

Pupil premium strategy statement – Anchorsholme Academy

1. Summary information					
School	Anchorsholme Academy				
Academic Year	2018-19	Total PP budget	£129,620	Date of most recent PP Review	July 2018
Total number of pupils	607	Number of pupils eligible for PP	105	Date for next internal review of this strategy	December 18

2. Current attainment (based on end KS2 outcomes 2018)					
<i>Anchorsholme Academy figures for pupils eligible for PP</i>			<i>National averages for non- disadvantaged pupils</i>		
% achieving EXS + in reading, writing and maths	44%		% achieving EXS + in reading, writing and maths		70%
% achieving EXS + in reading	59%		% achieving EXS + in reading		80%
% achieving EXS + in writing	83%		% achieving EXS + in writing		83%
% achieving EXS + in maths	61%		% achieving EXS + in maths		81%
Progress measure in reading	-2.41		Progress measure in reading		0.31
Progress measure in writing	0.84		Progress measure in writing		0.24
Progress measure in maths	-1.78		Progress measure in maths		0.31

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Limited speech and language skills on entry to school which have an impact on learning and social communication
B.	Number of EYFS PP eligible pupils achieving GLD is below that of non disadvantaged peers and national average
C.	Gaps in prior learning
C.	Pupils eligible for PP do not make at least expected progress from KS1 to KS2 in reading and maths
D.	Not enough pupils eligible for PP reach EXS+ in reading and maths which in turn has a negative impact on figures for reading, writing & maths combined
E.	Number of KS2 pupils eligible for PP reaching GDS standard is below national figures
F.	Access to quality, evidence based intervention programmes to impact on progress and outcomes in maths and reading

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
G.	Access to resources such as reading material, libraries and cultural/ social life experiences	
H.	Low aspirations- family history and social mobility, access to high quality role models and career advice	
I.	Parental engagement with the learning process- reading, homework, spellings, attendance at Parents' Evenings	
J.	Pupils with social and emotional barriers struggle to engage with learning and lack resilience	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils are able to communicate effectively with age appropriate speaking and listening skills	Pupils achieve at least in line with national average for Speaking at end of EYFS
B.	Pupils become fluent readers and are able to use a range of effective reading strategies to decode and comprehend a range of genres	Pupils achieve (or exceed) expected standard in reading and make (or exceed) expected progress
C.	Pupils can access high quality learning opportunities because their physiological, safety, belonging and self esteem needs are met	Pupils are ready to learn without the need for intervention. Behaviour management is proactive rather than reactive.
D.	Gaps in prior learning are identified and targeted teaching/ interventions address them effectively	Formative assessment will show gaps are being addressed. Pupils will make (or exceed) expected progress
E.	Pupils have a secure knowledge of number and are able to apply this to a range of age appropriate reasoning problems	Pupils achieve (or exceed) expected standard in maths and make (or exceed) expected progress
F.	Pupils are exposed to a wide range of social/ cultural and sporting experiences	Pupils attend events/ visit places they would not usually be exposed to leading to raised aspirations

5. Planned expenditure

Academic year

2018-2019

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
For PP pupils to make (or exceed) expected progress in reading, 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>Employment of KS2 Maths Lead</p> <p>Specific CPD to impact on quality of teaching of reading- staff training and visits to local schools with successful reading strategies</p>	<p>A lower staff to pupil ratio means disadvantaged pupils have access to more teacher teachers' time with tightly focused direct teaching.</p> <p>Additional adults facilitate pre-planned intervention groups and ad-hoc support according to the needs of disadvantaged pupils</p> <p>Appointment of experienced teacher with responsibility for raising standards in Maths and effective monitoring/ evaluation will lead to improved teaching and learning</p> <p>The high quality teaching of reading is a key school priority</p>	<p>Phase Leaders to regularly monitor progress of DA pupils- walkthrough, book scrutiny, provision in planning, pupil 1-1s and lesson study</p> <p>Entry and exit data for specific intervention groups</p> <p>Pupil progress reviews alongside Maths and English leads</p> <p>Maths focus drop ins, pupil progress meetings and data drops</p> <p>Reading focused lesson studies to be carried out every half term by Phase leaders and English lead</p> <p>Pupil progress meetings and data drops</p>	<p>Headteacher AHT Maths Lead</p>	<p>Half Termly</p>
Provide a structured CPD program for TAs/ LSAs to ensure support has a positive impact on pupil outcomes	<p>Conduct Skills Self Audit of TAs</p> <p>Facilitate 12 sessions per year of focused CPD for support staff led by SLT, middle leaders and identified experts</p>	<p>Sutton Trust found that, 'The effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years worth of learning with very effective teachers</p> <p>Sir John Dunford identifies effective deployment of the best staff to support DA pupils as one of the top 25 strategies</p>	<p>Observations of TAs/LSAs shows quality first teaching as a result of up-skilling</p> <p>Monitoring of focused interventions- entry and exit data monitored every 4-6 weeks</p> <p>Termly appraisal observations for TAs</p> <p>Use of EEF guidance- best use of Teaching Assistants</p>	<p>AHT CPD Lead</p>	<p>Half Termly</p>
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>As above and:</p> <p>July 2016 DfE Standards for teachers' professional development state that: Professional development must be prioritised by school leadership</p>	<p>Phase leaders and English subject team to monitor the quality of the teaching of reading through planning, walkthroughs, moderation of reading journals and pupil progress meetings</p>	<p>Headteacher AHT CPD Lead</p>	<p>Half Termly</p>

			All foci are part of SDP and SEF		
Total budgeted cost					£55,000
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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	Half termly
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	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, Shevlin & Buntin, 2013; McLaughlin et al., 2013; Rupani et al., 2012)	Monitoring of regularity/ intensity of pupils' behaviour Pupil voice	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 pupils progress reviews Entry and Exit data EYFS summative data	SENDCo AHT	Half termly

For identified gaps in learning to be addressed	Targeted interventions according to pupils' needs to be provided at appropriate times by TA3s Weekly Teacher-pupil 1-1s for DA pupils	Gaps identified in formative assessment allow for precisely targets 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 the whole school monitoring and evaluation cycle	Phase leaders AHT	Half termly
For identified pupils to be supported in accessing learning	Establish peer tutoring partnerships for identified DA pupils	The EEF identifies that; The introduction of peer tutoring approaches appears to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress. Studies have identified benefits for both tutors and tutees, and for a wide range of age groups.	Progress of Pupils will be checked half termly	Phase Leaders AHT	Half termly
To provide structured reading support for pupils working below ARE	Purchase structured reading intervention programme e.g. Accelerated Reader Train identified TAs in delivery of Better Reading Programme	EEF reports that; The study found that Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress.	Half termly progress reviews Pupil Voice	AHT	Half termly
Total budgeted cost					£50,000

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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 cultural centres of the UK and outward	Review programme of trips and evaluate through pupil voice	DHT EVC Phase Leaders	Termly

		bounds centre			
DA pupils develop team working and collaborative skills through focused enterprise and technological projects	DA pupils will take part in half termly mixed age projects with an enterprise or technology theme. These will be lead by members of support staff with particular areas of expertise	The EEF states; Over 40 years a number of systematic reviews and meta-analyses have provided consistent evidence about the benefits of collaborative learning. In addition to direct evidence from research into collaborative approaches, there is also indirect evidence that has shown that collaboration can increase the effectiveness of other approaches such as Mastery learning or Digital technology .	Pupil survey at start and end of projects Parental engagement in celebration events- evaluation questionnaires	AHT	Half termly
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 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 Pupil voice	AHT Maths lead Music lead	Termly
Families of DA pupils engage positively with the school and play an active role in the learning journey of pupils	Half termly celebration events for parents in response to enterprise project Establish further opportunities for parental voice through focused parent groups regarding school developments (response to parental questionnaire)	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	Half Termly
DA pupils have regular access to the school and local library in order to	Ensure all DA pupils are registered with the local library.	The National Literacy Trust (Clark, 2010) has found a strong relationship between reading attainment and school library use. Children	Pupil voice and evidence of increased engagement in school based reading activities	AHT School Librarian	Half Termly

widen their reading choices and promote reading for pleasure	Half termly organised local library visits for DA pupils DA pupils to have daily access to school library and UKS2 offered opportunity for training as junior librarians	and young people with a reading age at or above their expected level were nearly three times as likely to be school library users as their peers with reading levels below that of their expected age.			
Total budgeted cost					£25,000

6. Review of expenditure				
Previous Academic Year		2017-18		
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 secure the academic progress for pupils through quality first teaching	<p>Ensure TA support for all English and Maths lessons</p> <p>DA lead TAs identified in each year group to provide specific curriculum support</p> <p>TA led interventions to fill learning gaps</p>	<p>Attainment in reading and maths for DA pupils is below that of their non DA peers and below national averages.</p> <p>Observations have highlighted that some TAs are extremely skilled in providing on the spot support and are able to confidently adapt teachers' plans in order to meet the needs of pupils.</p> <p>In some cases, planning for the use of TAs is not effective in raising attainment of specific pupils.</p> <p>Impact of interventions is varied. Where TAs are particularly skilled in an area- interventions have the greatest impact e.g. phonics, SALT.</p>	<p>Quality first teaching must be a priority for reading and maths in the academic year 2018-19 this will be reflected in the SDP</p> <p>Teachers need support in planning effectively for the use of TAs (See EEF guidance)</p> <p>TAs require a specific programme of CPD related to their role in securing pupils progress- a skills audit will be conducted ahead of September 18 to inform this process</p> <p>Identified TAs must be deployed more effectively to deliver intervention programmes based on their areas of expertise with relevant training provided if required.</p> <p>There must be a robust system of CPD and appraisal in place for all TAs</p>	£40,000
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

<p>For identified pupils to have access to speech, Language and communication support enabling them to access the curriculum effectively</p>	<p>HS to work closely with AG to support individual</p> <p>HS to train selected TAs in use of Colourful Semantics as a pre-teach vocabulary programme</p>	<p>Individual child has benefitted from weekly SL&C sessions which addressed social and emotional needs. This has enabled him to express his feelings more effectively and to engage more actively.</p> <p>The TA identified to work alongside HS has been considerably up-skilled and will now be able to sustain this provision at no additional cost to the school.</p> <p>There is now a TA in every phase that is trained to deliver Colourful Semantics as a pre-teach vocabulary session. Pupils involved in these sessions (some non-DA) have demonstrated increased self confidence and are able to make valuable contributions to class and group discussions. Staff have also seen an improvement in subject specific vocabulary use in writing.</p>	<p>These approaches have been successful and the trained TAs will continue to provide SL&C and Colourful Semantics vocabulary sessions in the next academic year.</p> <p>Specific SL&C support will continue to be provided for one identified child alongside identified TA</p>	<p>No additional cost- TA provision</p> <p>£7,700</p>
<p>To meet the emotional needs of identified pupils to enable them to meet the challenges of ongoing learning</p>	<p>Employ services of Clinical and Educational Psychologists</p> <p>Designated Learning Mentor to support specific pupils</p> <p>Access to Counselling support</p>	<p>Educational Psychologist delivered staff straining</p>	<p>This provision has been successful in meeting the needs of these pupils.</p> <p>We have identified a further 6 pupils whom will benefit from this provision in the next academic year.</p> <p>We have secured 20 half day sessions (1 per fortnight) for the next academic year. Some to be on an individual basis and others to support groups as appropriate</p> <p>This is in addition to core and MAT funded sessions from the Educational Psychologist</p>	<p>£11, 750</p>
<p>iii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

<p>To respond to the social and behavioural needs of pupils resulting in reduced barriers to learning and social interaction</p>	<p>To provide a range of enrichment opportunities and projects lead by identified member of staff</p>	<p>AM has provided DA and non-DA pupils with weekly drumming sessions. He has also led groups in a range of film production projects including links with the Headstart project to produce a Vlog centred on resilience.</p> <p>Pupils have engaged actively in sessions and as a result, have demonstrated improved social skills, team-work and resilience.</p>	<p>This provision has been successful. Pupils enjoy their enrichment sessions and have been proud of their achievements as a result of them, some of which have involved wider audiences.</p> <p>This provision will continue next year.</p>	<p>£18,000</p>
<p>To develop pupils' confidence, social and life skills</p>	<p>Provide a 50% reduction to the cost of all residential visits</p> <p>Provide free access to educational visits and visiting speakers for FSM pupils</p>	<p>9 DA pupils received a subsidised place for the Y5 Water Park trip</p> <p>14 DA pupils received a subsidised place for the Y6 Edinburgh residential</p> <p>Pupils were able to experience being away from home and as result develop their resilience, self-confidence and life skills.</p> <p>Y5 pupils were able to participate in a range of outward bounds activities which boosted confidence and self esteem.</p>	<p>This provision was successful and will continue in the next academic year</p> <p>All pupils eligible for FSM were able to access a range of educational visits including Blackpool Zoo, The Blackpool Tower, Creepy Crawly Roadshow, Grand Theatre etc... (see school visits matrix for full listings)</p>	<p>£3800</p>
<p>To raise aspirations and support the life choices of pupils in Y5/6</p>	<p>Y6 teacher to lead on aspirations project. Invited speakers from a variety of employment and training backgrounds</p>	<p>All pupils in Y6 and DA pupils from Y5 accessed the careers event in addition to visits from speakers from a range of further and higher education backgrounds.</p> <p>Pupils began to speak in real terms about their career aspirations and the training path required</p>	<p>This approach was successful and will continue next year.</p> <p>In addition, the Primary Futures event has initiated a similar project in KS1 which will take place in September 2018</p> <p>Next year, we will aim to broaden this to enable pupils to visit places of work and further/ higher education establishments to gain first-hand experience.</p>	<p>£1000</p>

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.