment step.	A.B 4 x pm sessions £4954	Check red folder and assessment steps for year 3/4/5/6 at each data point.
Children to be more self-aware and have raised self-esteem.	Work with Ankermoor Angels to aid well-being of children.	Children to be given skills to help with development of self. This will aid academic ability.	Targeted intervention sheet completed and then children monitored in class setting.	Family Support Worker sessions £4,108	Completion of targeted intervention sheet on a half termly basis.
iii. Other approaches					



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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?
Children to have richer opportunities in school.	Rock Steady Music for children.	Provide opportunities for children to be involved in other curriculum opportunities.	Pupil Voice from children; Feedback from Parents and Rock Steady Lead.	C.W £375	Termly end point of activity.
Providing breakfast for all learners.	Magic Bagels for all children.	Children targeted with a nutritious breakfast to aid start of day routine.	Parent, teacher and pupil feedback. Rise in outcomes.	S.R Initially £1000	Feedback at the end of term.
All parents aiding children's academic needs.	Workshops to upskill all parents.	Enable parents with the skills to aid children's understanding.	Parent feedback forms; opportunities for home learning.	SLT £1000	Review of feedback from each workshop.
Staff more aware of the needs of children.	PPMs to check outcomes and hold staff to account.	Make staff more aware of children's needs with respect of data outcomes.	PPM document filled out and reviewed. Reflection on specific chn.	S.R £500	Each step of assessment (now 3)
Make sure learners can access all opportunities	Funded Trips to aid learners.	Real life opportunities aid understanding and enrich children's lives.	Greater representation of children on trips. Feedback from children.	S.R £1500	Feedback taken from WOW trips / outward bounds trips.
Targeting children to provide rich opportunities for learning.	X-curricular opportunities for the most vulnerable.	Children to experience the wider curriculum therefore rich opportunities for all to enjoy.	Greater representation of children at clubs. Feedback to be taken from children.	All Staff £400	Attendance at clubs reviewed at the end of each term.
Improved attendance, less persistent absences, improved parent partnership.	Family support worker to meet regularly with parents on cusp of poor attendance.	Family support will ensure that trends in attendance will continue to rise / meet parents to address any needs.	Attendance monitoring including vulnerable groupings. Letters sent to parents.	Family Support Worker ½ day £2076	Each half term attendance reviewed.
Total budgeted cost					38,163



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Pupil Premium Evaluation of 2019-20 Spend



35 children on roll at Ankermoor where allocated Pupil Premium Funding (E6 and FSM). This constituted 24% of the total school's population. This is an increase of 1% based upon figures from 2018-19.

Quality teaching for all and targeted support:

Year 2:

Based upon outcomes in year 2, children's value added for reading and maths surpassed those expectations of non-FSM6 children. Of the 6 children who were identified as FSM6, the data set was as follows (*see FFT*):

Group	Numbers	%R,W,M ARE	%R.W,M +	%Reading ARE	%Writing ARE	%Maths ARE
Not FSM6/PP	10	60%	10%	70%	70%	70%
FSM6 / PP	7	71%	14%	86%	71%	86%

- Attainment shows that FSM6 children had a higher of children at ARE against their peers therefore showing a real focus on vulnerable children.
- Maths quality 1st teaching and intervention focus has had impact on learners as 6/7 children who are Pupil Premium reached ARE.
- Reading systems and processes are now embedded which has had impact on learners as 6/7 children who are Pupil Premium reached ARE.

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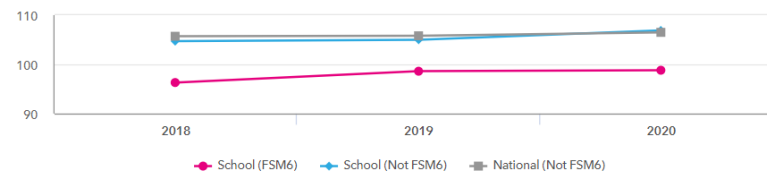
- Intervention opportunities and use of provision maps have enabled consistency and tracking year on year enabling gaps to be closed to aid children's learning. This has been driven by the teaching assistant to raise children's academic ability with specific follow up and targeted interventions to aid progress. These have then been logged in the provision mapping folders for each PP child (*see folder of evidence*).

Year 6:

Children who were Pupil Premium found the period of Lockdown difficult due to not being in education. However, there were areas of positivity to focus on.

KS2 attainment for disadvantaged pupils 2020

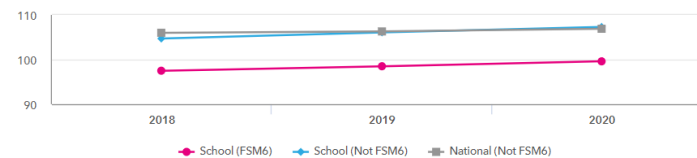
Average Scaled Score (Re, Ma) ✓



- The averaged scaled score for reading and maths has increased year on year (96.3: 2018 ; 98.8: 2020)

KS2 attainment for disadvantaged pupils 2020

Average Scaled Score (Re, GPS, Ma) ✓



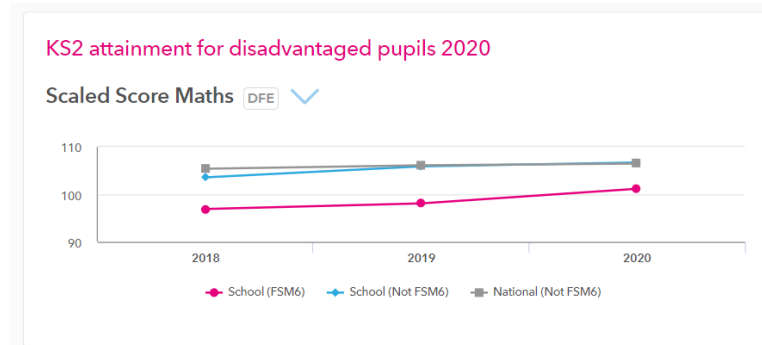
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- The averaged scaled score for reading, maths and GPS has increased year on year 97.5: 2018; 99.6: 2020



- The gap for mathematics scaled score has continued to narrow year on year therefore teaching is having an impact on standards.
- Intervention opportunities and use of provision maps have enabled consistency and tracking year on year, enabling gaps to be closed to aid children's learning. This has been driven by the teaching assistant to raise children's academic ability with specific follow up and targeted interventions to aid progress thus impacting attainment. These have then been logged in the provision mapping folders for each PP child (*see folder of evidence*)

Target approaches cont... Raising self-esteem

Tailored interventions for the most vulnerable children have continued especially after lockdown which has meant key aspects of need can be focused upon. Ankermoor Angels (a well-being and self-esteem group) -

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offered within school time - has meant children are more confident when learning (**see intervention notes and FSW notes kept on file**). The embedding of the Hope Project has meant that 1-1 interventions continued to be closely monitored to gauge progress made using CORs (**see Hope feedback**).

Other approaches

Desired outcome	Chosen action/approach	Impact															
Children to have richer opportunities in school.	Rock Steady Music for children.	Until lockdown, 1 child was having a paid provision for access to Rock Steady music. This child also had access to Well-being support post lockdown.															
Providing breakfast for all learners.	Magic Bagels for all children.	30% of Pupil Premium children were accessing a breakfast offer until lockdown March 2020 – this was an increase of 3% on the previous year.															
All parents aiding children’s academic needs.	Workshops to upskill all parents.	<p>Parents have been communicated on essential needs during lockdown linked to academic and social aspects of need. There has been an extremely positive response from parents response from parents linked to this.</p> <div style="float: right;"> <p>Family leadership</p> <table border="1"> <tr> <td>Family leadership</td> <td style="background-color: #90EE90;">79%</td> <td style="background-color: #90EE90;">+12%</td> </tr> </table> <p>This topic is the second highest of all three surveys and is considerably above other UK primaries.</p> <p>How families perceive school leadership and communication about the special circumstances is a strength of the school. All of the questions are considerably above the benchmark. Families are particularly satisfied with the communication with the school, therefore understanding which practices enabled this would help retaining this strength. Additionally we advise sharing these practices with other schools of the group to spread effective methods across the trust. The lowest scoring question about involvement of families in shaping school’s response, is an outlier. But it still is way above other UK primaries.</p> <table border="1"> <tr> <td>How clear has the communication from the school been this term?</td> <td style="background-color: #90EE90;">91%</td> <td style="background-color: #90EE90;">+15%</td> </tr> <tr> <td>How easy or difficult has it been to contact the school if needed?</td> <td style="background-color: #90EE90;">91%</td> <td style="background-color: #90EE90;">+11%</td> </tr> <tr> <td>How clear to you are the decisions made by the school management in response to Covid-19 disruption?</td> <td style="background-color: #90EE90;">88%</td> <td style="background-color: #90EE90;">+7%</td> </tr> <tr> <td>How easy or difficult has it been to discuss your child’s learning progress with the school if needed?</td> <td style="background-color: #90EE90;">81%</td> <td style="background-color: #90EE90;">+16%</td> </tr> </table> </div>	Family leadership	79%	+12%	How clear has the communication from the school been this term?	91%	+15%	How easy or difficult has it been to contact the school if needed?	91%	+11%	How clear to you are the decisions made by the school management in response to Covid-19 disruption?	88%	+7%	How easy or difficult has it been to discuss your child’s learning progress with the school if needed?	81%	+16%
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Staff more aware of the needs of children.	PPMs to check outcomes and hold staff to account.	Staff continue to complete PPMs with the headteacher and deputy, who now leads on assessment. This has ensured there is a clear targeted focus on those that are vulnerable.
Make sure learners can access all opportunities	Funded Trips to aid learners.	None took place due to impact of Covid 19.
Targeting children to provide rich opportunities for learning.	X-curricular opportunities for the most vulnerable.	After school clubs led by Elite Sports enabled children to access sports and games. Focused clubs were provided to those who were PP. This was focused on KS2 with 5 PP children accessing dodgeball on a Friday.
Improved attendance, less persistent absences, improved parent partnership.	Family support worker to meet regularly with parents on cusp of poor attendance.	Attendance figures for Pupil Premium children show that through close tracking; documentation of attendance; Input from the Family support worker (Parental meetings, 1-1s), letters sent home to share attendance, celebrations, hall display board and class displays that attendance figures are increasing for this group (see attendance monitoring spread and FSW meeting logs): PP Attendance 17-18: 95% PP Attendance 18-19: 95.6% PP Attendance 19-20: