

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Anchorsholme Academy
Number of pupils in school	611
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers	2021/ 22
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Graeme Dow Headteacher
Pupil premium lead	Caroline Lang Assistant Headteacher
Governor / Trustee lead	Ian Clare

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 130, 255
Recovery premium funding allocation this academic year	£ 14, 210
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 144, 465

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
- Target funding to ensure that all pupils have access to trips, residential and first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults

Challenges

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

Challenge number	Detail of challenge
1	Observations, discussions and assessment data indicates under developed oral language skills and vocabulary gaps among disadvantaged pupils. These differences are evident from Foundation Stage through to KS2 and are generally more prevalent in disadvantaged pupils than their peers.
2	Observations, formative and summative assessment data (internal) demonstrate that the writing attainment of disadvantaged pupils is below that of non-disadvantaged pupils at the end of FS, KS1 and KS2
3	Observations, formative and summative assessment data (internal) demonstrate that the reading attainment of disadvantaged pupils is below that of non-disadvantaged pupils at the end of KS2
4	Observations, formative and summative assessment data (internal) demonstrate that the maths attainment of disadvantaged pupils is below that of non-disadvantaged pupils at the end of FS, KS1 and KS2
5	SEND data demonstrates that a number of pupils (several disadvantaged) in FS and KS1 require access to speech and language support
6	Assessments and observations indicate that the education and well-being of disadvantaged pupils have been impacted by partial school closures leading to significant knowledge gaps and pupils falling further behind age-related expectations
7	A lack of enrichment activities during the pandemic and school closures has impacted on the opportunities to build cultural capital for all pupils. This challenge particularly affects disadvantaged pupils and impacts on their attainment.

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 oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including pupil engagement, book scrutiny and ongoing formative assessment
Improved writing attainment among disadvantaged pupils	KS1 and KS2 writing outcomes show that more than 70% of disadvantaged pupils meet the expected standard
Improved reading attainment among disadvantaged pupils at the end of KS2	KS2 reading outcomes show that more than 70% of disadvantaged pupils meet the expected standard
Improved maths attainment among disadvantaged pupils	KS1 and KS2 maths outcomes show that more than 70% of disadvantaged pupils meet the expected standard
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
To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils	<p>Sustained levels of well-being demonstrated by</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and staff observations • A significant reduction in reactive behaviour management and pastoral requirements • A significant increase in participation in enrichment activities among disadvantaged pupils

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: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish a whole school approach to the introduction and embedding of new vocabulary	There is evidence that extending pupils' vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words will have a positive impact on all areas of Literacy https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1 2 3 6
Embedding dialogic activities across the curriculum. These can support pupils to articulate ideas, consolidate understanding and extend vocabulary	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1 2 3 4 6
Enhancement of our writing teaching and curriculum planning in line with DFE and EEF guidance	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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	2 6
Invest in CPD for teaching assistants in order to support teaching and learning in reading, writing and maths 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	2, 3, 6
Establish a clear structure of triangulation regarding standards of teaching and learning in writing	By having a single point of leadership for writing, standards can be effectively monitored by triangulating evidence of standards gathered from observations of teaching and learning, moderation of pupils' writing and analysis of assessment data	2 6

Purchase of Accelerated Reader from Y2 upwards including supplementing reading materials	The EEF's Teaching and Learning Toolkit highlights that approaches supporting reading comprehension can, on average, deliver an additional 6 months progress. The first EEF-funded efficacy trial of AR found pupils who received the programme made three months of additional progress in reading comprehension	3 6
Purchase of standardised diagnostic assessments	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 Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	3 4 6

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

Budgeted cost: £ 55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve language, communication and vocabulary for pupils with low spoken language skills	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1 2 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 6
Provide speech and language intervention for SEND pupils many of whom are also disadvantaged	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	5

Provide school led tutoring for pupils whose education has been most impacted by the pandemic (a number of these pupils are disadvantaged, including previous high attainers)	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=sit_e_search&search_term=tuition	2 3 4 6
Provide learning support assistants to deliver structured interventions to meet academic needs of pupils	Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress	1 2 3 4 5

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

Budgeted cost: £ 19,400

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.	1 6 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	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	6 7
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: £ 144, 400

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 indicates that the performance of disadvantaged pupils continued to be lower than that of non-disadvantaged pupils in key areas of the curriculum. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

EYFS GROUPS ON TRACK FOR GLD 2020 2021				
GROUPS	ON TRACK GLD			OUTCOME
	BASELINE	AUTUMN	SPRING	SUMMER
Cohort (76)	61%	73%	63%	80%
Boys (34)	49%	67%	58%	68%
Girls (42)	71%	79%	67%	90%
Disadvantaged (10)	33%	44%	36%	70%
Non Disadvantaged (66)	65%	77%	67%	82%
SEN (1)	0%	0%	0%	0%
Non SEN (75)	61%	73%	63%	81%
Autumn Born (23)	73%	77%	73%	83%
Spring Born (25)	72%	84%	72%	96%
Summer Born (28)	43%	61%	46%	64%

2021 YEAR 2 FINAL TEACHER ASSESSMENT JULY 21					
AT NATIONAL	Reading	Writing	Maths		RWM Combined
Cohort (78)	76%	60%	73%		55%
Boys (42)	74%	57%	71%		55%
Girls (36)	79%	63%	74%		55%
Disadvantaged (12)	62%	31%	46%		23%
Non Disadvantaged	53%	62%	78%		61%
SEN (5)	0%	0%	0%		0%
Non SEN	84%	66%	79%		60%
National 2019	75%	69%	76%		65%
ABOVE	18%	9%	8%		5%
Above National 2019	25%	15%	22%		11%

2021 YEAR 6 FINAL TEACHER ASSESSMENTS – JULY 21					
AT NATIONAL	Reading	Writing	Maths	GPS	RWM
Cohort (89)	81%	72%	77%	72%	69%
Boys (34)	71%	63%	80%	63%	66%
Girls (55)	87%	78%	75%	78%	71%
Disadvantaged (23)	61%	48%	61%	48%	39%
Non Disadvantaged	87%	79%	81%	79%	76%
SEN (12)	33%	17%	33%	17%	8%
Non SEN (77)	87%	80%	82%	80%	77%
National 2019	75%	78%	76%		64%
ABOVE	22%	19%	20%	19%	12%
Above National 2019	28%	20%	24%		10%

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

Our most vulnerable disadvantaged pupils were offered places in school but the uptake of these offers was disappointing. As a school, we maintained high quality teaching through our blended offer and provided access to Oak Academy to support the teaching taking place. Where pupils did not engage effectively with this learning offer, the impact on attainment was detrimental. For those pupils that accepted the offer of face to face teaching, disadvantaged pupils benefitted from smaller teaching groups and increased access to adult support in order to make accelerated progress over the period of closure.

School closures and the ongoing impact of COVID-19 limited pupil access to planned enrichments as part of the pupil premium strategy. Access to music tuition, trips & visits and funded accreditation through the YCT assessments were all impacted by the pandemic.

Investment in reading materials has enabled all pupils to engage in daily reading for pleasure which is tracked using Accelerated Reader and progress measured through STAR Reader and STAR Early Literacy which also provide diagnostic information to support intervention planning. This strategy will continue into 2021-22.

Observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. Our funding enabled us to maintain support for the most vulnerable pupils during school closure and to also provide additional interventions when school re-opened. Additional outdoor learning and access to enrichment activities such as drumming and filming, promoted well-being of disadvantaged pupils during and after school closure. Funding also enabled us to provide paper packs for families that struggled to access printed materials and to respond quickly to the needs of an individual who required counselling.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Accelerated Reader	Renaissance
STAR Reader/ Early Literacy	Renaissance
STAR Maths	Renaissance
Success for All	Success for All/ FFT
Tutoring with Lightning Squad	Success for All/ FFT