

Pupil premium strategy statement – Anker Valley Primary Academy

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	55 (+30 Sept 23) 85 cdn in total (Sept 23)
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Year Plan (evaluated and updated annually) 2021/2022 – 2023/24
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Natalie Horlor (Head of School)
Pupil premium lead	Natalie Horlor
Governor / Trustee lead	Julia Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,827 (inc EYPP, LAC, PLAC)
Recovery premium funding allocation this academic year	£1450 (estimate)
Pupil premium (and recovery premium*) funding carried forward from previous years.	£0
Total budget for this academic year	£32,277

Part A: Pupil premium strategy plan

Statement of intent

'Inspiring all to Excellence'

Anker Valley Primary Academy, is a one form entry Free school that is part of the Fierte Multi Academy Trust. It opened in September 2021 and currently has EYFS and Key Stage 1, serving two newly built estates in Tamworth. The school will grow by one year group every year, until it reaches full capacity in September 2027.

At Anker Valley Primary Academy, our intention is that all pupils, irrespective of their starting points, are inspired to excellence thus make outstanding progress across the curriculum. Our Pupil Premium funding will support children from disadvantaged backgrounds, to enable them to reach this goal. We will strive to close the attainment gap between disadvantaged pupils and their peers through a thorough understanding of their needs. The activities that are outlined in this document will not only support the needs of our disadvantaged learners, but will also benefit those who are not. Pupil premium students are not alike and as a school we ensure that we don't categorise pupils, by labelling them disadvantaged, but treating every child as an individual who has the potential to achieve excellence.

Our strategy works towards a three-tiered approach that balances approaches to improve **quality first teaching, targeted academic support and wider strategies**. We also recognise that less is more; selecting a small number of priorities and giving them the best chance to succeed while ensuring that pupil premium is at the heart of a whole school effort, with all staff understanding the strategy and their role within it. Staff understand the importance of research and leaders strive to identify the best possible evidence-based interventions and support to ensure pupils thrive and to target closing the gap.

Our approach at Anker Valley will evolve as the school grows and be responsive to common identified challenges as well as the individual needs of learners. Senior leaders will ensure that approaches are identified as a result of rigorous assessment and not simply by making assumptions about the impact of being disadvantaged. The approaches that we choose to adopt will complement each other to help learners to achieve their full potential.

To ensure approaches are effective we will:

- ensure all learners, including disadvantaged pupils, are challenged in the work that they're set as a result of quality first teaching;
- act early to intervene at the point need is identified.
- Begin the process of embedding a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Our initial observations and discussions with pupils and families have identified social and emotional issues for many pupils, as well as a lack of enrichment opportunities impacted from the Covid pandemic. These challenges will have particularly affected disadvantaged pupils, including their attainment (starting point in EYFS). Social and emotional experiences in home life impact significantly on family input into the education of a child. This can also include the impact of mental health on the pupils and their families.
2	Children often lack the experiences and vocabulary required of the current curriculum as a direct result of low income, this is particularly evident in the early years where in our disadvantaged pupils, speech and language is lower than expected on entry.
3	Pupils often lack metacognitive approaches and the ability to recognise their strengths and weaknesses and how to motivate themselves with learning and further ambition. Poor memory skills and the inability to transfer knowledge to long term memory impacts on pupil progression and attainment particularly in relation to early reading.
4	Attendance is a barrier to learning for some pupil premium students. Our attendance data during the first half term (since the school opened) has been impacted by pupils testing for Covid, causing gaps in particular in pupil's phonic knowledge. Our assessments and observations indicate that absenteeism is negatively impacting on the progress of our disadvantaged pupils.

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
To develop the Oracy and Reading skills of disadvantaged pupils to close the gap by the end of Reception Year.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Close the gap between PP and non PP (within the areas of listening and attention and understanding and reading)

	by the end of July 2024, to ensure that all PPG learners in EYFS achieve GLD.
To develop the Oracy and Reading skills of disadvantaged pupils to close the gap by the end of Key Stage 1. <i>(New September 2023)</i>	Carefully monitor the gap between PPG and non PPG boys during PIRA tests in Year 1 and Year 2 and act swiftly where the gap may be widening to provide targeted support. All of PPG learners in Year 1 to pass the phonics screening check in June 2024. KS1 reading outcomes in 2024/25 to ensure that all disadvantaged pupils meet the expected standard in Reading.
PPG learners attainment in mathematics at the end of KS1 is in line with national and they achieve in line with their non PPG peers. <i>(New September 2023)</i>	All PPG learners achieve Mathematics ELG in EYFS. All PPG learners achieve age related in mathematics at the end of KS1 in 2024/25. The gap between PPG boys and non PPG boys in mathematics has closed at KS1 by 2024/25.
To reduce the impact of social and emotional experience in home life on attainment and wellbeing of the child through increased enrichment opportunities and emotional support to enable children to learn effectively.	100% of children accessing enrichment activities and trips to aid real life experiences termly. 100% of children to complete focused study within one of our four learning environment and through a wide range of educational trips. Targeted support sessions for those with SEMH needs are identified swiftly e.g., play therapy, Lego therapy, Action for Children, Sandbox.
To ensure attendance for disadvantaged children is in line with non-disadvantaged children.	Sustained high attendance in 2023/24 demonstrated by: <ul style="list-style-type: none"> the overall attendance rate for all pupils continuing to be no lower than 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers remains in line as in 2022/23. The percentage of all pupils who are persistently absent being below national average and the figure among disadvantaged pupils being roughly in line with their peers.
Provide personalised, targeted pastoral support for individual pupil premium pupils to support their emotional wellbeing in order for them to be happy, secure and	Children will be identified based upon SEMH needs and possible external agencies support e.g. Malachi, Early Help Plans

fully engaged in school (and where needed out of school).	Specific social and emotional support for identified disadvantaged individuals and their families by named responsible person (HofS).
Improve the quality of teaching and learning through developing staff understanding of metacognition and memory recall (staff development)	Lesson observations, learning journey monitoring and use of Tapestry, CPD and planning documents show evidence of sustained, deliberate practice to support memory recall.

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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD (including mentoring from experienced EYFS practitioner) for teaching staff in EYFS to ensure that their knowledge of in the moment provision, play based learning and the new EYFS framework enables them to meet the needs of all learners including those who are disadvantaged.	Positive outcomes have been identified for a range of early learning outcomes including vocabulary, reasoning and early numeracy. Evidence related to early language and problem solving outcomes is mixed. Play-based therapy can have substantial benefits for children who are identified as having social, emotional, or educational difficulties. Education Endowment Foundation EEF	5
Deliver high quality Little Wandle Phonics sessions (including Keep Up) to secure stronger phonics teaching for all pupils in Reception and Year 1 (including supporting new staff that have joined and are not familiar with the scheme through high quality CPD).	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Deliver high quality reading sessions in EYFS and KS1, ensuring that a love of	Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. The	1

<p>reading is achieved as well as exposure to high quality texts and reading comprehension strategies. Achieved through:</p> <ul style="list-style-type: none"> -Daily story telling sessions. -Group reading (matched to ability). -Whole class reading. -Development of letter and phonic knowledge. -Introduction to a wide range of texts. 	<p>early literacy approaches evaluated to date led to an average impact of four additional months' progress, with the most effective approaches improving learning by as much as six months.</p> <p>Education Endowment Foundation EEF Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	
<p>Ensure that a high quality of social and emotional (SEL) learning is embedded from EYFS upwards.</p> <p>Emotion Coaching will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers).</p>	2
<p>Additional coaching and curriculum improvement. This will be identified CPD needs as these develop.</p>	<p>In service training of staff allows staff to evaluate current practice and acquire new skills following up to date evidence and advice. As a result of training, evidence shows that there is not only improved effectiveness of teaching but also improved outcomes.</p>	5
<p>Access to high quality teaching and learning resources to support learning needs and support staff in managing workload and scaffolded support.</p>	<p>Resources are purchased in order to meet the National Curriculum in an engaging way. Materials and experiences are planned for in order that all children have opportunity to meet the objectives when in school.</p>	1 and 5
<p>Accurate data management systems to allow targeted and accurate teaching and learning across the curriculum.</p>	<p>Accurate data tracking allows for individualised planning and interventions. The evidence for which is supported by the EEF and can be found by following these links.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	1-5
<p>Pupil Premium Lead time to manage, support pupils in class and support leadership across the school in meeting the needs of disadvantaged pupils.</p>	<p>Education sciences critical review on teacher recruitment and retention explores approaches for retention and cites the impact of teacher workload and development in retention.</p>	1-5

	<p>The OME teacher retention report by RAND found here cites workload one of the largest retention factors.</p> <p>Allowing time out of class for direct planning, monitoring and evaluation.</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Poorer readers access to resources and interventions to support fluency and understanding:</p> <ul style="list-style-type: none"> - Little Wandle Keep Up sessions (run by TA) and resources. (+4/5) - Breakfast Phonics sessions in Year 1 and Year 2. - Parents targeted to attend phonics and reading workshops to help support their child at home. (+4) - Children to have access to online books at home as well as library books. (+4) - Little Wandle Keep Up Resources. (+4) - TA's to support this Keep Up intervention time. - CPD to continue to provide support and updates for all staff on phonics. 	<p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy. (EFF)</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	1 and 4
<p>EYFS, KS1 Maths mastery – training from Maths Hub. Maths Lead to continue training for staff throughout the year.</p>	<p>Improved teaching in maths leading to improved understanding for pupils. Improvements in children's knowledge, understanding and academic ability. (+5 months)</p> <p>Mastery learning EEF (educationendowmentfoundation.org.uk)</p>	3

<p>Use of daily Maths Mastery lessons in EYFS and KS1 will be closely monitored by subject leader to ensure that it supports the learning of our most vulnerable children.</p> <p>Parental workshops in EYFS and KS1 to enable parents to understand approaches to mathematics in the classroom and strategies for supporting at home. (+4 months)</p>	<p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	
<p>Enhancement of maths teaching by continuing the enrolment of staff members on the Maths hub to support the teaching of mastery across the whole school. (+5 months)</p>	<p>Improved teaching in maths leading to improved understanding for pupils. Non-Statutory guidance has been created by the DfE in conjunction with the NCETM in the teaching of mathematics, drawing on evidence-based approaches. (+5 months)</p> <p>Mastery learning EEF (educationendowmentfoundation.org.uk)</p>	3
<p>Embed high quality serve and return interactions in EYFS and KS1 to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>Carefully consider where targeted Speech and Language support may be appropriate e.g. through Stoke Speaks Out or NELI.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>(+6 month)</p>	1
<p>Reception environment to provide regular opportunities for high quality child initiated and in the moment play.</p>	<p>Descriptive and correlational evaluations of approaches which emphasises child-led play, indicate that such approaches can have long-term benefits, including benefits to academic outcomes in primary school:</p> <p>Education Endowment Foundation EEF</p>	4

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

Budgeted cost: £7277

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enrichment opportunities and extra curricular activities partially funded to enable disadvantaged children to be able to access them:</p> <ul style="list-style-type: none"> - Experience of learning a musical instrument (Ukulele, keyboards and steel pans) - Every pupil premium child to have access to an lunchtime and after school club. - School trips subsidised. - Work with families to promote engagement in HAF activities over the holidays. 	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	2
<p>Attendance plans in place to result in an increase over time (working with EWO):</p> <ul style="list-style-type: none"> - Support parents of children whose attendance is below 90% and work with them to increase this swiftly. - Attendance clinics to be offered termly to those with attendance below 90%. 	<p>Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school.</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p>	3

<ul style="list-style-type: none"> - Trust Attendance Policy to be reviewed as a working party and shared with parents in September 2023. - Termly attendance rewards, certificates and end of year reward for those with 96%+ attendance. 		
<p>Strategies to support social and emotional well being.</p> <ul style="list-style-type: none"> • Universal programmes that seek to improve behaviour or engagement. • Specialised programmes targeted at children with emotional, behavioural or learning difficulties e.g. Malachi, Sandbox. 	<p>Existing evidence suggests that SEL strategies can have a positive impact on social interactions, attitudes to learning, and learning itself. On average, children who follow SEL interventions make around three additional months' progress in early years settings and reception classes.</p> <p>Education Endowment Foundation EEF</p>	4
<p>Universal approach to Social and Emotional wellbeing through the introduction and embedding of a relational approach to behaviour and learning (Emotion Coaching).</p> <ul style="list-style-type: none"> - CPD for staff to revisit the approaches for Emotion Coaching and Restorative approaches. - Parents meetings to share Behaviour and 	<p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	2 and 4

Relationship Policy for new EYFS pupils.		
<p>Safeguarding – MyConcern – accurate and up to date records for the safeguarding and support of most vulnerable pupils.</p> <p>-CPD for staff new to the school in September 2023.</p> <p>-Safeguarding lead to be part of the trust Safeguarding Forum and will attend half termly meetings to report on trends.</p>	<p>Safeguarding of pupils is paramount importance. Since introduction of MyConcern more accurate records are now held. Staff feel more comfortable creating chronological records of minor concerns which will support in building a larger picture increasing pupil welfare. Safeguarding Leads are able to access and communicate accurately and passing information to other schools is safer and quicker.</p>	2, 3 and 4

Total budgeted cost: £32,277.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS Outcomes (GLD)

Total percentage of pupils achieving GLD: 83%

Percentage of PPG pupils achieving GLD: 66.7% (increase of 6.7% from 2022)

Percentage of Non PPG pupils achieving GLD: 86.4% (Decrease of 3.6% from 2022)

Gap: -19.7% (Gap has narrowed by 10.3% from 2021-22)

Intended Outcome 1: To develop the Oracy and Reading skills of disadvantaged pupils to close the gap by the end of the Reception year.

Percentage of PPG pupils achieving ELG in Communication and Language: 100% (increase of 40% on 2022 data)

Percentage of Non PPG pupils achieving ELG in Communication and Language: 90.9%

Gap has been closed, with the PPG outperforming the non PPG by 9.1%.

Percentage of PPG pupils achieving Phonics Screening Check in June 2023: 70% (0.6% above FFT national)

Percentage of Non PPG pupils achieving Phonics Screening Check in June 2023: 94.4% (10.3% above FFT national, with a gap of 24.4%)

- A significant proportion of PPG funding has been spent on resources for the outdoor area in EYFS in order to enhance the provision and provide greater opportunities for high quality interactions between peers and adults. The impact of this has been that opportunities for child initiated play have been significantly increased. As a result of this 100% of PPG children achieved the ELG for Communication and Language.
- Phonics Training has been planned for the new teaching assistants in EYFS and Year 1 and support will be provided throughout the year from the reading lead, to ensure that pupils are on target to access the phonics screening in June 2024. Focus pupils in Year 1 and 2 for September 2023 have been identified in preparation (pupils that did not achieve the GLD in July 2023 and those that did not pass the phonics screening check June 2023).
- Home learning packs were sent home with a focus on phonics, reading and writing for those who did not make the GLD or phonics screening check. Meetings were also held with parents of Focus children in July 2023 to help them understand how they could support at home over the summer holidays.
- Year 1 class teacher has undertaken Little Wandle training.
- Group reading was reviewed as part of Strategic Peer Review (June 2023). Reading books are matched appropriately to children's phonic ability.
- Parent reading volunteers have been supporting since February 2023 following training and read primarily with PPG learners and those not engaging with reading in the home.
- Head of School has completed the training (5 days) for Stoke Speaks Out and has copies of the materials.

- Year 1 Class teacher has been running Breakfast Phonics Club for 7 pupils (6 PPG learners). This has had significant impact with 6/7 children achieving a score of 32+ in the Y1 screening check.
- Parent Workshops offered in Spring term with a focus on the Year 1 Phonics Screening Check.

Next Steps:

- Literacy will remain as a focus for EYFS for 2023-24 as only 66.7% of PPG learners achieved the ELG in this due to not achieving the phonics and writing element of the ELG. These pupils will have intensive support in 2023/24 (Year 1) including Breakfast Phonics starting in September 2023.
- Love of reading remains a focus for 2023/24, with an Academy Improvement Plan written to drive this. The focus will be on: The School Library (Further enhancements and improve access); Visits to Tamworth Library; Reading diaries to have high quality feedback from staff to enable parents to support at home; Tapestry to be used to promote reading both at home and in school.
- Secure and train more parent reading volunteers to accommodate the additional classes.
- To identify children in EYFS that may need to access Stoke Speaks Out sessions, disseminate training and begin sessions in Autumn term.
- Phonics sessions to be offered for parents in the Autumn term and following Friday assemblies so that more parents may be able to attend.

Intended Outcome 2: To reduce the impact of social and emotional experience in home life on attainment and wellbeing of the child through increased enrichment opportunities and emotional support to enable children to learn effectively.

- 100% children have attended trips to West Midlands Safari Park, two local churches, Glascote Farm, Parkridge Centre, Sudbury Hall and the Sealife Centre. Where costs were incurred, PPG children received a 25% discount on the cost of the visit to enable them to be able to attend. This will continue in 2023-24 where trips will include visits to London, Birmingham Airport and Tamworth Castle (as well as those listed above).
- 100% of PPG children have accessed specialist music lessons for 1 hour per week provided by Rock It Music. This has included Ukelele, Steel Pans and keyboards. They have also taken part in a graded examination for which they achieved a distinction.
- Trust well-being lead left the trust in January 2023.
- A teaching assistant has been trained in Drawing Therapy and will be starting this with identified PPG learners in September 2023.
- Private Play Therapist has supported 3 children all entitled to PP or PP+ funding in the summer term of 2023 and this will continue in the Autumn 2023.
- Second hand uniform shop has been set up by the office manager and promoted on the weekly newsletter and to parents verbally.
- After school clubs took place 4/5 nights per week and included gardening, art, football and dance (PPG and SEND children prioritised). These were offered at no charge to parents and take up was high (64% of PPG learners accessed clubs in Spring and Summer term).

- February 2023 - All staff received Emotion Coaching training from the Trust Well Being Lead in the Autumn 2022 term. Approaches are being used in the classroom, although greater consistency in these is still required. The Behaviour and Relationships Policy was shared with parents and agreed by Governors.

Next Steps:

- Continue to offer reduced costings for trips and events in school (e.g. meals for parents);
- Lunch time clubs to run from September 2023 for PPG children provided by an external agency;
- Wide range of trips and visits to take place in the next academic year as per long term enrichment plan.
- Drawing Therapy to commence.
- Gaps have been identified in outcomes in Mathematics particularly for PPG Boys. This will become a focus for 2023/24, ensuring that high quality mathematics lessons are being delivered and that Mastery approaches are disseminated from the Maths Lead and embedded in KS1.

Intended Outcome 3: To ensure attendance for disadvantaged children is in line with non-disadvantaged children.

- Attendance has continued to be challenged and where holidays in term time have taken place the correct procedures with regards to penalty notices have been issued.
- Termly Attendance letters sent to parents to inform them of child's attendance. 6 week's later 'Congratulations' letters sent where improvements and Attendance clinics offered to parents below 90% with no improvement. Attendance letters being sent to parents termly has had impact because where children were persistently absent in the Autumn term, this had decreased for many by the Spring and Summer term.
- PPG lead has also been part of the Trust Attendance Working Party and will engage in 2023/24 with a national attendance working party.

Attendance Outcomes Data 2021-2022

Total Attendance (all pupils): 93.27%
 Total Authorised Absence (all pupils): 5.5%
 Unauthorised absence (all pupils): 1.23%

Attendance (PPG Pupils): 89.29%
 Total Authorised Absence (PPG Pupils): 9.31%
 Unauthorised absence (PPG Pupils): 1.4%

Attendance Outcomes Data 2022-2023

Total Attendance (all pupils): 95.2% (+1.93%)
 Total Authorised Absence (all pupils): 3.85% (-1.65%)
 Unauthorised absence (all pupils): 0.94% (-0.29%)

Attendance for (PPG Pupils): 94.4% (+5.11%)
 Total Authorised Absence (PPG Pupils): 9.2% (-0.11%)
 Unauthorised absence (PPG Pupils): 2.1% (+0.7%)

<p>Attendance (Non PPG Pupils): 94.44%</p> <p>Total Authorised Absence (Non PPG Pupils): 4.38%</p> <p>Unauthorised absence (Non PPG Pupils): 1.18%</p> <p><u>(PPG / Non PPG) Attendance Gap</u></p> <p>Attendance for 2021-22: -5.15%</p> <p>Total Authorised Absence: -4.93%</p> <p>Unauthorised absence: -0.22%</p>	<p>Attendance for (Non PPG Pupils): 95.4% (+0.96%)</p> <p>Total Authorised Absence (Non PPG Pupils): 3.74% (-0.64%)</p> <p>Unauthorised absence (Non PPG Pupils): 0.7% (-0.48%)</p> <p><u>(PPG / Non PPG) Attendance Gap</u></p> <p>Attendance for 2022-23: -1% (gap decreased by 4.15%)</p> <p>Total Authorised Absence: -5.46% (gap increased by 0.53%)</p> <p>Unauthorised absence: -1.4% (gap increased by 1.18%)</p>
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Next steps:

- Ensure that the gap in attendance between PPG and non-PPG remains closed in the academic year 2023-24 by monitoring at the end of each term through FFT.
- Work to close the gap in authorised and unauthorised absence between PPG and non PPG through further embedding of the Trust Attendance Policy and offering Attendance clinics swiftly where concerns are arising.
- Continue to work with families in September 2023 whose attendance was below 90% for this academic year (these have been identified in July 2023 and meetings have already taken place with families).
- Continue to provide attendance clinics at the end of each term following attendance data being sent out to parents.
- Support families new to the school with attendance, where they were identified as persistently absent in previous settings.
- Continue to implement high expectations for attendance for the new EYFS cohort.

Intended Outcome 4: Provide personalised, targeted pastoral support for individual pupil premium pupils to support their emotional wellbeing in order for them to be happy, secure and fully engaged in school (and where needed out of school).

- 14% of PPG learners have received family support from Malachi or Early Help this academic year with TAF's in place and regular half termly meetings to discuss progress and next steps.
- Bronze Charter Award has been achieved for Emotional Health and Well-Being Provision at Anker Valley.

Total percentage of pupils achieving GLD: 83%

Percentage of PPG pupils achieving GLD: 66.7% (increase of 6.7% from 2022)

Percentage of Non PPG pupils achieving GLD: 86.4% (Decrease of 3.6% from 2022)

Gap: -19.7% (Gap has narrowed by 10.3% from 2021-22)

Next Steps:

- As the data still demonstrates at 19.7% gap between the PPG and non PPG learners, it would suggest that they are not always fully engaged in school and do not always receive the required support at home. Through a continued emotion coaching approach, it is hoped that learners will be more emotionally literate to be able to communicate how they are feeling, but also then access designated areas in school to allow them to engage in learning at school.
- Drawing Therapy to begin in September 2023 focusing on PPG learners with SEMH needs to begin with.
- Private Play Therapy to continue in September 2023 (currently supporting PP and PP+ learners).

Intended Outcome 5: Improve the quality of teaching and learning through developing staff understanding of metacognition and memory recall (staff development).

- The Trust nursery manager has provided support to EYFS teaching assistant this academic year with a focus on purposeful conversations with pupils and knowing when the right moment is to interact. The impact of this has been that staff have a more secure understanding of what interactions in the EYFS should look like and the impact that these can have on children’s CLL and Literacy development.
- EYFS class teacher has continued to meet with other EYFS leaders from across the trust to discuss provision and to moderate Tapestry observations. The impact of this has been that judgements for learners at Anker Valley have been identified as accurate. Standards in EYFS have remained above National now for two academic cohorts, with the number of PPG learners achieving the GLD increasing.
- 100% of parents are able to access Tapestry in EYFS and Year 1 and weekly homework tasks are now set through this.
- Support has been provided by the class teacher to ensure all parents could access and there has continued to be a focus on rewarding for home learning during Family Assemblies. The impact of this has been a close home school partnership with learning from the classroom being supported in the home.
- Teaching and Learning Policy produced with a particular focus on metacognition and memory recall and the Rosenshine Principles and shared with Local Governing Body.
- Teaching of Phonics identified as a strength in Strategic Peer Review in June 203. This was further reinforced as a strength through our Phonics Screening Check results which included 70% of PPG learners achieving the pass mark.

Next Steps:

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

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