

Pupil premium strategy statement 2021-2025 Ankermoor Primary Academy 2022/23

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	139
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2025 2022/23
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	H.Holgate Headteacher
Pupil premium lead	C.Keay Interim Headteacher
Governor / Trustee lead	J.Kirkham Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,015
Recovery premium funding allocation this academic year	£5, 655.
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£59,685

Part A: Pupil premium strategy plan

Statement of intent

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 \(d2tic4wvo1iusb.cloudfront.net\)](https://www.educationendowmentfoundation.org.uk/publications/pupil-premium-guide) 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

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. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

- 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.
- We want our pupils to possess the necessary skills, knowledge and values to enable them to achieve regardless of their backgrounds.

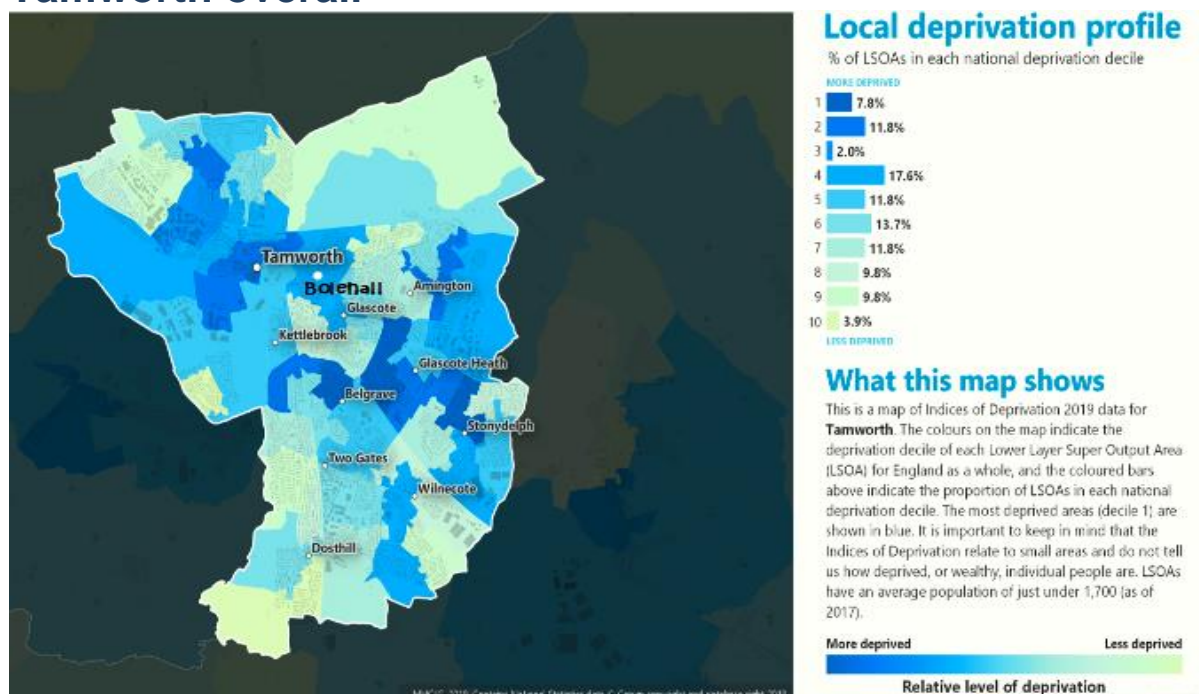
- We know our children, in receipt of Pupil Premium, encounter barriers daily and it is up to us, as a school, to provide the necessary care and support to overcome these.
- We aim to provide our children with the best possible learning experiences and ones that ensure the children enjoy every aspect of school life.

Demographic and Context

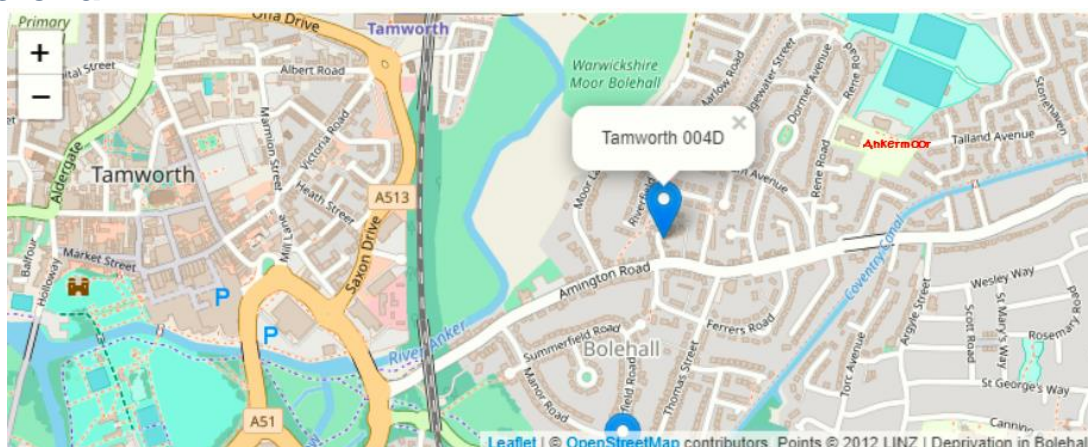
Ankermoor Primary Academy is a community school located in Tamworth, Staffordshire. We are a 1 form entry school, having single year classes.

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.

Tamworth overall



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	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.

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
Improved vocabulary, oracy, comprehension and word reading skills.	<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 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.
Improved progress of children with SEND.	<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.
To achieve and sustain improved well-being for all pupils in school, particularly those that are disadvantaged.	<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.

	<ul style="list-style-type: none"> * 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.
Improved attainment and progress for disadvantaged children in Reading, writing and mathematics	<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. (July 2022 gaps at KS2 were as follows reading 11%, writing 11% gap and mathematics 11% gap. School target is 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 and 4% or lower by July 2024.
Improved community engagement.	<ul style="list-style-type: none"> * 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. * 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. * Parent/carer questionnaires will be returned by the majority of parents, especially those of PP and children with SEND. * Family support officer 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.
To achieve and sustain improved attendance for all pupils in school, particularly those that are disadvantaged.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> * 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.

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: £ 14,685

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_Mainstream_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_Mainstream_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 Thrus purchased per staff member £12 per book x 12 =£144</p> <p>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: £ 29,330

Activity	Evidence that supports this approach	Challenge number addressed
Specific EAL support for new to country pupils	<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>	1,3 & 4
<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>	1.2.4
<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>	1.2.4.6
<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>	1.2.4.6
<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>	1.2.4.5

<p>The reading champion started their position in 2021/22 and to continue in 2022/23</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 10,000

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>	4
<p>Morning breakfast available to all pupils.</p> <p>All pupils come into the hall in the morning to read and are offered a choice of fresh fruit and vegetables or wholemeal toast. 8.40-8.50am</p>	<p>Pupil well being is prioritised.</p> <p>The impact of breakfast on learning in children - Family Action (family-action.org.uk)</p> <p>EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>EEF Blog: Five-a-day - achieving effective learning behaviours... EEF (educationendowmentfoundation.org.uk)</p>	3.5.6
<p>Child leaders (play leaders, lunchtime ambassadors, school council, attendance, wellbeing ambassadors, house captains, maths champions and reading champions etc) to be set up and to include a range of groups within the school. This will help to encourage children from all backgrounds and all needs to be actively involved in areas of change and growth within the</p>	<p>Children gain a sense of responsibility and success.</p> <p>Improving behaviour in schools (d2tic4wvo1iusb.cloudfront.net)</p> <p>The Importance Of Giving Children A Voice - Early Years Careers</p> <p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p>	1.2.3.4.5.6

<p>school. Careful monitoring to ensure that disadvantaged learners are included and remain in leadership roles.</p>	<p>Why student voice is so important in learning Tes Magazine</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=1669223956</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>
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Total budgeted cost: £ 54,015

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

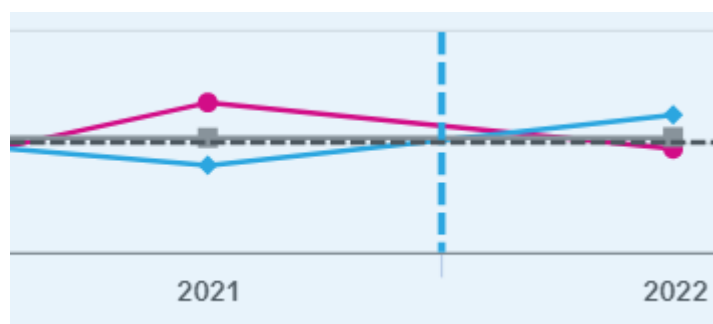
DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

Below is a comparison of pupil premium and non-pupil premium children at Anker Moor for the KS2 SATS tests 2021/22. Overall our results were good, we have seen that there is still a significant gap for disadvantaged children.

Nationally, the attainment gap between disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic and demonstrates the additional impact of COVID-19 on disadvantaged pupils. It is imperative, therefore, that we continue to focus support for our vulnerable and disadvantaged groups of children.

KS2 progress for disadvantaged pupils 2022

Scaled Score Reading



Blue – non-pp at Anker Moor

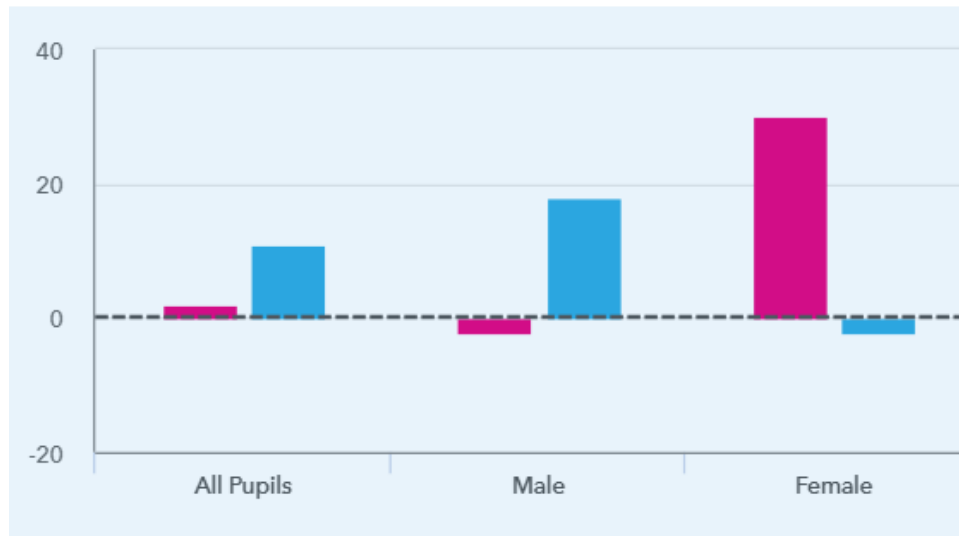
Pink – PP at Anker Moor

Grey – National non-pp

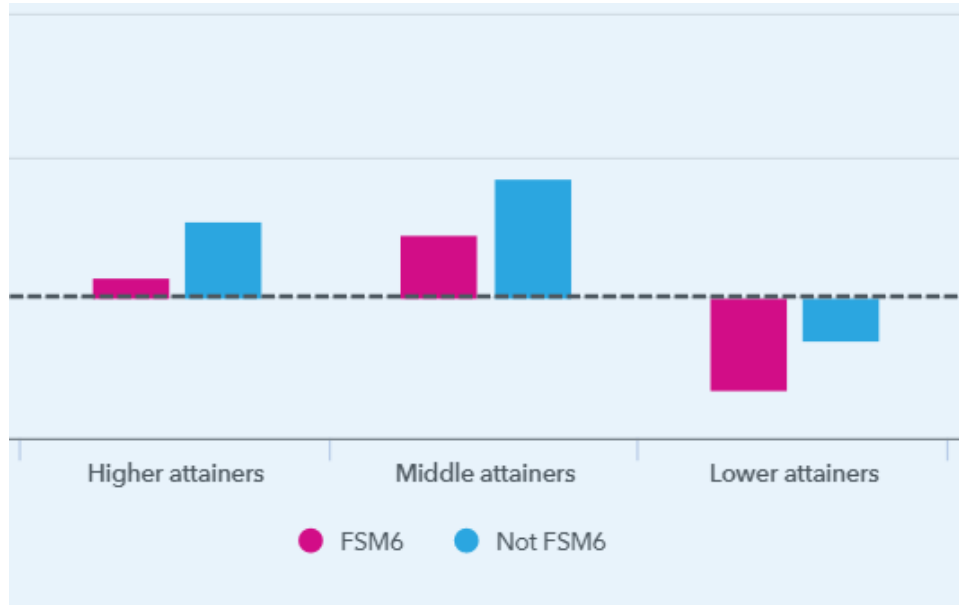
In 2021/22 our Reading champion worked with groups of pupil premium children to ensure that their comprehension and phonics skills were built upon. This has clearly had an impact as progress for reading in pupil premium children at Anker Moor is close to the national progress made for non-pupil premium children. There is a large gap between non-pupil premium children and pupil premium children at Anker Moor and we will work with our reading champion to ensure that this intervention is purposeful, helpful and enables those targeted to flourish.

Progress gap – KS2 Combined scores 2021/22

% Expected standard+ (Re, Wr, Ma)



In 2021/22 girls who were eligible for Pupil Premium outperformed their peers – this was a small cohort and as such should not be create judgement across the whole school. Over the coming years we will ensure that both boys and girls are given the same opportunities to ensure that all pupil premium children achieve expected standard+ in combined reading, writing and mathematics. Pupil progress meetings will ensure that PP learners are targeted with rigour and actions followed up to analyse impact/next steps required.



Bridging the gap across all areas in KS2 is important, we are focussing on quality first teaching in order to achieve this. Over the coming years we are investing in high quality CPD for our teachers and teaching assistants to ensure that all children make good or better progress (including the introduction of incremental coaching for all staff from January 2023).



This data shows the gap between disadvantaged children with SEND and those without SEND is still high – we will be focussing on support strategies for children with SEND who are also pupil premium to ensure that they are able to make good or better progress alongside their peers. 2022-25 there will be a strong focus on strategies to support children with SEND to make strong progress in all areas of school.

Attendance 2021/22 was 92.4% for all pupils. Disadvantaged children were 91.1% compared with 93.0% for non-disadvantaged children. Although our attendance for disadvantaged children was +0.6% higher than the average for disadvantaged children according to FFT, we are still focussed on improving this to ensure that all children attend school as much as possible. Persistent absentees were at 28% in 2021/22. We recognise that this will, in part, be a consequence of the Covid-19 pandemic.

Wellbeing has been tracked through half termly questionnaires to our children in all classes. The children are asked a range of questions and these are rag rated to identify their needs. Children who are 'amber' are provided with some extra support through check-ins both with their class teacher and with our mental health team. If a child's answers are rated as 'red' then they are given 1:2:1 bespoke sessions through HOPE. This year we have been recognised with a Bronze award for 'Mental Health and Wellbeing Promotion in Learning Settings' by 'Image Inclusion'. This recognises the work we have started with the children in our school to promote their wellbeing. The full Mental Health action plan and evaluation for 2021-22 can be accessed using the following link. [Mental Health Subject leadership Action planning document 2021-22 5 tsep action plan .docx](#)

[Word | Microsoft Teams](#) - Ankermoor pupil premium plan 2021/22 (to 2025)

Externally provided programmes

Programme	Provider

Further information

We used the [EEF's implementation guidance](#) to help us develop our strategy, 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.

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:

- [DfE grant to train a senior mental health lead](#). The training we have selected has focussed on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Our Senior Mental Health Lead has empowered 4 members of staff to complete a Level 2 qualification in Mental Health at schools in 2021-2023. These members of staff will lead the way to ensure that we develop our understanding of pupils' needs.
- Assistant SENCo specialising in KS1 and EYFS – EYFS SENDco training to be completed 2023/4
- Creation of Forest School SEND interventions to support children with SEND to build confidence and communication skills and allow them to better access classroom learning.
- Use of whole Trust policy with regards to attendance to ensure that there is strong training for attendance leads and that there is consistency in approach within Anker Moor Primary Academy but also across our Trust of local schools.