

# Pupil premium strategy statement – Anson Primary School

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	389
Proportion (%) of pupil premium eligible pupils	25.19%
Academic year/years that our current pupil premium strategy plan covers.	2024 to 2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mr. S. Pile
Pupil premium lead	Mr. S. Pile
Governor / Trustee lead	Mr. M. Clarke

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£155,400
Recovery premium funding allocation this academic year	n/a
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£155,400

# Part A: Pupil premium strategy plan

## Statement of intent

At Anson Primary School we are committed to ensuring that every child reaches their full potential, not just in their time at Anson, but long after they have left school and are working as a valued member of the community.

Our school vision for happy, confident and creative pupils with a lifelong love of learning applies to all of our pupils. The pupil premium strategy ensures:

- Pupil Premium children have access to high-quality education.
- Pupil Premium children have the opportunity to be involved in all the activities the school offers.
- Pupil Premium children have good attendance.
- Pupil Premium children are supported emotionally in their development and build resilience.

Our pupil premium strategy plan is also underpinned by our school learning behaviours that build resilience, collaboration, risk-taking, thinking, aspiration and independence. All pupils should be given equal access to developing these key learning behaviours during their time at Anson.

## Challenges

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

Challenge number	Detail of challenge
1	Gaps in learning
2	Mental Health and Wellbeing
3	Attendance
4	Limited access to social, cultural and sporting activities which can impact on academic outcomes.
5	Lower levels of parental engagement

## 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 address the gaps in learning with specific regard to missed education for all pupil premium children.	Pupil Premium children make accelerated progress as a result of the support and interventions provided by the school.  Data will show an increase in the number of children achieving the expected standards at EYFS, KS1 and KS2.
To support the wellbeing and mental health of pupil premium children.	Pupil Premium children are able to express their emotions and worries to the appropriate people and develop strategies of resilience.
To improve the attendance of pupil premium children.	Attendance rates for children who are pupil premium will be in line, or above, all other pupils.
To increase the cultural capital of disadvantaged pupils.	All disadvantaged pupils will have access to theatre, inspirational speakers, authors and film in school time and after school.  The direct involvement of children in these activities will show an increase in English attainment compared to children not accessing these events.
To increase the involvement of parents in the education of their children.	At least 90% of disadvantaged families are accessing their child's learning online and at face-to-face meetings.

## 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: £ 70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		
<b>Continued devp. of Teachers</b> New to Year Programme, delivery of CLPE Programme, contained NPQH and continued assessment training on new Sonar platform.	<i>Teachers become specialists in achieving a greater equity of student outcomes across the school (OECD)</i>	1
<b>Teaching Assistants Training &amp; Recruitment</b> Training of Teaching assistants to support Pupil Premium children with social, emotional and physical issues giving greater expertise	<i>By training staff for Anson we will be able to release our existing staff who have expertise to run and support Government backed initiatives such as Synthetic Phonics Programmes.</i>	1
<b>Attendance Officer</b> Subsidising the role of the Attendance Officer will allow for a much quicker response to falling attendance with early intervention to support families.	<i>In 'Supporting the attainment of disadvantaged pupils' - November 2015 - the Government recognises Attendance as the second most important factor in raising attainment for disadvantaged pupils.</i>	3
<b>Recruitment of staff to support disadvantaged pupils</b>	<i>80% of pupils with the highest level of need show an improvement in wellbeing after one-to-one counselling (Place2Be)</i>	1 & 2

This staff member will support pupils to receive quality physical education while releasing teachers to drive up standards in all subjects for pupil premium children across the school.	<i>Teachers become specialists in achieving a greater equity of student outcomes across the school (OECD)</i>	
<b>Mental Health Leader Training</b> The Mental Health Lead will work alongside the SLT and school counsellor to ensure disadvantaged children and families are receiving the support they need.	<i>80% of pupils with the highest level of need show an improvement in wellbeing after one-to-one counselling (Place2Be)</i>	2

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

Budgeted cost: £ 36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Small group support from 12</b> This will be targeted to support Year 6 pupils in 2024-25	<i>The data from the National Tutoring Programme showed that children in the group made accelerated progress and improved in terms of confidence in the classroom.</i>	1
<b>Little Wandle Catchup Programme</b> This will be used to target pupils in Reception and Year 1 in order to address low-entry data and gaps in learning.	<i>The EEF reports that the language programmes can boost early language acquisition by up to 3 months.</i>	1
<b>EAL Catchup Programme</b> The EAL Catchup programme will utilise 1:3 programme delivered by HLTA support the early acquisition of language on entry.	<i>The EEF reports that early language acquisition can boost progress by up to 3 months and by running this with EAL children we can kickstart their learning in school.</i>	1

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

Budgeted cost: £ 55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>One-to-one mentoring and counselling support for pupils</b> Our on-site counsellor will continue working with pupil premium children and their families. Journey of Hope will also launch.	<i>80% of pupils with the highest level of need show an improvement in wellbeing after one-to-one counselling (Place2Be)</i>	2
<b>Educational visits and experiences subsidy</b> All educational visits and residential trips will be subsidised for disadvantaged families.	<i>Embarking on educational tours and submerging students into cultural experiences have been found to be invaluable for development and understanding particularly for disadvantaged pupils (Education Adventures)</i>	1
<b>Clubs subsidy</b> All clubs will be subsidised for disadvantaged families.	<i>Taking part in after school or breakfast club enables pupils to see school in a different light and encourages them to value school more. (Newcastle University)</i>	3

<p><b>Access to cultural activities including theatre &amp; film</b></p> <p>The school is committed to providing a number of theatrical experiences. To increase attendance of pupil premium families these will be offered at a reduce cost or free.</p>	<p><i>Cultural experiences have been found to be invaluable for development and understanding of English for all pupils.</i></p>	<p>4</p>
<p><b>Targeted support group for parents to increase parental engagement.</b></p> <p>A group of parents from the pupil-premium group will work alongside other parents to increase their engagement and understanding of the school offer.</p>	<p><i>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</i></p>	<p>5</p>

**Total budgeted cost: £ 156,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

**To address the gaps in learning with specific regard to pupil premium children.**

- *The gap between disadvantaged children and non-disadvantaged children closed during the academic year in reading and mathematics. However, the gaps in the combined score or reading write and mathematics widened.*

**To support the wellbeing and mental health of pupil premium children.**

- *Wellbeing remains a priority for all schools. However, through the use of Jigsaw Education, our on-site counsellor and the Kids Network, more disadvantaged children are able to deal with emotional uncertainty and growing in resilience. The appointment of our mental health leader has also had a huge impact on the support all children are given with a whole school approach to supporting mental health.*

**To improve the attendance of pupil premium children.**

- *Attendance has risen and the school is at the National Average.*

**To increase the cultural capital of disadvantaged pupils.**

- *The school invested in bringing back dramatic performances to the Anson stage and will continue this work in the coming academic years. The value of links with Wizard Theatre and Unicorn Theatre in giving our children something to talk about and write about is academically having an impact. Importantly we are seeing increased confidence in children and will continue to invest in this area. Our learning behaviours are well embedded and this is helping the children understanding how they learn. The vision of the school is strong.*

**To increase the involvement of parents in the education of their children.**

- *Parental engagement was around 94% for parents evenings in the 2023/2024 academic year. Friends of Anson is developing sense of community and drawing in all parents to the culture of coming together. Additionally, we have hosted Open Classrooms to get more parents engaged with their child's learning. The use of Seesaw is now throughout the school and helping to increase engagement.*

### 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

## Service pupil premium funding (optional)

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

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*