

Pupil premium strategy statement – Anchorsholme Academy

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	617
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-25
Date this statement was published	16 th December 2022
Date on which it will be reviewed	1 st December 2023
Statement authorised by	Graeme Dow Headteacher
Pupil premium lead	Caroline Lang Assistant Headteacher
Governor / Trustee lead	Ian Clare

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£156, 600.00
Recovery premium funding allocation this academic year	£ 17, 010.00 (including 40% school contribution)
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
Total budget for this academic year	£ 173, 610.00

Part A: Pupil premium strategy plan

Statement of intent

At Anchorsholme Academy, our intention is for all pupils to be confident, collaborative, creative and communicative learners. We have high aspirations for our pupils irrespective of background and we target our Pupil Premium Funding in order to ensure that our disadvantaged pupils receive the highest quality of education possible.

Our objective is to support pupils' social, academic and cultural growth through high quality teaching and targeted support which meets the specific needs of disadvantaged pupils. We recognise that disadvantaged pupils can face a wide range of social, economic and emotional barriers which can affect their well-being and academic progress. Our Pupil Premium Funding supports us in meeting the needs of other vulnerable pupils whether disadvantaged or not.

Our approach to developing a curriculum based on the needs of all our pupils has high quality teaching at its heart. We recognise that investing in CPD for staff and focusing on areas in which disadvantaged pupils require the greatest support will help to close the attainment gap whilst improving outcomes for all pupils including high attainers.

Our strategy is also integral to wider school plans for education recovery providing support through 1-1 and small group tutoring for pupils whose education has been worse affected, including non-disadvantaged pupils.

Use of Pupil Premium Funding is informed by robust assessment data but is also responsive to the ongoing and new challenges which face our pupils. To ensure that our approaches are effective we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition, peer tutoring
- Target funding to ensure that all pupils have access to trips, residential and first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the

class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults

Challenges

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

Challenge number	Detail of challenge
1	Observations, formative and summative assessment data including end of key stage assessments demonstrate that the attainment of disadvantaged pupils is below national averages at the end of KS1 and KS2
2	Assessment data demonstrates that not enough of our prior high attaining pupils meet GDS in Reading, Writing and Maths
3	Observations and assessment data demonstrate that reading fluency is an academic barrier for many pupils including those who are disadvantaged and impacts on their reading for pleasure
4	SEND data demonstrates that a number of pupils (several disadvantaged) in FS and KS1 require access to speech and language support
5	Many of our disadvantaged pupils do not have an opportunity to build cultural capital outside of school. This challenge particularly affects disadvantaged pupils and impacts on their attainment.
6	Attendance for some of our disadvantaged pupils makes them at risk of persistent absence. This has an impact on their academic outcomes
7	Several of our disadvantaged pupils are impacted by mental health and well-being needs which require school-based Early Help to support individuals and their families

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 attainment in reading, writing and maths among disadvantaged pupils Outcomes improve year on year	Assessment outcomes show that the number of disadvantaged pupils meeting age related expectations is at least in line with non-disadvantaged pupils and in line with national averages at the end of key stage

Improved outcomes year on year at GDS for reading, writing and maths	Pupils achieving GDS in Reading, Writing and Maths are at least in line with national outcomes and end of key stage and reflect prior attainment
Improved reading fluency enables pupils to access learning without barriers	Reading fluency rates for pupils are in line with norms and pupils are more able to access academic reading materials
Disadvantaged pupils with speech and language needs in FS and KS1 meet Early Intervention targets	Disadvantaged pupils accessing speech and language interventions make significant progress towards their EI targets and in some cases are able to be discharged from NHS SALT
Broaden pupils' cultural capital	Pupils have a knowledge and experience base on which to draw in order to access new vocabulary and learning. Pupils are able to make connections on which they can build new knowledge
Improve attendance rates for pupils including those disadvantaged at risk of persistent absence	The attendance of disadvantaged pupils is sustained at a minimum of 95% from FS to Y6
Early identification of SEMH needs	Pupils are more equipped to engage with learning due to increased resilience and self-regulation, improved attendance & academic outcomes. Referrals to external agencies are reduced

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: £ 75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain a clear structure of CPD and triangulation regarding standards of teaching and learning in writing	Writing standards can be effectively monitored by triangulating evidence of standards gathered from observations of teaching and learning, moderation of pupils' writing and analysis of assessment data	1, 2

Enhancement of our writing teaching and curriculum planning in line with DFE and EEF guidance	<p>Pupils' writing can be improved by teaching them to successfully plan and monitor their writing. Producing quality writing is a process not a single event. Teaching a number of different strategies is likely to help, depending on the current skills of the writer.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	1, 2
Invest in CPD for teaching assistants in order to support teaching and learning and deliver structured interventions effectively	<p>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants</p>	1, 2, 3, 4, 7
Invest in CPD to develop understanding of teaching strategies to build reading fluency	<p>Fluent reading supports reading comprehension. When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending the text</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	1, 2, 3, 4
Teaching pupils to think about their learning is embedded in daily teaching and learning	<p>Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/metacognition/EEF_Metacognition_and_self-regulated_learning.pdf?v=1669324863</p>	1, 2, 3
Assessment lead alongside year group leaders make effective use of assessment data to identify and challenge under-performance	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to ensure that they receive the correct additional support through intervention or teacher instruction</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3
Explicit teaching of social and emotional learning	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1669896815</p>	1, 2, 3, 7

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

Budgeted cost: £ 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide learning support assistants to deliver structured interventions to meet academic needs of pupils	<p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions&utm_medium=search&utm_campaign=site_search&search_term=teaching%20assis</p>	1, 2, 3, 4
Provide 1-1 and small group tuition from qualified teachers for the lowest 20% in reading, writing and maths	<p>Tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition?utm_source=/education-evidence/teaching-learning-toolkit/one-to-one-tuition&utm_medium=search&utm_campaign=site_search&search_term=tuition</p>	1, 3
Additional phonics and reading sessions targeted at disadvantaged pupils that require further support	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies?utm_source=/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies&utm_medium=search&utm_campaign=site_search&search_term=reading</p>	1, 3, 4
Provide speech and language intervention for SEND pupils many of whom are also disadvantaged	<p>Pupils with speech and language difficulties will demonstrate improved oral language skills which will in turn improve academic attainment through increased opportunity for discussion and oral sentence composition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	4
Explicit pre-teaching of vocabulary for pupils with low	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p>	1, 3, 4, 5

spoken language skills	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	
Provide a range of structured academic intervention programmes to meet individual and group needs	<p>Tutoring with Lightning Squad FFT Tutoring with the Lightning Squad is a reading tutoring programme where pupils work in small groups with a tutor to improve their reading skills. The tutoring activities are designed and structured to improve reading skills, fluency, comprehension, spelling and phonics.</p> <p>Colourful Semantics Colourful Semantics is an approach created by Alison Bryan, a Speech and Language Therapist based in the UK. It is a method of teaching children how to understand and build sentences. It is aimed at helping children to develop their grammar, but it is rooted in the meaning of words (semantics)</p> <p>Reciprocal Reading Reciprocal reading is a structured approach to teaching strategies (questioning, clarifying, summarising and predicting) that students can use to improve their reading comprehension</p> <p>Toe by Toe Toe By Toe supports any child or adult who has difficulty in decoding (reading unfamiliar words confidently and accurately) or reading fluently (reading without pausing or hesitating when confronted by an unfamiliar word)</p> <p>Plus 1, Power of 2 The Plus 1 book teaches all the building blocks of numbers, and begins to develop skills with mental calculations. Power of 2 is essentially about putting in place the building blocks of number and developing skills with mental calculations.</p> <p>IDL IDL Literacy is proven to increase reading and spelling ages in both primary and secondary school learners</p>	1, 2, 3, 4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide wider opportunities for disadvantaged and vulnerable pupils in order to support language and communication and	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills	4, 5, 6, 7

positively impact on pupils' SEMH	are linked with poorer mental health and lower academic attainment.	
Provide additional pastoral support for pupils with SEMH needs	The Government's Green Paper, Transforming Children and Young People's Mental Health Provision recognises the vital role that schools, and colleges play in identifying mental health needs at an early stage, referring young people to specialist support, and working jointly with others to support young people experiencing problems.	7
Provide counselling sessions for identified pupils	Providing access to counselling meets specific SEMH needs of disadvantaged pupils and improves their well-being which in turn promotes academic engagement and attainment	7
Subsidise trips and visits costs for disadvantaged pupils	Disadvantaged pupils may not have access to the same level of social and cultural experiences of their non-disadvantaged peers	5, 7
Subsidise music tuition and access to YCT tests for disadvantaged pupils	Disadvantaged pupils may not have access to the same level of social and cultural experiences of their non-disadvantaged peers	5, 7
Provide early intervention for pupils at risk of persistent absence	School based early Help interventions and support for families to identify and tackle the problems leading to poor attendance	6
Contingency fund for acute issues	Experience has identified that we have a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified	All

Total budgeted cost: £ 175, 000.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment for EYFS disadvantaged pupils in the academic year 2021-22 has been drawn from teacher assessments against the 12 ELGs identifying pupils that have reached a 'Good level of Development' - GLD

Trends for disadvantaged pupils 2021-22

- On entry to EYFS, disadvantaged pupils achieved lower than their non-disadvantaged peers
- By the end of EYFS, disadvantaged pupils achieving GLD is 10% lower than their non-disadvantaged. However, from baseline to end of EYFS, the gap has decreased from 20% and in both cases is above the national average of 65.2%

	Baseline GLD	End EYFS GLD
Cohort (90)	19%	80%
Disadvantaged (7)	0%	71%
Non-disadvantaged (83)	20%	81%

The introduction of the FFT (Fischer Family Trust) Reading Assessment programme has facilitated half termly assessments in core reading skills (phonemic awareness, decoding, common exception words, fluency and comprehension) This assessment has been used in EYFS and KS1 and also for some SEND pupils in KS2. Whilst this is not yet able to provide standardised assessment data, this will be introduced following a national sample in 2022-23 allowing for an additional level of pupil tracking. This assessment has identified that oral reading fluency is an area of challenge for many of our pupils and this has been responded to in our Pupil Premium statement for 2022 onwards.

In Year 1, outcomes for disadvantaged pupils taking the Phonics screening Check have been analysed against outcomes for non-disadvantaged peers. This data demonstrates that disadvantaged pupils do not achieve as well as their non-disadvantaged peers. An updated phonics programme and increased structured interventions to address this gap have been reflected in the 2022 statement.

Year 1 Phonics Screening check 2022	
Cohort (81)	84%
Disadvantaged (15)	69%
Non-disadvantaged (66)	87%

Attainment in reading and maths has been measured half-terminly through standardised assessments (STAR Reader & STAR Maths) The outcomes of these assessments has also supported identification of learning gaps to inform interventions and tuition sessions. Writing attainment judgements have been informed by ongoing teacher assessment against year group milestones. Analysis of this data has informed the 2022 strategy statement and also staffing/ class allocations for the 2022-23 academic year

At Expected or above 2021-22	Reading		Writing		Maths	
	Dis	Non-dis	Dis	Non-dis	Dis	Non-dis
Year 1	76%	79%	70%	81%	70%	81%
Year 2	57%	71%	43%	49%	47%	63%
Year 3	52%	68%	30%	52%	48%	60%
Year 4	63%	61%	23%	24%	50%	74%
Year 5	74%	81%	22%	46%	69%	79%
Year 6	92%	87%	67%	49%	92%	86%

At the end of KS1, outcomes for disadvantaged pupils at expected standard are below those of their non-disadvantaged peers with the attainment gap being most notable in maths

YEAR 2 KS1 SATs RESULTS 2022					
AT NATIONAL	Reading	Writing	Maths		RWM Combined
Cohort (90)	72%	49%	58%		46%
Boys (45)	64%	33%	53%		33%
Girls (45)	80%	64%	62%		58%
Disadvantaged (19)	63%	42%	47%		37%
Non Disadvantaged	75%	51%	61%		48%
SEN (11)	27%	0%	27%		0%
Non SEN	78%	56%	62%		52%
National 2019	75%	69%	76%		65%
ABOVE NATIONAL 2022	12%	2%	6%		2%
Above National 2019	25%	15%	22%		11%

Outcomes for disadvantaged pupils at the end of KS2 are above those of their non-disadvantaged peers in all areas except GPS.

End of Key Stage SATs outcomes for KS1 and KS2 have been analysed internally and used to inform the Pupil premium strategy for 2022 onwards.

Teaching 2021-22

- Funding has enabled writing subject leaders to monitor standards in writing with increased rigour. This has resulted in the introduction of a structured writing cycle to address standards in this subject and also an opportunity to deliver in-house CPD to teaching and support staff enabling the writing cycle to be taught and supported effectively
- A love of language is embedded in our school ethos with new vocabulary being introduced and reinforced in all subjects- teaching methods used in Success For All are replicated when introducing new vocabulary across the curriculum
- Accelerated Reader continues to impact positively on KS2 pupils' engagement with reading. Supplementary reading materials have been added to school stock to address gaps and a whole school 'reading spine' demonstrates how texts are used to develop pupils' reading and language skills. Analysis of Accelerated Reader data identifies that a focus on celebrating pupils that achieve above the benchmark in quizzes may support our journey to improving reading outcomes further.
- Additional support staff have been trained in delivering Tutoring with Lightning Squad to address low attainment in phonics and reading. This will continue into 2022 and beyond

Targeted Academic Support 2021-22

- NELI resources which were purchased to supplement those funded enabled the programme to continue into Year 1 for those pupils that had been targeted for support in EYFS. Assessment for this group of pupils demonstrated progress in their oral language and comprehension with one pupil going from being non-verbal to being a regular contributor to paired and group discussions
- Speech and language interventions were delivered to over 30 pupils. Support staff were able to access additional training in the use of Communication in print from a private SALT funded by pupil premium and additional training in supporting EAL pupils. CPD sessions were also provided by the inclusion team
- A full-time member of staff was employed in order to facilitate delivery of the NTP. In some cases, this was direct NTP input and in others was to release the class teacher in order for them to deliver as part of the NTP 1-1 or in small groups.
- Recruitment and retention of support staff enabled us to provide additional academic and pastoral support for several pupils as part of school-based early help. Many of these are disadvantaged pupils.
- Funding ensured that every class had access to a learning support assistant for core subjects and to facilitate delivery of interventions
- Support staff have been upskilled in delivering phonics, reading and maths interventions through additional training in specific intervention programmes and support from subject leaders.

- Additional funding purchased Spelling Shed in order to provide a consistent and progressive spelling scheme which improved pupil engagement in learning of spelling patterns and strategies

Wider strategies 2021-22

- Subsidised residential visits were funded for Y5 and Y6 enabling 23 disadvantaged pupils to access the opportunities and experiences provided by an outward bounds centre and a city visit
- Disadvantaged pupils are prioritised for access to extra-curricular clubs where clubs are over-subscribed
- All pupils have been able to access a range of 'Funky Friday' activities and learning opportunities linked to future career aspirations. This will continue into 2022 and beyond with the addition of core life skills education sessions.
- Funding enabled 7 pupils to access courses of counselling sessions in response to their SEMH needs
- Funding addressed acute needs for several families by the providing school shoes and items of uniform.
- After-school club places were funded in order to support a family in acute need
- Disadvantaged pupils were prioritised for local Christmas toy donations
- Access to music tuition was funded for disadvantaged pupils in KS2
- YCT tests for Mandarin were funded for disadvantaged pupils in UKS2

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
Success For All Phonics	Fischer Family Trust (FFT)
FFT Reading Assessment programme	Fischer Family Trust
Tutoring with Lightning Squad	Fischer family Trust
Accelerated Reader	Renaissance
STAR Reader/ STAR Maths	Renaissance
Spelling Shed	Education Shed

Service pupil premium funding (optional)

<i>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</i>
Service pupil premium was used to fund counselling sessions in the year 2021-22
The impact of that spending on service pupil premium eligible pupils
Pupils were able to discuss their emotions and develop strategies to cope with them. This improved resilience and their ability to cope with an absent parent.