



Fierte Multi Academy Trust
Ankermoor Primary Academy
Pupil Premium Strategy Statement



1. Summary information					
School	Ankermoor Primary Academy				
Academic Year	2020-21	Total PP budget	39,005	Date of most recent PP Review	July 2020
Total number of pupils	145	Number of pupils eligible for PP	40	Next internal review of this strategy	July 2021
2. Current attainment Summer 2019					
<i>EYFS – Reading:77.3% Writing: 77.3% Number: 77.3% Y2- Reading: 76% Writing: 71% Maths :76% Y6- Reading: 76% Writing: 65% Maths: 76%</i>					
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>					
A.	Weakness in some children’s learning behaviours e.g. lack of independence and perseverance especially post Covid 19.				
B.	Social, emotional and behavioural problems affecting well-being, progress and resilience especially in most vulnerable especially post Covid 19.				
C.	Specific additional needs including those being supported as SEND e.g. vocabulary needs, speaking and listening. Cognition and learning.				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
D.	Poor home learning environments e.g. lack of access to technology as witnessed during lockdown.				
4. Desired outcomes					
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>			
A.	Increase the percentage of pupils working at or above age-related expectations in Reading, Writing and Maths.	Children provided with quality 1 st teaching at ARE to enable expectations to be reached. The 3 assessment data points to be used to measure outcomes.			
B.	To narrow the gap in progress and attainment between our Pupil Premium children and their peers.	Where required, Quality interventions for academic and social needs used to narrow gaps and children to ‘keep up’ but also ‘catch up’. Outcomes monitored through data, pupils’ work, observations and pupil voice.			
C.	To make sure children, who are in receipt of Pupil Premium, are provided with a variety of support to meet their needs.	Children’s social, emotional needs met through classroom based activities including in class support and also additional opportunities through Angels and The Hope project especially post Covid 19.			

Learn Together, Achieve Together



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5. Planned expenditure

Academic year	2020-21
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The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead / Cost	When will you review implementation?
Children to be taught in single age classes to aid individual year groups and aid vulnerable group needs.	Children to be split in to single year groups to aid quality 1 st teaching and opportunities for both PP and all.	Outcomes on data for vulnerable children to be further raised due to single year group teaching.	Data to be collected and reviewed at each assessment point to track the progress of individual children.	N.P 26,500	At each assessment point, data to be analysed for vulnerable children, checking on progress and narrowing of gaps.

Review – Spring 2021	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2">3.8%</th> <th colspan="3">TA</th> <th colspan="3">Test</th> </tr> <tr> <th>Exp+ %</th> <th>Higher %</th> <th>SS</th> <th>Exp+ %</th> <th>Higher %</th> <th>SS</th> </tr> </thead> <tbody> <tr> <td>Y4</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Reading</td> <td>62</td> <td>15</td> <td>100.4</td> <td>73</td> <td>15</td> <td>101.7</td> </tr> <tr> <td>Est</td> <td>83</td> <td>36</td> <td>106.5</td> <td>83</td> <td>36</td> <td>106.5</td> </tr> <tr> <td>Writing</td> <td>42</td> <td>12</td> <td>99.8</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Est</td> <td>87</td> <td>29</td> <td>108.8</td> <td></td> <td></td> <td></td> </tr> <tr> <td>GPS</td> <td>50</td> <td>15</td> <td>100.8</td> <td>77</td> <td>38</td> <td>105.3</td> </tr> <tr> <td>Est</td> <td>87</td> <td>46</td> <td>108.7</td> <td>87</td> <td>46</td> <td>108.7</td> </tr> <tr> <td>Maths</td> <td>35</td> <td>15</td> <td>100.1</td> <td>65</td> <td>8</td> <td>100.8</td> </tr> <tr> <td>Est</td> <td>89</td> <td>35</td> <td>107.3</td> <td>89</td> <td>35</td> <td>107.3</td> </tr> </tbody> </table>	3.8%	TA			Test			Exp+ %	Higher %	SS	Exp+ %	Higher %	SS	Y4							Reading	62	15	100.4	73	15	101.7	Est	83	36	106.5	83	36	106.5	Writing	42	12	99.8				Est	87	29	108.8				GPS	50	15	100.8	77	38	105.3	Est	87	46	108.7	87	46	108.7	Maths	35	15	100.1	65	8	100.8	Est	89	35	107.3	89	35	107.3	<div style="border: 1px solid black; padding: 5px;"> <p>Assessment data outcomes rising, post Covid, especially in Reading and GPS. Reading: scaled score same outcome (101.7) with smaller margin for PP vs estimate. 8% difference when compared to non-PP. 4/6 on track (67%). GPS: scaled score closer to estimate (-2.9) when compared to non-PP children. 4/6 children on track (66%). Maths: Wider gap vs non-PP but % on track 2% higher than non-PP children.</p> </div>		
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Pupil Premium	FSM (in last 6 years)	6	6	6	84%	67%	-17%	6	6	106.1	98.3	-7.7
	Not FSM (in last 6 years)	20	20	20	90%	65%	-25%	20	20	107.7	101.5	-6.2

3.8%	Spring TA			Spring Test			Summer TA		
Y4 =25	Exp+ %	Higher %	SS	Exp+ %	Higher %	SS	Exp+ %	Higher %	SS
Reading	62	15	100.4	73	15	101.7	72	20	102.1
Est	83	36	106.5	83	36	106.5	83	36	106.5
Writing	42	12	99.8				58	16	103.2
Est	87	29	108.8				87	29	108.8
GPS	50	15	100.8	77	38	105.3	58	20	103.8
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Maths	35	15	100.1	65	8	100.8	58	20	103.8
Est	89	35	107.3	89	35	107.3	89	35	107.3
DHT comments	Discrepancy between TA / Test in GPS and Maths. Target are Maths						Significant progress in all areas.		

Assessment data outcomes rising since previous data set in Spring.

Reading: scaled score outcome (102.1) with smaller margin for PP vs estimate and gaps narrowing from Spring. 7% difference when compared to non-PP. 4/6 on track (67%).
 GPS: Increased amount of children who are now working at the high standard (2/6).
 Maths: Increased scaled score from Spring 98.3 vs 101.0 therefore gaps narrowing when compared to estimate, moving from -7.7 to -5.1.

Reading

FSM	FSM	6	6	6	78%	67%	-11%	6	6	30%	17%	-13%
	Not FSM	19	19	19	84%	74%	-10%	19	19	35%	21%	-14%

GPS

FSM	FSM	6	6	6	83%	33%	-49%	6	6	38%	33%	-5%
	Not FSM	19	19	19	88%	79%	-9%	19	19	47%	16%	-31%

Maths

FSM	FSM	6	6	6	84%	50%	-34%	6	6	106.1	101.0	-5.1
	Not FSM	19	19	19	90%	74%	-16%	19	19	107.6	104.1	-3.6



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A clear focus on those who are SEND and of the lowest 20% in school.	Ensure the SEND provision is of key priority. New SENDco to be upskilled therefore training need.	Previous SENDco retired therefore a need to focus on a new lead to ensure an inclusive provision is provided for all.	Regular updates from the SENDco and updates from course leads based on modules completed.	A.W £2500	Course completion – milestones set and course modules.																																																																																																																																																																																																					
Review - Summer 2021	SEND lead completed SEND AIP to outline expectations in a school priority area. Focus on EEF research, linked to quality QFT to ensure focus areas are based on research. Focused staff meetings on the Graduated response, 4 broad areas of SEND and Edukey. Focusing on incremental progress of SEND children to ensure education is inclusive for all. A clear focus on target setting and staff support through questionnaires. A focus on child voice to have an awareness of whether the children are being supported.																																																																																																																																																																																																									
Focusing on the lowest 20% of children to ensure gaps are targeted for recovery.	Use of FFT – Wave 3 Phonics – Letters and Sounds. Basic skills focus.	Target needs for lowest 20% of children to supplement quality first teaching. Gaps need focus post Covid 19.	Monitoring – Lesson obs, data outcomes, work completed, Pupil voice.	A.B 4 x pm sessions £4954	At each data point to check for individual child's progress.																																																																																																																																																																																																					
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Review – Summer 2021	PPMs completed December 2020, Spring 2021, Summer 21 (please see evidence in assessment folder). PPMs led by head and supported by deputy. Clear focus on data linked to achievement but a central focus on the curriculum gaps and areas of need. PPMs feed into the Core leader reports to ensure leaders can decide on aspects of monitoring and support.																																																																																																																																																																																																																																													
Improved attendance, less persistent absences, improved parent partnership.	Family support worker to meet regularly with parents on cusp of poor attendance.	Family support will ensure that trends in attendance will continue to rise / meet parents to address any needs.	Attendance monitoring including vulnerable groupings. Letters sent to parents.	Family Support Worker ½ day £2076	Each half term attendance reviewed.																																																																																																																																																																																																																																									
Review – Summer 2021	<p>Attendance Return from 3 SEP 2020 to 20 JUL 2021</p> <p>This report excludes students who left after the 3 September 2020 Number of Open Sessions = 382 This report excludes Boarders</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="3">Group</th> <th rowspan="3">No. of Students</th> <th rowspan="3">Maximum No. of possible attendances</th> <th colspan="4">Total Absences</th> <th colspan="2">Total Attendances</th> <th colspan="2">Total No. of Students who were absent on one or more session</th> <th rowspan="3">% Unauth. 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padding: 5px; margin-top: 10px;"> <p>Persistent Absence</p> <p>Percentage of selected students with persistent absence between 03 Sep 2020 to 20 Jul 2021 (2 d.p.) 3.56%</p> <p><small>Report criteria: Current roll students with persistent absence greater than or equal to 10% between 03 Sep 2020 to 20 Jul 2021.</small></p> <p>Year : 2</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2">Name</th> <th rowspan="2">Year</th> <th rowspan="2">Class</th> <th rowspan="2">Number of possible sessions</th> <th colspan="2">Authorised absences</th> <th colspan="2">Unauthorised absences</th> <th colspan="2">Total absences</th> </tr> <tr> <th>No.</th> <th>% (2 d.p.)</th> <th>No.</th> <th>% (2 d.p.)</th> <th>No.</th> <th>% (2 d.p.)</th> </tr> </thead> <tbody> <tr> <td>Alison, Mill</td> <td>2</td> <td>Downy</td> <td>372</td> <td>0</td> <td>0.00</td> <td>78</td> <td>20.97</td> <td>78</td> <td>20.97</td> </tr> <tr> <td>Fenton, Ella Rose</td> <td>2</td> <td>Downy</td> <td>338</td> <td>75</td> <td>22.19</td> <td>0</td> <td>0.00</td> <td>75</td> <td>22.19</td> </tr> </tbody> </table> <p>Year : 4</p> <table border="1" style="width: 100%; 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Absentees	Authorised		Unauthorised		No.	%	Auth.	Unauth.	No.	%	No.	%	Year Group Reception	21	6248	204	3.27	14	0.22	6030	96.51	20	3	14.29	Year Group 1	20	6013	168	2.79	15	0.25	5830	96.96	19	3	15.00	Year Group 2	20	6174	251	4.07	86	1.39	5837	94.54	16	5	25.00	Year Group 3	15	4735	80	1.69	38	0.80	4617	97.51	11	4	26.67	Year Group 4	25	7793	243	3.12	20	0.26	7530	96.63	23	7	28.00	Year Group 5	18	5640	125	2.22	20	0.35	5495	97.43	15	4	22.22	Year Group 6	22	7134	185	2.59	17	0.24	6932	97.17	20	7	31.82	Totals	141	43737	1256	2.87	210	0.48	42271	96.65	124	33	23.40	Name	Year	Class	Number of possible sessions	Authorised absences		Unauthorised absences		Total absences		No.	% (2 d.p.)	No.	% (2 d.p.)	No.	% (2 d.p.)	Alison, Mill	2	Downy	372	0	0.00	78	20.97	78	20.97	Fenton, Ella Rose	2	Downy	338	75	22.19	0	0.00	75	22.19	Name	Year	Class	Number of possible sessions	Authorised absences		Unauthorised absences		Total absences		No.	% (2 d.p.)	No.	% (2 d.p.)	No.	% (2 d.p.)	Bignall, Layla Mae	4	None	315	84	26.65	2	0.64	86	27.00	Name	Year	Class	Number of possible sessions	Authorised absences		Unauthorised absences		Total absences		No.	% (2 d.p.)	No.	% (2 d.p.)	No.	% (2 d.p.)	Downing, Quinton	6	Severn	366	56	15.30	4	1.12	60	16.39	Name	Year	Class	Number of possible sessions	Authorised absences		Unauthorised absences		Total absences		No.	% (2 d.p.)	No.	% (2 d.p.)	No.	% (2 d.p.)	Fenton, Ava	Reception	Thomas	319	88	27.62	0	0.00	88	27.62
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Fierte Multi Academy Trust
Ankermoor Primary Academy
Pupil Premium Strategy Statement



Learn Together, Achieve Together