

Anker Valley Primary Academy 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	Anker Valley Primary Academy
Number of pupils in school	24 (Reception class only 2021/22)
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 – 2023/24
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
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	£3363.75 (53p per pupil per hour)
Recovery premium funding allocation this academic year	£0
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	£3363.75

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 to Reception only and serves 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 Early Years 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 during 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	<p>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.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting on some disadvantaged pupils' progress.</p>
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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
1. To develop the Oracy and Reading skills of disadvantaged pupils to close the gap by the end of the Reception year.	<p>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.</p> <p>Close the gap between EYPP and non PP (within the areas of listening and attention and understanding and reading) by the end of July 2022.</p> <p>2023 gap to be maintained at 0%</p> <p>KS1 reading outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.</p>
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.	<p>100% of children accessing enrichment activities and trips to aid real life experiences termly.</p> <p>100% of children to complete focused study within one of our four learning environment and through educational trips - Glascote Farm, Sea Life Centre, Conkers.</p> <p>Sessions with Trust Well Being Lead and focus on zones of regulation.</p>
3. To ensure attendance for disadvantaged children is in line with non-disadvantaged children.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall attendance rate for all pupils being no lower than 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being in line. • 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.
4. Provide personalised, targeted pastoral support for individual EY 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).	<p>Children will be identified based upon SEMH needs and possible external agencies support e.g. Malachi, Trust Well-Being Lead, Early Help Plans</p> <p>100% of Trust Well Being Lead referral will result in active programme of support for identified children.</p> <p>Specific social and emotional support for identified disadvantaged individuals and their families by named responsible person (HofS).</p>
5. Improve the quality of teaching and learning through developing staff understanding of metacognition and memory recall (staff development)	<p>Lesson observations, learning journey monitoring and use of Tapestry, CPD and planning documents show evidence of sustained, deliberate practice to support memory recall.</p>

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: £1600

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
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	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
Embed reading across the curriculum in EYFS and KS1, ensuring that a love of reading is achieved as well as exposure to high quality texts. Achieved through: -Daily story telling sessions. -Group reading (matched to ability). -Development of letter and phonic knowledge. -Introduction to a wide range of texts.	Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. The 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. Education Endowment Foundation EEF	1
Ensure that a high quality of social and emotional (SEL) learning is embedded from EYFS upwards. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	2

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

Budgeted cost: £900

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) - Parents targeted to attend phonics and reading workshops to help support their child at home. (+5) - Children to have access to online books at home as well as library books. (+4) - Little Wandle Keep Up. Resources.(+4) - TA to support this Keep Up intervention time. - Training 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>1 and 4</p>
<p>Purchase and embed a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills in EYFS e.g. NELI, Wellcomm, Teddy Talk.</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>1</p>
<p>Reception environment and resources to meet the needs of the new curriculum and provide regular opportunities for 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>	<p>4</p>

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

Budgeted cost: £800

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<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 after school club (when applicable) and to participate in peripatetic music clubs. - School trips subsidised. 	<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. 	<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
<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. • Support from trust well-being lead (6 week sessions). • Specialised programmes targeted at children with emotional, behavioural or learning difficulties e.g. Malachi. 	<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

Total budgeted cost: £3300

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.

Not applicable as school opened September 2021
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Externally provided programmes

Programme	Provider
Not applicable as school opened September 2021	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)