

Pupil premium strategy statement – Anchorsholme Academy 2020-2021

1. Summary information					
School	Anchorsholme Academy				
Academic Year	2020-21	Total PP budget	£135,000 + £5000	Date of most recent PP Review	November 2020
Total number of pupils	607	Number of pupils eligible for PP	100	Date for next internal review of this strategy	April 2021

Current attainment (based on end KS2 outcomes 2020) NO NATIONAL DATA AVAILABLE DUE TO COVID-19 SCHOOL CLOSURES			
<i>Anchorsholme Academy figures for pupils eligible for PP</i>		<i>National averages for non PP pupils</i>	
% achieving EXS + in reading, writing and maths		% achieving EXS + in reading, writing and maths	
% achieving EXS + in reading		% achieving EXS + in reading	
% achieving EXS + in writing		% achieving EXS + in writing	
% achieving EXS + in maths		% achieving EXS + in maths	
Progress measure in reading		Progress measure in reading	
Progress measure in writing		Progress measure in writing	
Progress measure in maths		Progress measure in maths	

2. 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.	FSM pupils are in the lower performing groups for attainment in writing and maths
B.	Not enough pupils eligible for PP reach the expected standard in writing (wider impact on combined figure for R,W,M)
C.	Not enough PP eligible pupils in the middle attainment DFE prior attainment group reach the expected standard in writing
D.	Insufficient opportunities to write across the curriculum

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
A.	Access to resources such as reading material, libraries and cultural/ social life experiences
B.	Low aspirations- family history, role models, lack of knowledge of education/ career paths
C.	Parental engagement with the learning process- reading, homework, spellings, attendance at Meet the Teacher & Parents' Evenings
D.	Pupils with social and emotional barriers struggle to engage with learning and lack resilience

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To provide PP children with the cultural capital to access learning opportunities across the curriculum and improve aspirations	Pupils eligible for PP have a broad range of experiences both socially and academically which they are able to draw on in order to access the curriculum effectively
B.	To improve outcomes for pupils eligible for PP in writing and maths	Attainment and progress of pupils eligible for PP is at least in line with national averages and the gap narrowed between PP and non PP pupils
C.	To increase parental engagement in the learning process	Parents are well informed about their child's progress and are able to support the learning process effectively leading to improved progress and outcomes
D.	To meet the social and emotional needs of pupils eligible for PP	Pupils eligible for PP demonstrate the confidence and resilience needed to deal with personal and academic challenges

4. Planned expenditure

Academic year 2020-21

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 outcomes	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?
To use structured and focused CPD to ensure consistent quality first teaching leading to improved outcomes and progress for all	Facilitate focused CPD opportunities for all staff including support staff, led by SLT, middle leaders and identified experts	July 2016 DfE Standards for teachers' professional development state that: Professional development must be prioritised by school leadership	Phase leaders and English subject team to monitor the quality of the teaching of reading and writing through planning, walkthroughs, moderation of reading journals, STAR Reader data, TOPS reports and writing moderation All foci are part of SDP and SEF	Headteacher AHT CPD Lead Communication & Interaction Faculty	Half Termly
For DA pupils to make (or exceed) expected progress in writing	Classes with large proportion of DA pupils and those with greatest need to be placed with Phase leaders and identified high performing teachers Staff to pupil ratio allowing for additional teaching groups and interventions Provide subject release time for Communication & Interaction Faculty members to monitor teaching and learning in writing and to carry out moderation alongside teaching staff.	A lower staff to pupil ratio means disadvantaged pupils have access to more teacher time with tightly focused direct teaching. Additional adults facilitate pre-planned intervention groups and ad-hoc support according to the needs of disadvantaged pupils- handwriting, spelling, sentence structure, grammar and punctuation Subject leads with responsibility for raising standards in Writing are able to effectively monitor and evaluate teaching and learning in these subjects leading to improved outcomes The high quality teaching of writing is a key school priority	Phase Leaders to regularly monitor progress of DA pupils- walkthrough, book scrutiny, provision in planning, pupil 1-1s and lesson study Entry and exit data for specific intervention groups Pupil progress reviews alongside English leads Writing focus drop ins, pupil progress meetings and data drops	Headteacher AHT Writing Leads	Half Termly

	Specific CPD to impact on quality of teaching of writing	July 2016 DfE Standards for teachers' professional development state that: Professional development must be prioritised by school leadership			
For DA pupils to make accelerated progress in reading	Investment in Accelerated Reader will engage all pupils in 20 minutes daily reading practice at a level which promotes maximum progress. Progress can be measured effectively through TOPS reports and STAR Reader assessments Purchase additional reading materials as identified	The EEF found that for pupils starting secondary school, "Accelerated Reader appears to be effective for weaker readers as a catch-up intervention."	Class teachers to monitor pupil engagement with AR through online reports and quizzing results		

Total budgeted cost £100,000

ii. Targeted support

Desired outcomes	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?
For pupils to be physically, mentally and emotionally ready to learn	Support from Educational Psychologist for identified pupils- social and emotional & mental health support	EEF findings show that 'On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself. The average impact on attainment is equivalent to four months' additional progress'	Monitor progress of DA pupils in receipt of Ed Psych support through half termly review process Close monitoring of regularity of emotional/ behavioural incidents and impact on learning	SENDCo Pastoral team	Half termly
Provide 1-1 support for DA pupils with significant needs in order to meet these needs within an inclusive environment	TA3s to provide 1-1 support for most needing DA pupils	Pupils have consistent support in order to meet their very particular needs. TA3s are upskilled by the professional services with which they liaise, enabling them to greater meet the needs of both the individual and other pupils	PPP reviews/ MAMs/ EHCP reviews Observations of pupils	SENDCo TA line manager Class teachers	Half termly
For the emotional needs of pupils to be met in order to improve engagement and social interaction	Support from outside agency for counselling in order to meet specific emotional and behavioural needs of individuals	In reported studies, counselling has helped children to become more confident, enhance their learning and self-esteem, improve their relationships and exhibit reduced peer problems and feel happier and safer at school (e.g. Burnison, 2003; Cooper et al., 2009, 2010; Lynass et al., 2012; McElearney, Adamson,	Monitoring of regularity/ intensity of pupils' behaviour and engagement in learning Pupil voice	SENDCo Pastoral team	Half termly

		Shevlin & Buntin, 2013; McLaughlin et al., 2013; Rupani et al., 2012)			
For pupils to be able to communicate verbally with confidence in order to fully engage socially and academically	Assessment and support from speech and language therapist for individuals and support for TAs and teachers working alongside these pupils	EEF findings show that; All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress)	Baseline assessments Observations of pupil engagement in sessions and impact in classrooms	SENDCo	Half termly
Oracy interventions in FS and KS1 close the 'Word Gap'	Employ services of Speech and Language therapist to work with identified pupils alongside TAs Train 2 identified TAs in FS and KS1 to deliver 'Talk Boost' interventions Purchase of Talk Boost materials Liaise with staff at Happy Days nursery to support early oracy intervention	EEF findings show that; All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress)	Half termly monitoring of intervention as part of pupil progress reviews Entry and Exit data EYFS summative data	SENDCo AHT English lead	Half termly
For identified gaps in learning to be addressed	Targeted interventions according to pupils' needs to be provided at appropriate times by teachers and/ or support staff Weekly teacher-pupil 1-1s for DA pupils facilitated by class cover	Gaps identified in formative assessment allow for precisely targeted teaching to remedy these Meta-Analysis of research by John Hattie breaks down quality teaching into: <ul style="list-style-type: none"> • Pupils having clear goals/objectives • Teachers providing pupils with modelling/ scaffolding/ appropriate steps to achieve them 	Progress will be checked half-termly through subject data analysis	Phase leaders TA line manager Subject leads	Half termly
Total budgeted cost					£20,000
iii. Other approaches					
Desired outcomes	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?
For DA pupils to have access to cultural, educational and sporting events beyond the classroom	Pupil will partake in cultural visits 50% reduction in costs for residential visits	Pupils' horizons will be broadened and they are exposed to opportunities and experiences beyond the classroom Residential visits enable DA pupils to experience greater independence, develop confidence and life skills through visits to	Review programme of trips and evaluate through pupil voice	DHT EVC Phase Leaders	Termly

		cultural centres of the UK and outward bounds centre			
DA pupils have increased self esteem and are able to develop social skills and self-confidence through targeted individual and group activities	Drumming, filming and music production sessions for individuals and groups Outdoor learning sessions	Pupils' social, emotional and behavioural needs are responded to resulting in reduced barriers to learning and social interaction	Pupil voice Feedback and observations from teaching staff regarding DA pupils' engagement and resilience in lessons Records of behavioural incidences	Headteacher	Termly
DA pupils have access to a wide range of extra-curricular opportunities	Ensure DA pupils have priority access to extra-curricular opportunities from school and external providers Free enrichment and music tuition places for DA pupils DA pupils to have access to music bursary for Music Medal DA pupils in Y5/ Y6 to have costs met for YCT Part 1 and Part 2 examinations (£5/ £10 accordingly) Access to school transportation to facilitate access to extra-curricular activities	DA pupils have a wide range of opportunities in which to excel outside of the classroom leading to increased confidence and development of non-academic skills	Termly register of DA attendance numbers for extra-curricular clubs Outcomes of Music Medal access Number of DA pupils accessing and passing the YCT examinations Pupil voice	AHT Music lead Phase leaders MFL lead	Termly
Families of DA pupils engage positively with the school and play an active role in the learning journey of pupils	Establish further opportunities for parental engagement and voice through ongoing use of Dojo (School and class stories)	A DFE report states that; Parental involvement in a child's schooling for a child between the ages of 7 and 16 is a more powerful force than family background, size of family and level of parental education Parental involvement has a significant effect on pupil achievement throughout the years of schooling.	Parental feedback following celebration events Formal feedback via parental questionnaire	AHT Phase Leaders	Termly
Total budgeted cost					£15,000

5. Review of Expenditure 2019-20- NO HARD DATA DUE TO COVID-19 SCHOOL CLOSURES

Previous Academic Year		2019- 2020		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To use structured and focused CPD to ensure consistent quality first teaching leading to improved outcomes and progress for all	<p>Facilitate focused CPD opportunities for all staff led by SLT, middle leaders and identified experts</p> <p>Train TAs to support in delivery of Sfa</p>	<p>The greatest impact on PP pupils was the investment in SFA both as a teaching program and the CPD for staff. Additional expenditure enabled the purchase of Y6 specific SFA units and teacher manuals which supported SATs style questioning.</p> <p>All pupils were able to access a much greater range of reading material at an appropriate level of challenge.</p> <p>There is a consistent approach to classroom management which is evidenced throughout school.</p> <p>The greatest impact in terms of engagement has been with some of our SEND & DA pupils who have been able to access their learning in smaller groups and at a level appropriate to their stage in learning. This would not have been possible without CPD for support staff.</p>	<p>Highly skilled TAs are best deployed in the classes/ groups with greatest need. This approach will continue with additional consideration for pupils requiring support for writing.</p> <p>The implementation of a new, whole school strategy involves the buy in of all staff and the investment in high quality CPD both at the outset and throughout implementation. This will be crucial to any future projects or changes to curriculum which will impact pupil progress.</p> <p>TAs require further CPD in order to best meet the needs of pupils in writing (knowledge of age related expectations) as the focus of the first year of SFA CPD has been on reading.</p>	<p>TA INSET £1500</p> <p>SFA 1st Year CPD £8663</p> <p>Year 6 materials £2700</p>
For PP pupils to make (or exceed) expected progress in writing and maths	<p>Classes with large proportion of DA pupils and those with greatest need to be placed with Phase leaders and identified high performing teachers</p> <p>Staff to pupil ratio allowing for additional teaching groups and interventions</p> <p>Provide subject release time for Maths and Writing subject leads.</p> <p>Specific CPD to impact on quality of teaching of writing and maths</p>	<p>No hard data for pupil progress is available for writing or maths due to the COVID-19 closures.</p> <p>Additional expenditure enabled the purchase of Y6 specific SFA units and teacher manuals which supported SATs style questioning.</p> <p>High quality teaching continues to be the single biggest factor in pupil progress so the most vulnerable pupils are best placed with the most effective teachers.</p> <p>Support staff gave no savings due to COVID closures as salaries were not affected</p> <p>In year observations, show that writing progress is still an area for development.</p> <p>In year observations of the use of manipulatives in maths as supported by the Maths team</p>	<p>We will continue this strategy as the first line in supporting the most vulnerable pupils through quality first teaching.</p> <p>Writing was identified as an area for development in the 2019 Ofsted inspection. Cross curricular writing opportunities are now set out in a whole school timetable which feeds into writing assessment.</p> <p>The removal of O Track has given rise to the need for an effective method of tracking progress in writing which will support target setting and interventions for identified pupils.</p> <p>SFA cycles have been extended to allow greater opportunity for development of writing skills and extended writing.</p>	<p>TA in class support £64,135.00</p> <p>Staff release and TLR £20,568</p>

		through ongoing CPD and M&E, has demonstrated a more consistent approach enabling pupils to find alternative methods to access new or challenging concepts and to develop a more secure knowledge of 'number'.	The use of manipulatives will continue to be a predominant strategy in maths teaching and learning with additional CPD for support staff.	
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
For pupils to be physically, mentally and emotionally ready to learn	Support from Educational Psychologist for identified pupils- social and emotional & mental health support	Not all sessions were delivered due to COVID-19	Where pupils are identified that will benefit from this service, we will continue to secure support based on successes from previous academic years.	EP support £4800
For the emotional needs of pupils to be met in order to improve engagement and social interaction	Support from outside agency (New Start) for counselling in order to meet specific emotional and behavioural needs of individuals	Pupils accessing this service have been able to discuss their feelings and address issues which have the potential to distract from their learning. Not all sessions were completed due to COVID-19	We have identified further pupils whom will benefit from this provision in the next academic year This is in addition to core and MAT funded sessions from the Educational Psychologist	New Start £1900 Speech & language support £4700
For identified gaps in learning to be addressed	Targeted interventions according to pupils' needs to be provided at appropriate times by TA3s Purchase structured reading programme e.g. Accelerated Reader	Use of Toe by Toe and pre-teach vocabulary groups has contributed to accelerated progress for individuals. Pupils working below ARE in reading have been heard reading by class teachers and TAs as a priority. Accelerated Reader was purchased towards the end of 2019-20 academic year and was introduced to staff and children in Autumn 2020. This will run alongside STAR Reader as a means of measuring progress in reading for individuals and to set targets effectively to promote progress alongside well matched reading materials. Additional reading materials were purchased to kick start the initiative	TA3s will continue to provide additional support through targeted intervention programmes (Toe by Toe, SLC, vocabulary pre-teach, Power of 2, ABC) Where most effective, interventions are delivered regularly and are adapted to the needs of the pupil. DA pupils will continue to be a priority for additional reading in school. Their progress will be carefully monitored through the TOPS reports generated by Accelerated Reader and the summative information provided by STAR Reader	TA3 curriculum intervention £4682.80 Purchase of additional reading materials £7042 (50% match funded)
Provide 1-1 support for DA pupils with significant	TA3s to provide 1-1 support for 3 DA pupils	TAs were able to support DA pupils with significant needs which enabled pupils to access	Where needs of individuals are significant, support staff with prior experience and knowledge of specific needs will be	

needs in order to meet these needs within an inclusive environment		learning effectively and to develop social, emotional and communication skills. TAs were upskilled by the support received from external agencies and the SERF unit involvement. This will provide them with an additional skill set to support other pupils in the future. The support staff deployed to these roles now also have a much greater understanding of SEND, the collation of evidence and process for PPP/ PBP and EHCP target setting and reviewing.	deployed to support pupils in accessing both the social and academic sides of school life. Support staff will be able to contribute more effectively and play an active role in SEND target setting and reviewing for other pupils which will further enhance pupil progress.	3 full time members of support staff £18,000
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Other Approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
For DA pupils to have access to cultural, educational and sporting events beyond the classroom	Pupil will partake in cultural visits 50% reduction in costs for residential visits	DA pupils in Y5 benefitted from subsidised residential trip to Water Park. This visit enabled them to build resilience, confidence and team work capabilities Pupils in Y6 were unable to undertake their planned residential due to COVID-19 presenting a saving of	Subsidised places for Y5/ 6 residential visits will continue to be offered in the next academic year	Y5 residential subsidy £812.64
DA pupils have increased self-esteem and are able to develop social skills and self-confidence through targeted individual and group activities	Drumming, filming and music production sessions for individuals and groups Outdoor learning sessions	DA pupils have responded positively to these additional enrichment opportunities. For many pupils, these sessions have been an opportunity to learn a new skill outside of the classroom and provide non-academic opportunities to succeed	Additional enrichment opportunities will continue to be offered in the next academic year.	Wider opps incl. drumming, outdoor learning and peripatetic music lessons £9660.02
DA pupils have access to a wide range of extra-curricular opportunities	Ensure DA pupils have priority access to extra-curricular opportunities from school and external providers Free enrichment and music tuition places for DA pupils Access to school transportation to facilitate access to extra-curricular activities	DA pupils have accessed choir, drama and sporting clubs with this also leading to opportunities for them to perform and compete on school, local and regional levels.	These offers will continue in the next academic year extended to opportunities for pupils to gain qualifications in Mandarin and take the Music Medals through the bursary program.	