

## New Collaborative Learning Trust – Anston Greenlands

# Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Anston Greenlands Primary School
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	November 2023
Date on which it will be reviewed	Autumn Term 2024
Statement authorised by	Alex Wirth (head teacher)
Pupil premium lead	Alex Wirth
Advisory Board lead	Steph Parmenter

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26080
Recovery premium funding allocation this academic year	£2030
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£28110

## Part A: Pupil premium strategy plan

### Statement of intent

Our ultimate aim is for our disadvantaged pupils to achieve both academically and socially in line with their peers. To achieve this, we endeavour to provide the bespoke support necessary for them to access the same holistic, nurturing education we aim to provide for all children.

We recognise that our numbers of children accessing the Pupil Premium are generally lower than the national average and that they vary from cohort to cohort, with the nature and depth of need also varying significantly. This means that in some cases it may be necessary to provide a high degree of 'hands-on' support to address specific barriers and challenges (see below), whereas in other cases, our aim may be to equip children with the tools they need to succeed independently.

In order to deliver this bespoke support, we will:

1. Provide financial support to vulnerable groups to ensure that they can access the wider curriculum, ensuring equal opportunities for all children, including:
  - Breakfast Club/After School Club;
  - After school clubs;
  - Off-site visits subsidy to vulnerable groups or families in need;
  - Residential visit subsidy to vulnerable groups or families in need;
  - Membership in local sports / arts clubs.
2. Raise attainment of vulnerable children in all year groups. Identify groups or individuals to receive bespoke intervention support, particularly in English and/or mathematics. Review children at pupil progress meetings termly.
3. Provide specific support programmes, including through buy-back of Specialist Inclusion Team and Educational Psychologist (as required).
4. Work closely alongside parents to make them aware of the way in which Pupil Premium can be used.

### Challenges

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

Challenge number	Detail of challenge
1	Financial / social exclusion (e.g. reduced likelihood of partaking in paid non-curricular activities) leading to reduced engagement. This may have been exacerbated as a result of lockdown.
2	Attainment gap on entry; specifically, this has been recognised as an issue in early reading.
3	Lower confidence.
4	Some parents may have negative experiences of school and be school-phobic.

### 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
Financial / social exclusion nullified.	Attendance at extra-curricular clubs / on class visits / on residential visits etc. demonstrates that no children have experienced a barrier to engagement due to financial limitations or social issues.
On entry attainment gaps have been closed.	Tracking shows that children have made accelerated progress across the three year cycle of the Pupil Premium Strategy Plan.
Low confidence does not disproportionately present a barrier to learning for disadvantaged children, when compared with non-disadvantaged children.	During Pupil Progress Meetings, issues around confidence are not disproportionately identified as a barrier to learning for disadvantaged pupils.
Where there is any anxiety around school for parents or carers, this has been addressed sensitively and positively, leading to positive relationships between school and home.	Interactions between school and home are positive and productive.

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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.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£5700**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued delivery of Systematic, Synthetic Phonics Programme, including subscription, acquisition of resources, delivery of whole-school training and communication with parents</p>	<p>The DfE Reading Framework (July 2021) (<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/100098/6/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/100098/6/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf</a>) states that <i>“There is convincing evidence of the value of systematic synthetic phonics”</i>.</p> <p>The Education Endowment Foundation’s Teaching and Learning Toolkit (<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>) describes investment in phonics teaching as <i>“high impact for very low cost based on very extensive evidence”</i>.</p>	<p>2, 3, 4</p>
<p>Contribution towards buy-back of specialist services (e.g. Specialist Inclusion Team and Educational Psychology), providing support for staff to best meet the needs of children</p>	<p>The Education Endowment Foundation’s SEND Evidence Review (2020) (<a href="https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/send/EEF_SEND_Evidence_Review.pdf">https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/send/EEF_SEND_Evidence_Review.pdf</a>) describes <i>“the effectiveness of collaborative and team-working approaches in supporting pupils’ progress”</i> in relation to work with professionals from specialist services.</p>	<p>2, 3</p>

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

Budgeted cost: £21300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional hours for teaching assistants to support children in the classroom, both academically and in terms of their social and emotional development, by following structured, high quality programmes</p>	<p>Education Endowment Foundation – Making the Best Use of Teaching Assistants (2015) (<a href="https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable.pdf">https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable.pdf</a>) states that: <i>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training.</i></p>	<p>2, 3</p>
<p>Targeted intervention towards end-of-KS2 SATs, in after school booster sessions</p>	<p>See above. This strategy involves members of the leadership team, but follows the same principles of using targeted intervention in a 1:1 or small group setting.</p>	<p>1, 2, 3</p>

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

Budgeted cost: **£1200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing for targeted after school / lunchtime clubs aimed at providing extra-curricular opportunities for specific Pupil Premium children (including both academic and social activities)	<p>The Education Endowment Foundation's Teaching and Learning Toolkit (<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>) states that:</p> <ul style="list-style-type: none"> <li>• <i>“Programmes that extend school time have a positive impact on average”</i></li> <li>• <i>“Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.”</i></li> <li>• <i>“Enrichment activities without a specific focus on learning ... (may be) beneficial for their own sake outside of any attainment impacts.”</i></li> </ul>	1, 2, 3
Attendance at breakfast and afterschool club and contributions to optional visits (including residential visits)	<p>See third bullet point above. In addition, Yes Futures (<a href="https://www.yesfutures.org">https://www.yesfutures.org</a>), a young people's charity with a focus on disadvantaged children, states that <i>“Research conducted by Learning Away found that residential trips are critical in the development of primary and secondary students. They lead to improved relationships, development of important skills, improved achievement and progress and a greater sense of belonging. Students are exposed to new opportunities for success, new ways of learning and are challenged to reach their full potential.”</i> (Research document link: <a href="http://learningaway.org.uk/wp-content/uploads/LA-Final-Report-May-2015-1-1.pdf">http://learningaway.org.uk/wp-content/uploads/LA-Final-Report-May-2015-1-1.pdf</a>)</p>	1, 3

**Total budgeted cost: £28200**

## 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 2021 to 2022 academic year.

Activity	Cost	Impact
Contribution to staffing for Covid Recovery Intervention sessions	<b>£2030</b>	Access to high quality intervention, helping children make accelerated progress following the Covid lockdowns.
Additional hours for teaching assistants to support children in the classroom	<b>£12619.74</b> additional Pupil Premium targeted TA cost:  30% x TA at £21878 = £6563.40 10% x TA at £20402 = £2040.20 15% x TA at £18673 = £2800.95 20% x TA at £23511 = £4702.20 15% x TA at £17205 = £2580.75	Greater ability for children to access classroom-based learning.
Cover TA to provide enhanced provision for Pupil Premium child on a relief basis.	<b>£1032.75</b> (85% x TA at £1215)	Greater ability for children to access classroom-based learning.
Enhanced provision / 1:1 support linked to emotional wellbeing / support to access curriculum alongside peers	<b>£2351.10</b> (10% x TA at £23511)	Providing social and emotional support and access to the curriculum.
Contribution towards Specialist Inclusion Team buy back	<b>£1930</b> (cost based on proportion of children accessing SIT who received Pupil Premium)	As well as providing specialised support for individual children (and advice to teaching staff), professionals from these services provided detailed

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Contribution towards Educational Psychologist buy back	<b>£1959</b> (cost based on proportion of children accessing EPS who received Pupil Premium)	reports for EHC Plans for Pupil Premium children.
Contribution to music lessons in school (including LA peripatetic service and external provider)	<b>£231.32</b>	Access to high quality life experiences and skills development beyond the curriculum.
Contribution to the cost of a week-long residential visit for children accessing the Pupil Premium	<b>£150</b>	Access to high quality outdoor activities and important social bonding opportunities / development of self-confidence etc.
Subscription to White Rose online maths resource programme	<b>£180</b>	Access to high quality maths resources to augment quality first maths teaching during lockdown and school closures, mitigating the impact of lockdown on disadvantaged children.
Acquisition of Little Wandle Subscription, teaching resources and books	<b>£2420.12</b>	Access to high quality provision in Early Reading and Phonics, allowing children to access the wider curriculum with increasing ease.

<b>Total Funding Received</b>	<b>£30660</b> (£28630 Pupil Premium + £2030 Recovery Premium)
<b>Total Expenditure</b>	<b>£30971.79</b>
<b>Funding Remaining</b>	<b>£0</b>

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### Externally provided programmes

Programme	Provider
N/A	N/A

### Statutory assessment outcomes

Of children accessing the Pupil Premium in 2022-23:

#### EYFS

No relevant data

#### Phonics

67% passed the Y1 Phonics Screen (compared with 63% of PP children nationally)

#### KS1

No relevant data

#### KS2

67% achieved the expected standard in Reading, Writing and Maths (compared with 44% of PP children nationally)

67% achieved the expected standard in Reading, Writing and Maths (compared with 60% of PP children nationally)

67% achieved the expected standard in Reading, Writing and Maths (compared with 58% of PP children nationally)