

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	114
Proportion (%) of pupil premium eligible pupils	24% (27) 8% LAC/PLAC (9) 6.3% Service premium (2)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Year Plan (evaluated and updated annually) 2024-25 – 2026-27
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Natalie Horlor (Headteacher)
Pupil premium lead	Natalie Horlor
Governor / Trustee lead	Julia Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,130 (PLAC/LAC) £39,960 (PP Funding) £680 (Service premium) £63,770 (inc PP, LAC, PLAC and service premium)
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	£63,770
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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 up to Year 3, 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	In previous years, Pupil Premium boys in EYFS and Key Stage 1 have not achieved expected outcomes in line with their Non-Pupil Premium peers in Reading, Writing and Mathematics.
2	A higher number of children who are in receipt of Pupil Premium also display additional barriers to learning, e.g. communication and language, SEND, safeguarding concerns. As a result, targeted support needs to be provided in a range of ways which are not always academic.
3	Pupil Premium pupils often display a much narrower experience of the wider world due to the social and financial constraints on their families – this means that their vocabulary and knowledge of the wider world can be limited, making elements of their learning more difficult to access.
4	Lasting emotional wellbeing and mental health needs impact on academic outcomes and therefore these needs must be met in order for pupils to be able to learn. This is currently one of the biggest factor affecting behaviours in school.
5	Proportionately, more Pupil Premium than Non-Pupil Premium pupils have struggled to have their basic needs met and need family support for things like attendance, food, clothing, 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
Targeted support for pupils and parents in EYFS & KS1 in terms of early learning. Parents to come into school and learn about child development and how best to support their children at home (particularly in relation to reading, writing and mathematics.)	Results at the end of KS1 continue to be above the national average. Pupil Premium children make accelerated progress across KS1. Phonics scores continue to be above the national average. The number of PP children reaching ARE in RWM is increased. The number of PP children achieving GDs in KS1 is increased. The number of PP children achieving GLD at the end of Reception is increased.
Improve attendance of disadvantaged pupils to school target of 96% by the end of the academic year.	Attendance is above the national average and PA continues to reduce significantly.

The school offers a wide range of experiences to all pupils – these will be subsidised for pupils in receipt of Pupil Premium so that no pupil misses the opportunity afforded to anyone else.	Pupils have equal access to all learning experiences. Pupils speak positively about their experiences and this impacts on their learning in class.
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).	Children will be identified based upon SEMH needs and possible external agencies support e.g. Malachi, Early Help Plans, Sandbox, Action for Children. Specific social and emotional support for identified disadvantaged individuals and their families by named responsible person.
Those on SEND register and vulnerable register make strong progress from starting points through early intervention and access to specialist support at the first possible opportunity.	Pupils meet their individual targets.

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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of standardised diagnostic assessment tools for core attainment and progress. -Standardised assessment tests (PIRA, White Rose, Rising Stars) purchased for Years 1-3. Staff trained in the analysis of the test and discussion had at fortnightly pupil progress meetings.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. When gaps in learning are clearly defined, teaching can focus on them and learning, and attainment will increase.	1
Professional development to support the implementation of approaches for the	Evidence shows that embedding mastery approach (CPA, problem solving strategies, mathematical knowledge and resources to challenge and support) improves pupil outcomes.	1

<p>delivery of Little Wandle Phonics and a Maths Mastery based approach to teaching.</p> <p>-New staff to complete Little Wandle training online and then receive coaching support from reading lead.</p> <p>-Identify next teachers and TA's to attend Maths Mastery courses and provide cover for these to attend sessions and receive coaching from maths lead following this.</p>	<p>Mastery learning EEF (educationendowmentfoundation.org.uk)</p> <p>+6 months impact achieved through a maths mastery approach.</p> <p>Mathematics Mastery Primary EEF (educationendowmentfoundation.org.uk)</p> <p>+2 months impact</p> <p>Our impact Letters and Sounds (littlewandlelettersandsounds.org.uk)</p> <p>Our pedagogy Letters and Sounds (littlewandlelettersandsounds.org.uk)</p> <p>Little Wandle's assessment will track pupil's phonic attainment directly to their reading. It will provide diagnostic intervention for those falling behind.</p>	
<p>Refresh stock of manipulatives and maths lead to monitor lessons to ensure they are being used effectively.</p> <p>-Numicon, denes, shapes, etc to be purchased following audit by maths lead for each class (including new Year 3 class).</p>	<p>Use of manipulatives in maths is a key aspect of our maths curriculum. As such, we will continue to invest year on year, in new resources, ensuring all year groups have everything they need for every lesson across the year, and for their interventions too.</p> <p>Maths lead will deliver ongoing training to ensure these resources are being used as effectively as possible.</p>	1
<p>English lead to implement highly structured handwriting scheme of work and purchase workbooks for every pupil in Y1 – 3 for daily lessons.</p>		1
<p>Mentor and coaching support for Early Career teacher from trained member of staff with a focus on teaching and learning.</p> <p>-1 Hour per week protected time for ECT and mentor, plus additional time for learning walks, paired observations of other members of staff, visits to other schools, etc.</p>	<p>Mentoring EEF (educationendowmentfoundation.org.uk)</p> <p>+2 months impact</p>	1

<p>-Mentor to attend training with approved DfES organisation.</p>		
<p>Use of technology that supports high quality teaching e.g. diagnostic software. -Salford reading assessment to be purchased and SENDCO to have received training on how to use this as a diagnostic tool to support learning. -Dyslexia Screening Check to be purchased and SENDCO to receive appropriate training. Release time to assess identified children using the screener.</p>	<p>Technology has the potential to improve both assessment and feedback, particularly in terms of speed and efficiency. However, as with other aspects of teaching, the degree to which this potential is realised will be determined by pedagogy and implementation. In particular, how teachers use information from assessments, and how pupils act on feedback, matter more than the way in which they are collected and delivered.</p> <p>EEF Digital Technology Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>2</p>

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted interventions, including for those with SEND. -Ensure all disadvantaged pupils (including those with SEND) receive high quality teaching and that teaching is responsive to their needs. -Where the impact cannot be seen, staff work closely with the SENCO to find the correct interventions and specialist support and training in order to provide the best type of intervention to</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p> <p>The EEF Guidance for Special Educational Needs in Mainstream Schools states that the attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>One of the three key areas the EEF indicate schools should ensure are considered when supporting disadvantaged SEND pupils is that interventions should</p>	<p>2</p>

<p>promote success for every child. -All pupils with SEND to be tracked via Provision Map so that early intervention and engagement with wider services is timely. -Staff CPD delivered on high quality interventions, provisions and EEF 5 a day recommendation.</p>	<p>be high quality and rigorously assessed with clear links between the child's specific needs.</p> <p>Special Educational Needs in Mainstream Schools—Recommendations (d2tic4wvo1iusb.cloudfront.net)</p>	
<p>Other interventions e.g. Drawing and Talking, Lego Therapy, Play Therapy, adaptations to the timetable, etc to continue to be implemented to support SEMH and confidence, which is often a barrier. -Release time for TA to deliver Drawing and Talking therapy sessions. -Emotional support for those children struggling to come into school (earlier arrival with TA support).</p>	<p>Pupils need to be fit and ready to learn within the school and the wider community. Research indicates that children's view of themselves and each other can impact greatly on their learning outcomes – if a child feels that they are 'lower ability', then that becomes self-fulfilling into 'I can't do it', therefore the self-esteem of pupils is crucial to academic success, particularly for those pupils with SEND.</p>	2
<p>Small group tuition to be delivered in Year 1 (15 mins x 4 mornings per week) with a focus on phonics. -Reading lead to identify children that are not on track according to Little Wandle. -Year 1 class teach to tutor children from September to summer term (prior to screening check). -Children identified for tuition will be flexible based on assessment and feedback.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and small group.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk) +4 months impact</p> <p>Tutoring Guide 2022 V1.2.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	1, 2

<p>Pre school pack to be provided to all children once their places have been confirmed for September 2025. This will ensure all children have access to a book and writing materials and that parents will have an understanding of the expectations of EYFS and starting school.</p> <p>-Pack to include reading book, pencils, school readiness information, phonics information, letter from class teacher.</p>	<p>EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Research shows that for young children, promoting shared book reading should be a central component of any parental engagement approach. Home learning activities, such as playing with letters and numbers, are also linked to improved outcomes.</p>	1
<p>Homework tasks (daily / weekly).</p> <p>-Numbots / TT Rock Stars with successes shared in family assembly with certificates.</p> <p>-Daily reading homework with successes shared in family assembly with certificates.</p>	<p>Homework EEF (educationendowmentfoundation.org.uk)</p> <p>+3 months impact</p>	1, 2, 3

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

Budgeted cost: £13,770

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued staff training: Mental Health Support Team (NHS).</p> <p>Further embed Mental Health provision across the school community through working in partnership with external agencies (e.g. Play Therapy) and developing parental</p>	<p>A proportion of our pupils have adverse childhood experiences – this is proportionately higher in our PP cohort. The EEF guidance report ‘Improving Social and Emotional Learning in Primary Schools’ recognises the importance of developing social and emotional skills and how these directly impact on outcomes in later life.</p> <p>Research shows that the earlier a child is provided with practical strategies, the less likelihood there is</p>	4

<p>awareness and understanding within the wider community.</p>	<p>of them needing more targeted support at a later date.</p> <p>Many of our families experience mental ill health and research shows that this can be familial and lead to poor mental health in children.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	
<p>Increasing parental engagement through workshops and family support e.g. Malachi, Early Help.</p> <p>-Release time for staff to deliver workshops to inform parents of how to support learning at home (e.g. Phonics, reading, maths).</p> <p>-Release time for staff to complete Malachi/ Early Help referrals, attend TAF meetings, etc.</p> <p>-Positive communications between school and parents e.g. daily texts, weekly newsletter,</p>	<p>It is noted by the EEF that high levels of parental engagement consistently impact positively on pupils learning and outcomes.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>+4 months impact</p> <p>EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1, 2, 4</p>
<p>Subsidise educational visits and residential by 25%, providing PP children access to enrichment activities including lunchtime clubs.</p>	<p>Pupils need to be fit and ready to learn within the school and wider learning community. Research indicates that addressing children's social and emotional needs is a key step to improving academic outcomes for pupils.</p>	<p>3, 4</p>
<p>Provide higher value uniform items to pupils eligible for pupil premium on joining the school.</p> <p>-All PP FSM children to receive a jumper/cardigan, tie and book bag on approval for FSM.</p>	<p>There is a belief in some countries that school uniform supports the development of a whole school ethos and therefore supports discipline and motivation. Some also believe that a uniform promotes social equity.</p> <p>School uniform EEF (educationendowmentfoundation.org.uk)</p>	<p>3,4</p>
<p>Supporting attendance.</p> <p>-Monitor attendance data to identify trends – implement 1:1 support</p>	<p>Supporting attendance EEF (educationendowmentfoundation.org.uk)</p> <p>The school recognises the important emphasis on excellent attendance. Excellent attendance enhances excellent progress, outcomes and</p>	<p>5</p>

<p>for pupils with absence patterns.</p> <ul style="list-style-type: none"> -Enhance positive relationships with parents and set clear expectations of good attendance including early identification and half termly attendance meetings. -Emotional support for those children struggling to come into school (earlier arrival with TA support). - Attendance to be a focus item for key pupils at parent evenings and pupil progress meetings. 	<p>experiences and this enables pupil's confidence and skill base to develop further. We want to provide extra support to maintain high attainment and progress for pupils with higher absence rates.</p> <p>Texting Parents - trial EEF (educationendowmentfoundation.org.uk)</p>	
<p>Provision in Reception for children to access toast and fruit at no additional charge to parents, to ensure that they are prepared for learning.</p> <ul style="list-style-type: none"> -Cost of bread, margarine, milk, fruit (where applicable). 	<p>Breakfast Interventions - Rapid Evidence Assessment Education Endowment Foundation (d2tic4wvo1iusb.cloudfront.net)</p>	5
<p>Subsidised extracurricular activities including sports, outdoor activities and the arts and culture to support the development of the whole child.</p> <ul style="list-style-type: none"> -Rock It Music Lessons. -Theatre trips (Christmas). -Lunchtime and after school sports, dance and drama clubs provided by SH Active. -Forest School. 	<p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>+3 months impact (arts activity) +1 months impact (physical activity)</p> <p>An Unequal Playing Field report.pdf (publishing.service.gov.uk)</p>	3
<p>Use of outdoor learning to support key groups of pupils.</p> <ul style="list-style-type: none"> -Ensure sustainability of Forest Schools approach by adopting 	<p>Key findings of Forest Research:</p> <p>Forest Schools: impact on young children in England and Wales - Forest Research</p> <p>The research suggests Forest Schools make a difference in the following ways:</p>	4

<p>an outdoor learning model, so all pupils can access, and qualified staff feel confident to deliver.</p> <p>-Staff Training to increase access for all pupils to outdoor learning opportunities.</p>	<p><u>Confidence:</u> children had the freedom, time and space to learn and demonstrate independence.</p> <p><u>Social skills:</u> children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play.</p> <p><u>Communication:</u> language development was prompted by the children's sensory experiences</p> <p><u>Motivation:</u> the woodland tended to fascinate the children, and they developed a keenness to participate and the ability to concentrate over longer periods of time.</p> <p><u>Physical skills:</u> these improvements were characterised by the development of physical stamina and gross and fine motor skills.</p> <p><u>Knowledge and understanding:</u> the children developed an interest in the natural surroundings and respect for the environment.</p>	
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Total budgeted cost: £63,770

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS Outcomes (GLD)

Total percentage of pupils achieving GLD: 90%

Percentage of PPG pupils achieving GLD: 80%

Percentage of Non-PPG pupils achieving GLD: 95%

Gap: -15% (gap between PPG and Non-PPG has closed by 4.7% on 2023 data)

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: 80%

Percentage of Non-PPG pupils achieving ELG in Communication and Language: 95%

Percentage of PPG pupils achieving Phonics Screening Check in June 2024: 83% (+13% compared with 2023)

Percentage of Non PPG pupils achieving Phonics Screening Check in June 2024: 100% (+6% compared with 2023)

Progress made towards actions identified September 2023:

- 1) 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. – *There has been an increase of 12.3% of learners achieving the ELG for Communication and Language compared with 2023/24. Year 1 Class teacher has been running Breakfast Phonics Club for 7 pupils (6 PPG learners). This had a significant impact, with all children that attended achieving a score of 32+ in the Y1 screening check in June 2024. Of the children that did not achieve the ELG for CLL in EYFS, only 1 did not achieve the threshold in the phonics screening check.*
- 2) 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. – *Further books were purchased in 2023/24 linked to the topics that the children are learning in KS1 and new fiction texts. The library has also had seating purchased and wall decorations in order to enhance the provision. The library is now accessible throughout lunchtime for children that would like to read. Reading journals have had additional guidance included in them and senior leaders have monitored parental engagement with home reading throughout 2023/24 which had a significant impact.*
- 3) Secure and train more parent reading volunteers to accommodate the additional classes. - *Parent reading volunteers have continued to increase with more being trained from September 2023 onwards. Following training by the reading lead, they read at least twice per week, primarily with PPG learners and those not engaging with reading in the home.*

- 4) To identify children in EYFS that may need to access Stoke Speaks Out sessions, disseminate training and begin sessions in Autumn term.- *Still to be actioned, however guidance provided by Speech and Language for pupils on a 1:1 basis have been implemented.*
- 5) Phonics sessions to be offered for parents in the Autumn term and following Friday assemblies so that more parents may be able to attend. - *Parent Workshops offered throughout the 2023/24 academic year with a focus on: the Year 1 Phonics Screening Check, Year 2 whole class reading and how to support your child with reading in EYFS.*

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.

Progress made towards actions identified September 2023:

- 1) Continue to offer reduced costings for trips and events in school (e.g. meals for parents). – *School trips have continued to be subsidised by 25% for those eligible for PP funding.*
- 2) Lunch time clubs to run from September 2023 for PPG children provided by an external agency. – *Lunch clubs ran 3 days per week in the Spring and Summer term with those eligible for PP funding accessing them. Clubs included Table tennis, athletics, tennis, football.*
- 3) Wide range of trips and visits to take place in the next academic year as per long term enrichment plan. – *Trips in 2023/24 included: London (Buckingham Palace and London Eye), Coventry Air Museum, Sudbury Hall, West Midlands Safari Park, Christmas Pantomime, Twycross Zoo, Sealife Centre, Parkridge Centre, Twycross Zoo. Prices were discounted for those eligible for PP funding in order to ensure that all were able to attend.*
- 4) Drawing Therapy to commence. - *Drawing Therapy started in September 2023 this with 6 identified PPG learners receiving support throughout the academic year with emotional well-being.*
- 5) 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. – *1 teaching assistant has completed the Maths Mastery course for TA's in 2023/24 and the maths lead has engaged with the Maths Hub throughout the year. This has included visits to other schools to observe good practice, visits from the Maths Hub lead to carry out learning walks and whole school CPD sessions in order to ensure that a Mastery approach in being delivered.*

Additional actions undertaken 2023/24:

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.

Private Play Therapist has supported 3 children all entitled to PP or PP+ funding in the Autumn 2023 at no additional cost to parents.

Second hand uniform shop has been set up by the office manager and promoted on the weekly newsletter and to parents verbally. This continues to grow year on year and is accessed by parents.

Food Bank and Hygiene Bank have provided food and hygiene parcels which have been distributed by the school in 2023/24 to those eligible for PP funding.

After school clubs took place in 2023-24 for 4/5 nights per week and included construction, football, zorbing, archery, cooking and choir. These were offered at no charge or at a discounted rate to parents and take up was high (64% of PPG learners accessed clubs in Spring and Summer term).

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

- 1) 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. – *Attendance Champion has attended training on the new Government guidance on attendance from August 2024. Attendance at Anker Valley in 2023/24 continued to be above FFT National average, with less than 11% of learners being classed as persistently absent.*
- 2) 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. – *Impact can be seen in the table below.*
- 3) PPG lead has also been part of the Trust Attendance Working Party and will engage in 2023/24 with a national attendance working party. – *PPG lead has continued to be part of a Trust Attendance working party to ensure that a consistent approach is being followed as a result of an updated Trust Wide policy in line with August 2024 Government policy.*

<u>Attendance Outcomes Data 2022-2023 and comparison with 2021-2022.</u>	<u>Attendance Outcomes Data 2023-2024 and comparison with 2022-2023.</u>
<i>Total Attendance (all pupils): 95.2% (+1.93%)</i>	<i>Total Attendance (all pupils): 95.5% (+0.03%)</i>
<i>Total Authorised Absence (all pupils): 3.85% (-1.65%)</i>	<i>Total Authorised Absence (all pupils): 3.07% (-0.78%)</i>
<i>Unauthorised absence (all pupils): 0.94% (-0.29%)</i>	<i>Unauthorised absence (all pupils): 1.38% (+0.44%)</i>
<i>Attendance for (PPG Pupils): 94.4% (+5.11%)</i>	<i>Attendance for (PPG Pupils):94.3% (-0.01%)</i>
<i>Total Authorised Absence (PPG Pupils): 9.2% (-0.11%)</i>	<i>Total Authorised Absence (PPG Pupils): 3.19% (-6.01%)</i>
<i>Unauthorised absence (PPG Pupils): 2.1% (+0.7%)</i>	<i>Unauthorised absence (PPG Pupils): 1.9% (-0.2%)</i>

Attendance for (Non-PPG Pupils): 95.4% (+0.96%)

Total Authorised Absence (Non-PPG Pupils): 3.74% (-0.64%)

Unauthorised absence (Non-PPG Pupils): 0.7% (-0.48%)

(PPG / Non PPG) Attendance Gap

Attendance for 2022-23: -1% (gap decreased by 4.15%)

Total Authorised Absence: -5.46% (gap increased by 0.53%)

Unauthorised absence: -1.4% (gap increased by 1.18%)

Attendance for (Non-PPG Pupils): 95.9% (+0.04%)

Total Authorised Absence (Non-PPG Pupils): 3% (-0.74%)

Unauthorised absence (Non-PPG Pupils): 1.11% (+0.41%)

(PPG / Non PPG) Attendance Gap

Attendance for 2023-24: -1.6% (gap has increased from 2023/24 by 0.6%)

Total Authorised Absence: -0.19% (gap has decreased from 2023/24 by 5.27%)

Unauthorised absence: -0.79% (gap has decreased from 2023/24 by 0.61%)

Progress made towards actions identified September 2023:

- 1) 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. – *Although the gap in attendance compared with 2023/24 has increased by 0.6%, the gap for authorised and unauthorised attendance has decreased significantly. Attendance for PPG learners has stayed broadly in line for 2023/24 with only a 0.01% difference.*
- 2) 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. – *Gap has closed significantly in 2023/24 (see table above).*
- 3) 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). - *Persistent absence 2023/24 10.9% which is remained below National expectations and inline with the previous year.*
- 4) Continue to provide attendance clinics at the end of each term following attendance data being sent out to parents.
- 5) Support families new to the school with attendance, where they were identified as persistently absent in previous settings.
- 6) Continue to implement high expectations for attendance for the new EYFS cohort. – *Attendance expectations shared at Open Evening for September 2024 cohort and explanation of new Government Guidance shared with them.*

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).

- 1) 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. – *In 2023/24 36% of PP learners families were supported by Malachi workers. This is a significant increase of 22% compared with 2023/24.*

- 2) Bronze Charter Award has been achieved for Emotional Health and Well-Being Provision at Anker Valley.

Total percentage of pupils achieving GLD: 90%

Percentage of PPG pupils achieving GLD: 80%

Percentage of Non-PPG pupils achieving GLD: 95%

Gap: -15% (a decrease of 4.7% from 2023 outcomes)

Progress made towards actions identified September 2023:

- As the data still demonstrates at 15% 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 began in September 2023 focusing on PPG learners with SEMH needs to begin with.

-Private Play Therapy continued from September 2023 (supporting PP and PP+ learners including those also with SEND).

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

- 1) 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. – *The EYFS teacher was part of the Trust Teams group and attended moderation meetings to validate judgements and produced termly data reports. The outcomes for 2023/24 were 90% achieving the GLD.*
- 2) 100% of parents are able to access Tapestry in EYFS - Year 2 to enable parents to share celebrations from home as well as for children to share work that they are proud of in school.- *At least one parent per family has access to Tapestry and most are engaging with sharing wow moments from home.*
- 3) 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.
- 4) Teaching of Phonics continued to be identified as a strength in Collaborative Picture Building and Ofsted inspection in 2023/24. This was further reinforced as a strength through our Phonics Screening Check results which included 83% of PPG learners achieving the pass mark in 2022/23. – *In the academic year 2023/23 a pass rate of 96% was achieved in the Phonics Screening Check.*

Externally provided programmes

Programme	Provider
Maths Mastery	North Midlands Maths Hub

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
Monitoring of service children's progress compared with the wider school population to ensure that they learn, develop and achieve their own expected level of progress.
The impact of that spending on service pupil premium eligible pupils
100% of pupils eligible for service pupil premium achieved EXS standard in Reading, Writing and Mathematics at the end of the academic year 2023/24.

Further information (optional)

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