

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 2022 to 2023 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
Number of pupils in school	185
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Sam Eden Headteacher
Pupil premium lead	Hayley Footitt Assistant Headteacher and Pupil Premium Lead
Governor / Trustee lead	Adrian Reed

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 55,145
Recovery premium funding allocation this academic year	£5945
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£5062
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£66,152

Part A: Pupil premium strategy plan

Statement of intent

Our Church School Vision

In the spirit of St. Martin, the Centurion Saint, we are a welcoming and inclusive community where every individual is celebrated. As we journey together through exploration and learning, our curriculum strives to promote local and global citizens who realise they have the power to change. Our high expectations for all, underpinned by our core Christian values of Wisdom, Courage and Respect, allow us to challenge everybody to be the best they can be.

Our Core Values: Wisdom, Courage and Respect

We have selected 4 'guiding lights' which help us to root the work we undertake directly back into our school vision. These guiding lights are integral to the wider working of our school, curriculum and our classrooms, relationships, policies, systems and procedures for all are shaped by them as we look through each lens to improve and develop the school further. Our 4 guiding lights are: Inclusivity, Exploration, Empowerment and Values-Led

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.

Tier 2: Targeted Academic Support

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 a programme of interventions for children identified through the assessments by a Specialist Teacher. (Co-ordinated with the Senco).

Tier 3: Wider Strategies

Support for non-academic barriers such as attendance, behaviour and social and emotional support.

Challenges

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

Challenge number	Detail of challenge
1	High levels of SEND (above national average) The number of pupils with SEND (SEND support and EHCP) exceed the national average with a figure of 17.7% of children compared to the national figure of 12.6% nationally and 4.2% in receipt on EHCP in comparison to 2.1%

	nationally. 31% of FSM/Ever 6 pupils are identified as having additional needs for a variety of reasons such as speech and communication, dyslexia and ASD.
2	<p>Attendance</p> <p>Average attendance for statutory ages pupils in PP group prior to the pandemic (19/20) was 94.9% compared to the whole school figure of 97.07%. The school is setting an attendance figure of 97% for disadvantaged pupils to increase their attendance.</p>
3	<p>Educational Attainment</p> <p>We are highly aspirational for our PP children and want to close the attainment gap to increase the amount of PP children achieving greater depth in both ks1 and ks2.</p>
4	<p>Educational Attainment</p> <p>Narrow the reading gap between PP children and non PP children to ensure a higher percentage of PP children are achieving at least age related expectations within their reading fluency and reading comprehension.</p>
5	Increase SEMH support for 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 improve the educational outcomes and provision offered for our SEND children to ensure they are reaching their educational potential	Increase in tracked educational progress for SEND children (high number of SEND also PP)
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.
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 2023	There is an increased % of PP pupils achieving greater depth outcomes in statutory in 2023 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

	<ul style="list-style-type: none"> • 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.
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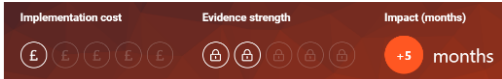

Activity in this academic year

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: £ 40,058



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 	1,2, 3 & 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 	1,2,3

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- ‘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.’	1,2,3 & 5
Thrive training for all staff and ELSA training for selected staff members to increase SEMH support offered to pupils	Tier 3 of EEF Tiered approach – this project gives us a structured way ‘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.’	4 & 5

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

Budgeted cost: £ 14,038

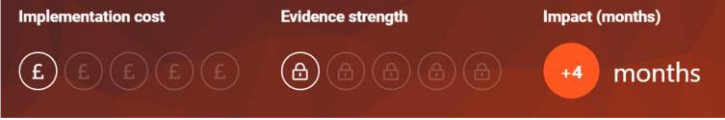


Activity	Evidence that supports this approach	Challenge number(s) addressed
IDL – programme purchased to support reading, spelling and maths and children with identified a dyslexia profile.	IDL Effectiveness Study found that ‘IDL produces significantly faster reading and spelling related improvements 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	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions  <p>The visualization shows three metrics: Implementation cost (represented by five grey pound symbols), Evidence strength (represented by five grey padlock icons), and Impact (months) (represented by a red circle with '+4' and the text '+4 months').</p>	1,3,4

<p>interventions based on recommendations from Specialist Teacher assessments.</p>		
<p>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.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> 	<p>3 & 4</p>
<p>Third Space Learning Maths 1:1 online tuition.</p>	<p>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.’</p> 	<p>1 & 3</p>

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

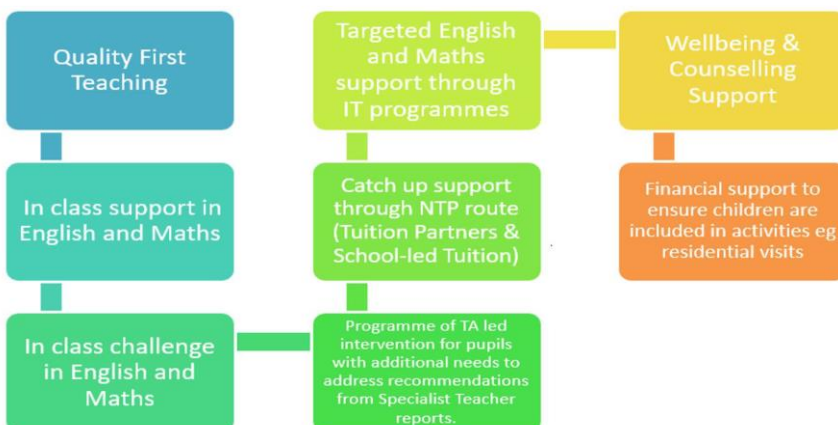
Budgeted cost: £ 12,056

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.</p>	<p>EEF Guidance Report – Digital Technology</p>	<p>1, 3, 4 & 5</p>

<p>Re-sources are used to support in-class teaching, interventions and remote (home) learning.</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, 3 & 4</p>
<p>Counsellor and staff members trained with thrive and ELSA</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> 	<p>5</p>

Total budgeted cost: £ 66,152

Summary of spending:



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

End of KS2

Reading

Expected Standard and above

PP children performed better than the national average (2021) 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, which are still being used to utilise these interventions and home support.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

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