

# Pupil premium strategy statement – Anchorsholme Academy 2019-2020

| 1. Summary information |                      |                                  |           |  |                |
|------------------------|----------------------|----------------------------------|-----------|--|----------------|
| School                 | Anchorsholme Academy |                                  |           |  |                |
| Academic Year          | 2019-20              | Total PP budget                  | £132,000  | Date of most recent PP Review                  | September 2019 |
| Total number of pupils | 607                  | Number of pupils eligible for PP | 100 (est) | Date for next internal review of this strategy | Jan 2020       |

| Current attainment (based on end KS2 outcomes 2019)            |      |   |      |
|--|------|---|------|
| <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                | 53 % | % achieving EXS + in reading, writing and maths | 71 % |
| % achieving EXS + in reading                                   | 76%  | % achieving EXS + in reading                    | 78 % |
| % achieving EXS + in writing                                   | 65%  | % achieving EXS + in writing                    | 83%  |
| % achieving EXS + in maths                                     | 82%  | % achieving EXS + in maths                      | 84 % |
| 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 (based on KS2 outcomes 2019)           |
| 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  |
| E.  | Limited vocabulary exposure leading to difficulties accessing the curriculum   |

| <b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> ) |   |
|---|---|
| <b>D.</b>   | Access to resources such as reading material, libraries and cultural/ social life experiences                                   |
| <b>E.</b>   | Low aspirations- family history and social mobility, access to high quality role models and career advice                       |
| <b>F.</b>   | Parental engagement with the learning process- reading, homework, spellings, attendance at Meet the Teacher & Parents' Evenings |
| <b>G.</b>   | Pupils with social and emotional barriers struggle to engage with learning and lack resilience                                  |

| <b>3. Desired outcomes</b> |   |  |
|----------------------------|---|--|
|                            | <i>Desired outcomes and how they will be measured</i>   | <i>Success criteria</i>  |
| <b>A.</b>                  | 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>B.</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                       |
| <b>C.</b>                  | 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            |
| <b>D.</b>                  | 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**

2019-2020

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 sure 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 | <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>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>All foci are part of SDP and SEF</p>   | <p>Headteacher<br/>AHT<br/>CPD Lead<br/>SfA lead</p>        | <p>Half Termly</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>A lower staff to pupil ratio means disadvantaged pupils have access to more teacher 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>Subject leads with responsibility for raising standards in Writing and Maths are able to effectively monitor and evaluate teaching and learning in these subjects leading to improved outcomes</p> <p>The high quality teaching of writing and maths 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/ writing focus drop ins, pupil progress meetings and data drops</p> | <p>Headteacher<br/>AHT<br/>Maths Lead<br/>Writing Leads</p> | <p>Half Termly</p>                   |
| <b>Total budgeted cost</b>  |   |  |  |   | £65,000                              |

| <b>ii. Targeted support</b>   |   |  |  |   |   |
|---|---|--|--|---|---|
| <b>Desired outcomes</b>   | <b>Chosen action / approach</b>   | <b>What is the evidence and rationale for this choice?</b>   | <b>How will sure it is implemented well?</b>   | <b>Staff lead</b>                           | <b>When will you review implementation?</b> |
| 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<br><br>Close monitoring of regularity of emotional/ behavioural incidents and impact on learning | SENDCo<br>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 3 DA pupils   | Pupils have consistent support in order to meet their very particular needs. TA3s are upskilled by the professional services which they liaise with enabling them to greater meet the needs of both the individual and other pupils  | PPP reviews/ MAMs/ EHCP reviews<br>Observations of pupils  | SENDCo<br>TA line manager<br>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 (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<br><br>Pupil voice  | SENDCo<br>Pastoral team                     | Half termly                                 |
| 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;<br>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<br>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<br><br>Train 2 identified TAs in FS and KS1 to deliver 'Talk Boost' interventions<br><br>Purchase of Talk Boost materials | EEF findings show that;<br>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<br>Entry and Exit data<br>EYFS summative data   | SENDCo<br>AHT<br>English lead               | Half termly                                 |

|   |  |  |   |   |             |
|---|--|--|---|---|-------------|
|   | Liaise with staff at Happy Days nursery to support early oracy intervention  |  |   |   |             |
| For identified gaps in learning to be addressed             | Targeted interventions according to pupils' needs to be provided at appropriate times by TA3s<br><br>Weekly Teacher-pupil 1-1s for DA pupils | Gaps identified in formative assessment allow for precisely targets teaching to remedy these<br><br>Meta-Analysis of research by John Hattie breaks down quality teaching into: <ul style="list-style-type: none"> <li>• Pupils having clear goals/objectives</li> <li>• Teachers providing pupils with modelling/ scaffolding/ appropriate steps to achieve them</li> </ul> | Progress will be checked half-termly through the whole school monitoring and evaluation cycle | Phase leaders<br>TA line manager<br>Subject leads | Half termly |
| For identified pupils to be supported in accessing learning | Establish peer tutoring partnerships for identified DA pupils  | The EEF identifies that;<br>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<br><br>AHT                          | Half termly |

**Total budgeted cost**      £45,000

### iii. Other approaches

| <b>Desired outcomes</b>   | <b>Chosen action / approach</b>   | <b>What is the evidence and rationale for this choice?</b>   | <b>How will sure it is implemented well?</b>  | <b>Staff lead</b>           | <b>When will you review implementation?</b> |
|---|---|--|---|-----------------------------|---|
| For DA pupils to have access to cultural, educational and sporting events beyond the classroom  | Pupil will partake in cultural visits<br><br>50% reduction in costs for residential visits                  | Pupils' horizons will be broadened and they are exposed to opportunities and experiences beyond the classroom<br><br>Residential visits enable DA pupils to experience greater independence, develop confidence and life skills through visits to cultural centres of the UK and outward bounds centre | Review programme of trips and evaluate through pupil voice  | DHT<br>EVC<br>Phase Leaders | 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<br><br>Outdoor learning sessions | Pupils' social, emotional and behavioural needs are responded to resulting in reduced barriers to learning and social interaction  | Pupil voice<br>Feedback and observations from teaching staff regarding DA pupils' engagement and resilience in lessons<br><br>Records of behavioural incidences | Headteacher                 | Termly                                      |

|  |   |  |  |   |                |
|--|---|--|--|---|----------------|
| <p>DA pupils have access to a wide range of extra-curricular opportunities</p>   | <p>Ensure DA pupils have priority access to extra-curricular opportunities from school and external providers</p> <p>Free enrichment and music tuition places for DA pupils</p> <p>Access to school transportation to facilitate access to extra-curricular activities</p>  | <p>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</p>  | <p>Termly register of DA attendance numbers for extra-curricular clubs</p> <p>Pupil voice</p>  | <p>AHT<br/>Music lead<br/>Phase leaders</p> | <p>Termly</p>  |
| <p>Families of DA pupils engage positively with the school and play an active role in the learning journey of pupils</p> | <p>Establish further opportunities for parental voice through focused parent groups regarding school developments (response to parental questionnaire)</p> <p>Keep a register of non-attending parents of DA pupils at Parents' Evenings and encourage attendance through booking system and teacher conversation</p> | <p>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</p> <p>Parental involvement has a significant effect on pupil achievement throughout the years of schooling.</p> | <p>Parental feedback following celebration events</p> <p>Formal feedback via parental questionnaire</p> <p>Parental attendance for DA pupils at Parents' Evenings will improve</p> | <p>AHT<br/>Phase Leaders</p>                | <p>Termly</p>  |
| <p><b>Total budgeted cost</b></p>  |   |  |  |   | <p>£22,000</p> |

## 5. Review of Expenditure 2018-19

| Previous Academic Year  |   | 2018- 2019   |   |      |
|---|---|--|---|------|
| 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 |
| <p>For PP pupils to make (or exceed) expected progress in reading, writing and maths</p> <p>Provide a structured CPD program for TAs/ LSAs to ensure support has a positive impact on pupil outcomes</p> <p>To use structured and focused CPD to ensure consistent quality first teaching leading to improved outcomes and progress for all</p> | <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>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>Facilitate focused CPD opportunities for all staff led by SLT, middle leaders and identified experts</p> | <p>FSM6 pupils were at least in line with Non FSM6 pupils for progress at expected standard in reading at end of KS2</p> <p>Female FSM6 pupils accounted for an 8% attainment gap between FSM6 (70% against non FMS6 78%) This equates to 3 pupils.</p> <p>FSM6 also out-performed Non FSM6 peers at higher standard in reading KS2 with the exception of female FSM which had a 13% gap against female NonFSM6</p> <p>There is an attainment and progress gap in writing at KS2 for FSM6 pupils in all groups except high prior attainers (female FSM6 in particular)</p> <p>There is an attainment and progress gap in maths for FSM6 pupils in Maths in all groups except high prior attainers</p> <p>Deployment of TAs according to skill set contributed to improved attainment and progress in reading and maths at KS2 with particular success in reading for FSM6 pupils and for high prior attainers in Maths.</p> <p>TAs received INSET training on teaching reading using the VIPERS approach which contributed to improved outcomes for reading at end of KS2.</p> <p>TAs also received training to support pupils with speech and language needs and those with autism.</p> | <p>This approach has shown that regular 1-1 reading opportunities for FSM6 pupils has a positive impact on their reading attainment and progress alongside a structured approach to the teaching of reading for all pupils. This approach will continue in 2019-20</p> <p>2019-20 requires closer monitoring of female FSM6 pupils in reading.</p> <p>FSM6 pupils require additional support/ intervention for gaps in writing alongside quality first teaching of writing for all pupils.</p> <p>Employment of KS2 Maths lead has contributed to an overall increase of pupils meeting the expected standard in maths from 79% in 2018 to 88% in 2019- the attainment gap between FSM6 and NonFSM6 pupils requires additional attention for the Maths Lead in 2019-20</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>TAs require CPD further CPD in order to best meet the needs of pupils in writing (knowledge of age related expectations)</p> |      |

## 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                        | EP and TA lead nurture group enabled pupils to collaborate on shared projects developing their ability to resolve conflict. This led to reduction in negative behaviour responses   | Pupils working towards a common goal were able to problem solve and collaborate effectively.<br>This will be developed further with the introduction of SFA   |      |
| 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  | We have identified further pupils whom will benefit from this provision in the next academic year.<br>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<br><br>This is in addition to core and MAT funded sessions from the Educational Psychologist |      |
| For identified gaps in learning to be addressed   | Targeted interventions according to pupils' needs to be provided at appropriate times by TA3s                                    | Use of Toe by Toe and pre-teach vocabulary groups has contributed to accelerated progress for individuals.  | 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.   |      |
| To provide structured reading support for pupils working below ARE                                | Purchase structured reading intervention programme e.g. Accelerated Reader   | Pupils working below ARE in reading have been heard reading by class teachers and TAs as a priority. This has narrowed the gap between PP and non-PP pupils<br>Purchase of LEXPLORE hardware enables early identification of barriers to reading progress. 2 members of staff trained in LEXPLORE assessments | This strategy has been successful in narrowing the gap in reading between PP and non-PP pupils<br>Use of LEXPLORE will continue to enable early identification of reading barriers leading to more effective interventions for identified pupils  |      |

## 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<br><br>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<br><br>DA pupils in Y6 benefitted from subsidised residential visit to London offering cultural experiences which may otherwise have been unavailable to them | Subsidised places for Y5/ 6 residential visits will continue to be offered in the next academic year |      |



|   |   |  |   |  |
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| <p>DA pupils have increased self esteem and are able to develop social skills and self-confidence through targeted individual and group activities</p> <p>DA pupils have access to a wide range of extra-curricular opportunities</p> <p>DA pupils have regular access to the school and local library in order to widen their reading choices and promote reading for pleasure</p> | <p>Drumming, filming and music production sessions for individuals and groups</p> <p>Outdoor learning sessions</p> <p>Ensure DA pupils have priority access to extra-curricular opportunities from school and external providers</p> <p>Free enrichment and music tuition places for DA pupils</p> <p>Access to school transportation to facilitate access to extra-curricular activities</p> <p>Ensure all DA pupils are registered with the local library.<br/>Half termly organised local library visits for DA pupils<br/>DA pupils to have daily access to school library and UKS2 offered opportunity for training as junior librarians</p> | <p>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</p> <p>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.</p> <p>All classes were able to benefit from class library visits.<br/>Additional unplanned opportunities for DA pupils were presented through the BFC 'Reading the Game' programme which engaged pupils in wider reading using football as a stimulus</p> <p>DA pupils were prioritised for a reading and writing workshop at Anchorsholme Library linked to World Book Day.</p> | <p>Additional enrichment opportunities will continue to be offered in the next academic year</p> <p>These offers will continue in the next academic year.</p> <p>Termly library visits will continue in the next academic year. Use of the school library to be developed further to provide additional reading materials</p> |  |
|---|---|--|---|--|