

Pupil premium strategy statement - Anderton Primary School

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	189
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24 2024-25 2025-26
Date this statement was published	7 th September 2023
Date on which it will be reviewed	7 th September 2024
Statement authorised by	Rachel Norton - Smith
Pupil premium lead	Katie Laithwaite
Governor / Trustee lead	Mark Frost

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,330 2023-24
Recovery premium funding allocation this academic year	£3,770 2023-24
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£49,100

Part A: Pupil premium strategy plan

Statement of intent

Our principles:

To ensure that teaching and learning opportunities meet the needs of all of the pupils.

To ensure that appropriate provision is made for pupils who belong to vulnerable groups.

In making provision for disadvantaged pupils, we recognise that not all pupils who receive/eligible for free school meals will be disadvantaged.

We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals.

We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.

Our ultimate objectives are:

To ensure our disadvantaged pupils feel safe and are ready to learn.

To narrow the attainment gap between our disadvantaged and non disadvantaged pupils.

For all disadvantaged pupils in school to make at least expected progress from their starting points in reading, writing and maths.

To provide enrichment experiences to engage and enable our most disadvantaged pupils to thrive.

We aim to do this through:

Securing Quality First Teaching - ensuring that our teaching and learning opportunities meet the needs of all the pupils.

Providing additional support and interventions where needed to help close the gap for our disadvantaged learners.

Ensuring good attendance and punctuality for all pupils.

Providing enrichment opportunities and increasing cultural capital.

Providing pastoral support for our vulnerable families.

Challenges

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

Challenge number	Detail of challenge
1	Social and emotional needs/traumatic experiences that inhibit learning.
2	Poor home learning environments, due to many different reasons, for some children.
3	Low attaining pupils receiving little or no academic support at home.
4	Attendance and punctuality for some pupils.
5	Low income families struggling to pay for trips, clubs, music lessons etc.

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
Children with social and emotional trauma will have their needs met in school and at home.	These pupils will feel safe and happy and ready to learn within the main classroom environment.
Provide support to our low income families in meeting the basic health and social care needs of our pupils. Provide support to vulnerable families in completion of homework and reading through the pastoral team.	Home learning environments for all of our pupils will be safe, children will be appropriately dressed for school and have all equipment required. A strong relationship formed between home and school, working in partnership to support pupils academically and emotionally.
Pupils will make at least expected progress from their individual starting points in Reading, Writing and Maths. The attainment gap between disadvantaged and non-disadvantaged pupils will begin to close.	Attainment gaps will close between disadvantaged and non disadvantaged children. Termly monitoring will demonstrate our pupil premium children making at least expected progress.
To improve the attendance figure of our PP families to ensure that no learning time is lost.	Attendance of Pupil Premium children to raise to 96%.
To ensure that our disadvantaged pupils have the opportunity to explore wider life experiences through enrichment opportunities in school.	Pupil Premium children will have access to extra-curricular clubs, music lessons and school trips to broaden their life experiences.

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: £33,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
To introduce and embed 'The Write Stuff' to improvement attainment and progress in writing throughout school.	EEF – Improving Literacy in KS1 EEF – Improving Literacy in KS2 EEF -Preparing for Literacy (EYFS) EEF – Metacognition and also the work of Rosenshine EEF – Effective Professional Development	3
To introduce and embed 'Red Rose Letters and Sounds' to improve children's phonic knowledge, early reading and spelling in KS1.	EEF Phonics Toolkit (+5 months) EEF – Effective Professional Development	3
Provide CPD to all staff in the new Writing and Phonics scheme used in school.	EEF – Effective Professional Development	3
Ensure 'focus subjects leaders' have a strict monitoring cycle to measure the progress and needs of their subject.	EEF – Effective Professional Development	3
Improve staff awareness of metacognition and adopt 'sticky knowledge' strategies to improve pupils recall of information.	EEF – Effective Professional Development EEF – Metacognition and also the work of Rosenshine	3
To monitor the attainment of pupils through termly pupil progress meetings and subject leaders through the monitoring cycle.	EEF – Effective Professional Development	3

Provide parental workshops and continue to adopt an open door policy to support families with year group curriculum.		3
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £4,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide speech and language therapy using 'Wellcomm' in EYFS and KS1.	EEF – Oral Language Interventions (+6 months).	3
Ensure assessments and completed prior and post interventions to enable the impact to be measured.	EEF – Effective Professional Development	3
Select evidence based interventions appropriately to target the individual gaps in learning.	EEF – Effective Professional Development	3
Implement phonics interventions (Bounce Back Phonics, Fast Track Phonics) to ensure that no child is left behind with their reading.	EEF – Phonics toolkit	3

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

Budgeted cost: £7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
To monitor the attendance and	EEF toolkit – Parental Engagement	4

punctuality of PP children and provide support where required through the Early Help process.		
To provide one to one pastoral support to children in school who have social and emotional difficulties. To monitor the impact of this support through Boxall profiles.	EEF toolkit – Social and Emotional Learning	1
To access specialist support in meeting the needs of pupils with previous trauma.	EEF toolkit – Social and Emotional Learning	1
To provide additional extra curricular opportunities in the form of clubs, music lessons and school trips to broaden the life experiences of our PP children.	EEF – Physical activity (+1 month). EEF –Outdoor adventure learning shows positive benefits on academic learning and self - confidence. EEF – Arts participation (+3 months)	5
To support low income families in meeting the basic needs of the children in supporting the costs of school equipment and uniform.	EEF toolkit – Parental Engagement	2

Total budgeted cost: £ 45,100

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Aim	Outcomes
<p>To ensure that pupils of all ages, regardless of their individual starting point reach their full academic potential.</p>	<p>KS2 data in 2023 showed that 57% of the 7 PP children met the expected standard in Reading, 43% in Writing and 71% in Maths. Whilst historically our school have had an attainment gap in Maths, this gap has begun to narrow. Based on this data there still appears to be an attainment gap in Reading and Writing. However expected progress was made by this group.</p>
<p>To provide targeted intervention which is monitored through comprehensive assessments prior and post intervention to measure impact.</p>	<p>Evidence based interventions are accessed throughout school and these are monitored termly by class teachers and progress discussed through pupil progress meetings. Expected progress is being made throughout school although an attainment gap remains evident.</p>
<p>To provide pastoral support to vulnerable families through high quality nurture therapy.</p>	<p>Children throughout school have accessed one to one pastoral support in school and support to their families provided through the Early Help process. Improvements in pupils social and emotional well being has been evident through progress within their Boxall profile assessments and the ability to learn within the mainstream classroom.</p>
<p>To develop our nurture offer to all pupils through our enrichment opportunities, nurture groups and support from our Pastoral Team. Complete assessments prior and post intervention to measure the impact.</p>	<p>Assessments have shown good or better progress in terms of the children's social and emotional well being for those children accessing pastoral support in school. The nurture offer of our school is recognised as a strength within the local community.</p>
<p>To liaise with external agency support for pupils and families requiring additional professional support.</p>	<p>External agency support has been used for children requiring additional support due to special educational needs or where their families require additional pastoral support. Specialist teacher recommendations are utilised in the child's classroom and through our pastoral team. Educational Psychologist support</p>

	has been utilised by some of our disadvantaged pupils where social and emotional or academic concerns have arose. These reports provide recommendations and offer supporting documentation for applications for an EHCP when required.
Improving attendance and readiness to learn for the most disadvantaged pupils. Engagement from families with external support agencies.	Attendance of PP children is 94% in comparison to the whole school average of 95%. Families struggling to attend school receive additional support through the early help process.

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
The Write Stuff	Jane Considine

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>
2 pupils in receipt of service premium both needed targeted academic support (as opposed to social and emotional). Both children given small group additional maths support and 1:1 support with spelling, writing and reading.
The impact of that spending on service pupil premium eligible pupils
Good progress from starting points in reading and writing. Improved confidence in all academic areas.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.