

Ancaster Church of England Primary School 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.

Pupil Premium Strategy Statement 2021-2022

School overview

Detail	Data
School name	Ancaster C of E Primary School
Number of pupils in school	192
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Sam Eden Headteacher
Pupil premium lead	Maxine Woods Deputy Headteacher
Governor / Trustee lead	Adrian Reed

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53 800
Recovery premium funding allocation this academic year	£5945
School led tutoring grant	£5062
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£17 319
Total budget for this academic year	£82 126

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil Premium Strategy Plan

Statement of intent

Be the Best You Can Be!

Core Values: Friendship Achievement Respect Creativity Honesty

Our Church School Vision

Ancaster Church of England Primary School is proud to be an inclusive community which strives to be the best we can be. Our school has a shared collective commitment that has high expectations of all children and all staff and sets no limits. We are dynamic and forward thinking, encouraging our children to make the most of every day through our knowledge rich curriculum. Our Christian ethos and values teach our children to be tolerant, responsible, respectful and resilient.

At Ancaster Church of England Primary School, our curriculum aims to enable children to reach their full potential and be the best they can be both academically and in terms of personal development, ensuring that when they leave us they are prepared for the next stage of their education and are well-rounded individuals.

Our targeted and strategic use of Pupil Premium supports us in achieving our school aims for all our pupils to develop into happy, well-rounded individuals who reach their own full potential. We plan to spend our funding by enhancing the educational experiences of children eligible for Pupil Premium Funding which frequently has an additional positive impact on other members of the school community, both in academic advancement and experiential enrichment.

Our aim is to close the attainment gap between PP and Non -PP children by meeting the academic, social and pastoral needs of children in receipt of PP funding and ensuring these barriers are overcome.

In order to achieve this aim, we will:

- ensure that the overarching responsibility for PPG expenditure and impact is overseen by a Senior Leader and member of the Governing Body;
- ensure that all members of the teaching staff are held accountable for the progress of PP children in their classes;
- guarantee all PP children have full access to the curriculum by ensuring that academic, social and pastoral barriers are overcome;
- ensure that children are taught by effective teachers who deliver high quality teaching daily;
- targeted provision for PP pupils that is based on an analysis of individual needs;
- involve the SLT and Governing body in ensuring that the use of this funding contributes to pupil achievement and attainment in English and Mathematics;
- analyse our data with a focus on the performance of PP children in relation to Non- PP children in English and Mathematics to inform future actions;

Our strategy incorporates the tiered model as outlined by the EEF as best practice:

Tier 1: High Quality Teaching

We have focused on further improving quality first teaching, including the mastery principles, to ensure that all children receive effective teaching which meets their needs. We have strengthened our lesson design to incorporate a focus on retrieval of prior learning so that children know more and can remember more as well as the explicit teaching of vocabulary to extend spoken and written language.

<p><u>Tier 2: Targeted Academic Support</u> In order to further strengthen our targeted provision and support, children with identified gaps receive intervention and small group support from qualified teachers through the National Tutoring Programme or through bespoke catch-up support for children whose attainment has been impacted by Covid-19 as well as a programme of interventions for children identified through the assessments by a Specialist Teacher. (Co-ordinated with the Senco).</p> <p><u>Tier 3: Wider Strategies</u> Support for non-academic barriers such as attendance, behaviour and social and emotional support.</p>
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Challenges

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

Challenge number	Detail of challenge
1	<p>High levels of SEND (above national average)</p> <p>The proportion of pupils with SEND (SEN Support and EHC Plan) exceeds the national average with 17.7% of children compared to the national figure of 12.6% nationally and 4.2% in receipt of EHC Plans compared to 2.1% nationally. 31% of FSM/Ever 6 pupils are identified as having additional needs for a variety of reasons including speech and language, communication and interaction and ASD.</p>
2	<p>Attendance</p> <p>Average attendance for statutory aged pupils in PP group prior to the pandemic in 2019-20 was 94.9% compared to 97.07% for the whole school. The school sets the ambition of pupils meeting a 97% threshold for disadvantaged pupils. Improve rates of attendance for PP pupils.</p>
3	Reduce the attainment gap between PP and non-PP pupils achieving greater depth by the end of ks1 and 2.
4	Narrow the in-school attainment gap in reading between PP pupils and non-PP pupils.
5	Early Reading/ Phonics - identified in-school gap between PP and non-PP children achieving the expected mark in the year 1 Phonics Check. (In our 2019 data, there was an in-school gap of 13% between PP and non-PP pupils and PP pupils attainment was below the national average by 10%).
6	Increase in SEMH issues

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 close the in-school gap in reading outcomes at EXS and GDS by the end of KS1.	Attainment of disadvantaged pupils is in line with or above national at end of KS1.

	Diminish the difference in attainment between disadvantaged and non-disadvantaged pupils in reading outcomes.
To close the gap between disadvantaged pupils and non-disadvantaged pupils achieving reaching the Greater Depth standard by the end of Key Stage 2 at the end of 2022.	There is an increased % of PP pupils achieving greater depth outcomes in statutory in 2022 and evident in in-school termly standardised assessments.
To improve attendance for PP pupils.	The attendance of PP pupils will be in line with that for non-PP pupils.
To improve wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice activities such as the Big Conversation, pupil and parent surveys and teacher observations • key policies and procedures incorporate wellbeing principles • The 5 Ways to Wellbeing are visible around school and children are able to explain what they are and why.



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.

The hyperlinks below will direct you to the Education Endowment Foundation Toolkit which summarises evidence on the impact of different approaches/strategies used to overcome identified barriers to learning. This evidence of impact, as well as a guide to its cost effectiveness, helps us to make an appropriate and informed choice of approach.

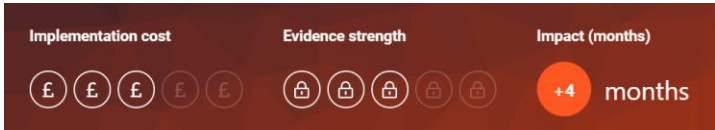



Teaching (for example, CPD, recruitment and retention)

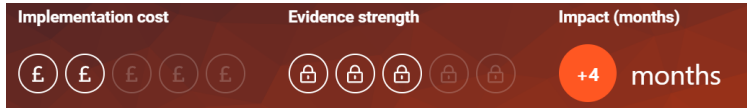

Budgeted cost: **£65 788**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mastery teaching embedded in lesson design across the curriculum.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning 	1, 3, 4 & 5
Purchase of DfE Validated Phonics scheme to ensure the teaching of phonics is explicit and systematic.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics 	5
Delivery of internal CPD to teaching staff and support staff to continually improve the quality of teaching and learning.	Tier 1 of EEF Tiered Approach- <i>‘ensures that every teacher is supported in delivering high quality teaching to achieve the best outcomes for all pupils and particularly the disadvantaged pupils amongst them.’</i>	1, 3, 4 & 5
5 Ways to Wellbeing Project	Tier 3 of EEF Tiered approach – this project gives us a structured way <i>‘to support children to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways.’</i>	6

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



Budgeted cost: **£11 838**

Activity	Evidence that supports this approach	Challenge number(s) addressed
IDL – programme purchased to support reading, spelling and maths and children with identified a dyslexia profile.	IDL Effectiveness Study found that ‘IDL produces significantly faster reading and spelling related improvements than non-specialist teaching methods – with an average 10 months improvement in reading and 11 months improvement in spelling after just 26 hours on the IDL programme.’	1 & 4
Personalised programme of support for specific pupils with SEND needs through the use of TA led interventions based on recommendations from Specialist Teacher assessments.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions 	1, 4 & 5
National Tutoring Programme – Tuition Partners-identified year groups on a rolling basis for extra tuition in addressing gaps in knowledge in maths.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition 	3 & 4
National Tutoring Programme – School-led Tutoring – identified pupils from across the school to address gaps identified from standardised testing and teacher assessments in reading, writing and maths.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition 	3 & 4
Third Space Learning Maths 1:1 online tuition.	Third Space Learning Impact Report found that ‘pupils made an average of 7 months progress in just 14 weeks by using Third Space Learning’s interventions.’ 	1 & 3

<p>WellComm Speech and Language support.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>  <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> 	<p>1 & 5</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£4500**

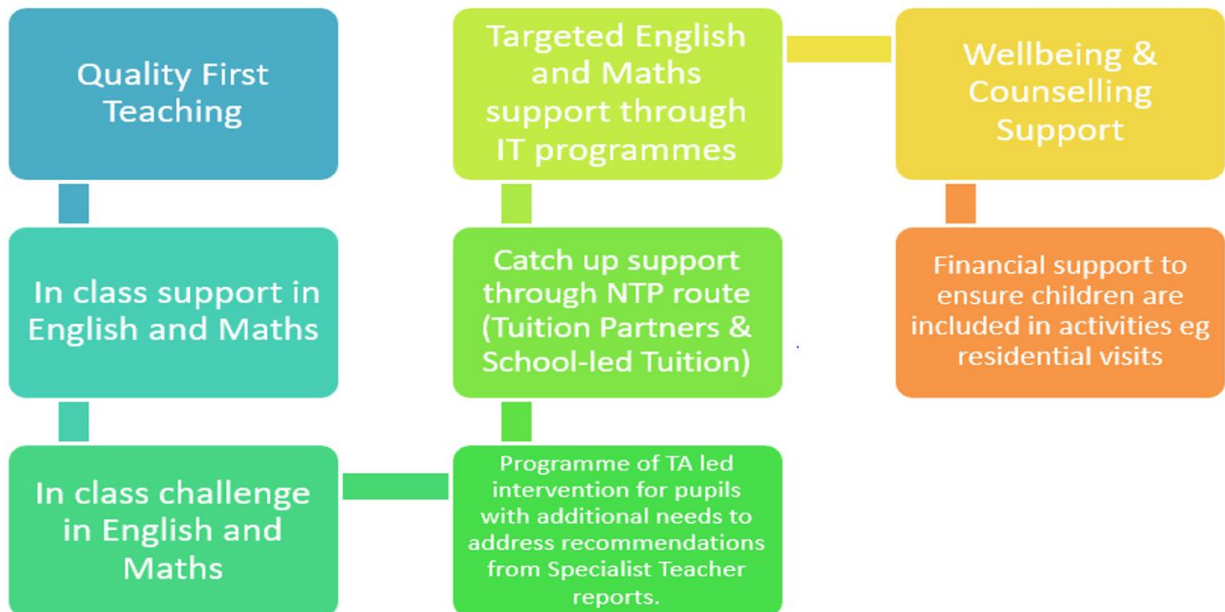
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To continue to provide pupils with access and support across the curriculum using digital technology. Resources are used to support in-class teaching, interventions and remote (home) learning.</p>	<p>EEF Guidance Report – Digital Technology</p>	<p>1, 3, 4 & 5</p>
<p>Specialist Teacher assessments to identify needs and ongoing support resources or strategies.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>  <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> 	<p>1</p>

Counsellor	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1
Regular monitoring of individual and group attendance of PP pupils.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2



Total budgeted cost: £82 126

Summary of Spending



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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

End of KS2

Reading

Expected Standard and above

PP children performed better than the national average (2019) for all pupils and achieved better than non-PP for expected standard and above. (88% compared to national average of 73%)

Writing

Expected Standard and above

PP children performed better than the national average by 10% and outperformed non-PP children in the cohort. (88% compared to 62%)

Maths

Expected Standard and above

PP children performed better than the national average by 9% and outperformed non-PP children in the cohort. (88% compared to 75%)

IDL

IDL was purchased in Autumn 2021 and used to support children with reading and spelling where a need was identified by class teachers with the Senco as part of our SEND Clinics which take place each term.

16 children from year 2-6 have accessed support through IDL in the last year.

In the last year, we have seen an average increase of 1 year 11months in children's reading age and an average 1 year and 3 months in their spelling age. All PP children in this group have each made 2 years + increase in their reading age and an increase of approximately 2 years + in their spelling except for 1 PP child.

Third Space Learning

We use this resource to enable children to take part in 1:1 tuition on identified gaps in their mathematical knowledge.

13 laptops which were issued to us during the January – March 2021 lockdown to support PP children access remote learning have been distributed amongst the classes in school to increase the technologies and capabilities of children accessing online programmes such as IDL, TTRS, Numbots and Third Space Learning 1:1 tuition.

Attendance

Attendance of PP pupils increased from 94.79% to 96.13% from the previous academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Numbots/Times Tables Rockstars	Maths Circle Ltd
IDL	IDL Group
Third Space Maths 1:1 tuition	Third Space Learning

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?	Mobility amongst our pupils from Services families is low with most children living in permanent family home accommodation. If we have new children join us from Services families, we identify any gaps they may have in their knowledge and understanding and address these gaps through our provision stated in our PP Strategy with appropriate intervention and support being put in place.
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. This will include:

- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.