

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	53 (EYFS and Year 1 only at present)
Proportion (%) of pupil premium eligible pupils	19%
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 2022
Date on which it will be reviewed	September 2023
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	£18,670
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years.	£0
Total budget for this academic year	£18,670

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 Reception and Year 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 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	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 the 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.

	<p>Close the gap between PP 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>
<p>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>	<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 Emotion Coaching and Relational Approaches to Behaviour.</p>
<p>To ensure attendance for disadvantaged children is in line with non-disadvantaged children.</p>	<p>Sustained high attendance from 2022/23 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. <p>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.</p>
<p>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>	<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>
<p>Improve the quality of teaching and learning through developing staff understanding of metacognition and memory recall (staff development)</p>	<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: £9335.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p>	<p>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.</p> <p>Education Endowment Foundation EEF</p>	<p>5</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. – Completed</p> <p>Embed Little Wandle Phonics 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</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>

<p>scheme through high quality CPD).</p>		
<p>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:</p> <ul style="list-style-type: none"> -Daily story telling sessions. -Group reading (matched to ability). -Development of letter and phonic knowledge. -Introduction to a wide range of texts. 	<p>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.</p> <p>Education Endowment Foundation EEF</p>	1
<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

Accurate data management systems to allow targeted and accurate teaching and learning across the curriculum.	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 . Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1-5
Pupil Premium Lead time to manage, support pupils in class and support leadership across the school in meeting the needs of disadvantaged pupils.	Education sciences critical review on teacher recruitment and retention explores approaches for retention and cites the impact of teacher workload and development in retention. The OME teacher retention report by RAND found here cites workload one of the largest retention factors. Allowing time out of class for direct planning, monitoring and evaluation.	1-5

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

Budgeted cost: £4667.50

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) 	<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>	1 and 4

<ul style="list-style-type: none"> - Little Wandle Keep Up Resources.(+4) - TA to support this Keep Up intervention time. - CPD to continue to provide support for all staff on phonics. - Additional teacher in EYFS 5 mornings per week to support with group reading, 1:1 reading and NELI. 		
<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, Stoke Speaks.</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: Oral language interventions EEF (educationendowmentfoundation.org.uk) (+6 month</p>	1
<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: Education Endowment Foundation EEF</p>	4

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

Budgeted cost: £3300.00

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. (September 2022) - 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>	<p>2</p>
<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. - Attendance clinics to be offered termly to those with attendance below 90%. - Trust Attendance Policy to be written as a working party and shared with parents. 	<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>	<p>3</p>

<p>Termly attendance rewards, certificates and end of year reward for those with 96%+ attendance.</p>		
<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 wellbeing 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>	<p>4</p>
<p>Universal approach to Social and Emotional wellbeing through the introduction and embedding of a relational approach to behaviour and learning (Emotion Coaching).</p> <p>-CPD for staff from Trust Wellbeing lead to support staff with the delivery of a relational approach.</p> <p>-Parents meetings to share Behaviour and Relations Policy.</p>	<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>	<p>2 and 4</p>
<p>Safeguarding – MyConcern – accurate and up to date records for the safeguarding and</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</p>	<p>2, 3 and 4</p>

support of most vulnerable pupils.	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.	
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Total budgeted cost: £18,670

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: 60%

Percentage of Non PPG pupils achieving GLD: 90%

Gap: -30%

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 GLD in CLL: 60%

Percentage of Non PPG pupils achieving GLD in CLL: 90%

Gap: -30%

- Communication, Language and Literacy will remain as a focus for EYFS for 2022-23 and for the cohort moving into Year 1 that were 30% below the expected standard. In addition to the measures already in place, an additional teacher will be in EYFS in the mornings to support with reading and the delivery of NELI and a speech and language programme (Stoke Speaks). In Year 1, the TA will be delivering NELI to pupils identified, as well as supporting with group reading and 1:1 reading.
- Phonics Training has been implemented for the new class teacher to 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 2023. Focus pupils in Year 1 for September 2022 have been identified in preparation (pupils that did not achieve the GLD in July 2022).
- Little Wandle Phonics has been well received by staff and parents, with feedback from both positive with regards to the ease of following the planning and the quality of the resources. For September 2022, we have purchased additional stretch and challenge reading books as this was identified by the reading lead as an area of need. In July 2022, we also purchased the Little Wandle Ebooks, to allow the children to continue to access set reading books for the duration of the Summer holiday. In addition to this, home learning packs were sent home with a focus on CLL for those who did not make the GLD and weekly home learning tasks have been set on Tapestry to try to maintain learning over the 6 week break.

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 and Parkridge 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.
- 100% children have accessed specialist music lessons weekly since September 2021. This has included Ukelele, Steel Pans and keyboards. They have also performed in two concerts to parents.

- Each parent entitled to Holiday and Food (HAF) provision for 4 weeks over the summer, came in and met with office manager who showed them how to access HAF clubs. Follow up call made 1 week later to see if further support was needed. Additional support offered with regards to accessing food vouchers by office manager.
- Next Steps: Trust wellbeing lead to offer 1 day support each week, delivering ELSA, Sensory Snacks and Therapeutic play for those referred by SENDCO; Continue to offer reduced costings for trips and events in school (e.g. meals for parents); Set up second hand uniform shop and promote to parents; After school clubs to run from September 2022 including a specialist music club provided by Rock It Music; Wide range of trips and visits to take place in the next academic year as per long term enrichment plan.

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

- Attendance for the lowest attending pupils has not improved and many more PP learners are missing days of learning. Attendance has been challenged and where holidays in term time have taken place the correct procedures with regards to penalty notices have been issued.
- Covid did impact on attendance in the first part of the academic year, with other childhood illnesses which required up to 2 weeks absence from school impacting on the Spring and Summer term.

Attendance Outcomes Data 2021-2022

Total Attendance for 2021-22 (all pupils): 93.27%

Total Authorised Absence (all pupils): 5.5%

Unauthorised absence (all pupils): 1.23%

Attendance for 2021-22 (PPG Pupils): 89.29%

Total Authorised Absence (PPG Pupils): 9.31%

Unauthorised absence (PPG Pupils): 1.4%

Attendance for 2021-22 (Non PPG Pupils): 94.44%

Total Authorised Absence (Non PPG Pupils): 4.38%

Unauthorised absence (Non PPG Pupils): 1.18%

(PPG / Non PPG) Attendance Gap

Attendance for 2021-22: -5.15%

Total Authorised Absence: -4.93%

Unauthorised absence: -0.22%

- Next steps: Continue to work with families in September 2022 whose attendance was below 90% for this academic year; provide attendance clinics at the end of each term; embed new trust attendance policy in September 2022; 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).

- 60% 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.
- Referrals have been made to the Trust Well-Being lead for 15% learners at AVPA. With 25% of those learners in receipt of FSM.
- As a school, we are in the process of embedding Emotion Coaching and Restorative Justice approaches to behaviour and wellbeing. As a staff, we have visited other schools, have explored policies and timelines for the implementation of this and the SENDCo is completing a research based assignment into the theory, impact and approaches that underpin it.
- Trust wellbeing lead has supported the Head of School to carry out a wellbeing audit and submit the paper work for the Bronze Charter Award.

Percentage of PPG pupils achieving GLD in CLL: 60%

Percentage of Non PPG pupils achieving GLD in CLL: 90%

Gap: -30%

Next Steps: As the data still demonstrates at 30% 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.

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 class teacher with regards to in the moment provision. The impact of this has been that staff have a more secure understanding of what the provision should look like and the learning opportunities that should be available to meet their needs. This was praised in trust monitoring in February 2022. The next steps are to consider transition into Year 1 from EYFS for July 2023 and to ensure that there are as many opportunities for mathematics learning in EYFS continuous provision as there are for reading and writing to ensure that learning in this area develops.
- EYFS class teacher has met with other EYFS leaders from within the trust to discuss provision and to moderate Tapestry observations. The impact of this has been that
- 100% of parents are able to access Tapestry and weekly homework tasks are now set through this. Support was provided by the class teacher to ensure all parents could access and there was 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. Where weekly homework was not completed, meetings with parents were held to remind of the expectations.

Next Steps: Clear Teaching and Learning Policy to be produced for September 2022, with a particular focus on metacognition and memory recall and the Rosenshine

Principles. Support will also need to be provided for new staff, to ensure that gaps in learning from EYFS are swiftly closed to enable progress to be made.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

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

Further information (optional)

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