

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	8 th December 2023
Date on which it will be reviewed	1 st December 2024
Statement authorised by	Graeme Dow Headteacher
Pupil premium lead	Caroline Lang Assistant Headteacher
Governor / Trustee lead	Lucy Breakwell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£168, 060
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£14,445 (including 50% school contribution)
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£182, 505

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, residentials 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: £ 80,000

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	Standards of teaching and learning can be effectively monitored by triangulating evidence gathered from observations of teaching and learning, moderation of pupils' work and analysis of assessment data	1, 2

reading, writing and maths		
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	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	1, 2, 3, 4, 7
Invest in CPD to develop understanding of teaching strategies to build oral and reading fluency	<p>Oral and reading fluency supports 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	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	1, 2, 3, 7

emotional learning	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1669896815	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 82,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide learning support assistants to deliver structured interventions to meet academic needs of pupils	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 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	1, 2, 3, 4
Provide 1-1 and small group tuition from qualified teachers for the lowest 20% in reading, writing and maths	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. 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	1, 3
Additional phonics and reading sessions targeted at disadvantaged pupils that require further support	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction 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	1, 3, 4
Provide speech and language intervention for SEND pupils many of whom are	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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	4

also disadvantaged		
Explicit pre-teaching of vocabulary and oral fluency for pupils with low spoken language skills	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1, 3, 4, 5
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- Communication in Print 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> <p>Clicker & Symwriter Clicker supports pupils in their writing, ensuring just the right level of support and challenge. In an effectiveness study, pupils were able to produce a much higher level of writing, doubling the amount of legible sentences in their work when using Clicker. Symwriter enables staff and pupils to generate symbol supported documents that are easily understood</p>	1, 2, 3, 4

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

Budgeted cost: £ 20,505

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 positively impact on pupils' SEMH	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 are linked with poorer mental health and lower academic attainment.	4, 5, 6, 7
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 Water Park Y5 x 18 pupils London Y6 x 10 pupils	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: £ 182, 505

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment for EYFS disadvantaged pupils in the academic year 2022-23 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 2022-23

- On entry to EYFS, disadvantaged pupils achieved lower than their non-disadvantaged peers

By the end of EYFS, disadvantaged pupils achieving GLD is significantly lower than their non-disadvantaged peers. Of the 4 disadvantaged pupils in EYFS, there are a significant number which are pupils with SEND which has resulted in outcomes for disadvantaged pupils being lower than the previous year. Support for these pupils is reflected in the 2023 statement

	Baseline GLD	End EYFS GLD
Cohort (88)	34%	82%
Disadvantaged (4)	0%	25%
Non-disadvantaged (84)	36%	85%

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. 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. However, the gap between disadvantaged and non-disadvantaged pupils decreased from 21-22. Updated TA training in teaching of phonics and delivery of phonics interventions has been reflected in the 2023 statement.

Year 1 Phonics Screening check 2023	
Cohort (90)	87%
Disadvantaged (7)	71%
Non-disadvantaged (83)	88%

Attainment in reading and maths has been measured half-terminly through standardised assessments (FFT RAP, 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 2023 strategy statement and also staffing/ class allocations for the 2023-24 academic year

At Expected or above 2022-23	Reading		Gap	Writing		Gap	Maths		Gap
	Dis	Non-dis		Dis	Non-dis		Dis	Non-dis	
Year 1	64%	84%	-20%	71%	81%	-10%	64%	81%	-17%
Year 2	63%	81%	- 18%	56%	78%	-22%	63%	78%	-15%
Year 3	76%	72%	+4%	62%	50%	+12%	67%	67%	0
Year 4	48%	79%	- 31%	28%	64%	-36%	52%	79%	-27%
Year 5	64%	86%	-18%	64%	71%	-8%	86%	82%	+4%
Year 6	87%	86%	+1%	61%	87%	-26%	83%	90%	-7%

Outcomes for disadvantaged pupils at the end of KS1 are below those of their non-disadvantaged peers in reading, writing and maths.

The biggest gaps in attainment occur in Year 4 who are still affected by the COVID closures and are a focus cohort for additional support in 2023-24. The positive impact of consistent tutoring and interventions can be seen in Y3 and this has informed strategies for 23-24.

Teaching 2022-23

- A structured CPD programme for writing has continued through the 2022-23 academic year. Increased rigour of moderation both internal and external has resulted in clear pupil target setting and identification of need. The impact of this has been end of key stage outcomes in writing above national at both KS1 and KS2 which has been a significant improvement on 2012-22 outcomes
- Pupil progress meetings that target writing and provide 1-1 coaching for pupils not on track has enabled pupils to make improvements to their writing. This success will be further developed in 2023
- CPD on effective fluency strategies has supported teaching and support staff in meeting needs of pupils. Fluency rates (as assessed by FFT RAP) have increased in all year

groups but a number of children's oral reading fluency remains below norms. This is reflected in the 2023 statement

- Investment in standardised assessments for reading and maths and FFT Aspire pupil tracking has enabled effective tracking of pupil progress and target setting. Regular pupil progress meetings with the assessment lead challenge under performance and support in identifying needs and targeting support
- 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. Staff training in target setting and use of ZPD will ensure pupils are appropriately challenged in their reading choices.

Targeted Academic Support 2022-23

- The impact of TA training to deliver Tutoring with Lightning Squad and Reciprocal Reading can be evidenced in Y3 by the positive progress of disadvantaged pupils in comparison to their disadvantaged peers. Whilst overall outcomes in his year group were low, disadvantaged pupils accessing these interventions made accelerated progress.
- Tutoring with Lightning Squad saw average improvements of between 8 and 10 months for reading age and between +17 and +22 word correct per minute with some pupils making over 12 months progress in reading age
- Reciprocal reading has been delivered from Year 2 to Year 6 and this has resulted in increased numbers of children meeting age related expectations for reading
- Speech and Language support has been given to in excess of 30 pupils as a result of external diagnosis
- 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.
- NTP support for Y1 focused on phonics intervention and reading fluency. This has ensured NTP pupils have made fantastic progress in both reading and writing. With regards to phonics, 62 pupils from the NTP cohort took their phonics check at the end of the year (Year 1 or Year 2 resit). Of these 62 pupils, 46 passed: a success percentage of 74% taken from the lower end of the whole year group population. 60% of the initial NTP cohort who were not meeting year-group reading expectations at the start of the year now are. Writing also shows huge improvement with a 69.4% reduction of children not meeting age-related expectations.
- In Year 3, NTP support in maths resulted in a 25% increase in pupils achieving age-related expectations from the NTP cohort
- In Year 4 there was a 27% decrease in the number of children not meeting age related expectations in Maths.
- In Year 6, 59% of the NTP cohort moved from working towards to working at expected level. Maths also saw 32.5% of the children involved in sessions improve their attainment outcome (mostly from working towards to now working at expectation).
- Additional TA support has been required for a number of pupils with SEMH needs. This has included the provision of sensory circuits, walk and talk and in class support. This

has placed demands on particular year groups which has been reflected in the appointment of a full-time learning mentor

- 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

Wider strategies 2022-23

- Disadvantaged pupils were prioritised for wider opportunities through extra-curricular clubs
- Additional pastoral support was given to 12 pupils enabling them to engage in learning by meeting SEMH needs which were a barrier. This has included nurture groups, 1-1 support and academic support
- Counselling sessions were funded for 4 children who were unable to access support via alternative channels this supported them through bereavement and loss enabling them to continue to attend and engage positively with school.
- Residential trip subsidies supported 6 disadvantaged pupils in attending the Y5 Water Park and 10 in attending the Y6 London trip
- 7 disadvantaged pupils were able to access funded music tuition
- 3 disadvantaged pupils were able to access the YCT Mandarin tests through funded examinations
- School based early help interventions funded a breakfast club place in order to support a family in acute need and prevent further reduction in attendance

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
FFT Reading Assessment programme	Fischer Family Trust
Tutoring with Lightning Squad	Fischer family Trust
Accelerated Reader	Renaissance
STAR Reader/ STAR Maths	Renaissance

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>
Pupil premium service funding was used to subsidise residential visit costs and also to provide SEMH support through pastoral work
The impact of that spending on service pupil premium eligible pupils
This funding promoted independence and resilience for our service children