

Pupil premium strategy statement – Ankermoor Primary Academy

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

This *Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.*

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	99
Proportion (%) of pupil premium eligible pupils	42.4% (42/99)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023/2024 - 2025/2026 (duration 3 years)
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Gareth Hancox
Pupil premium lead	Gareth Hancox
Governor / Trustee lead	Julie Kirkham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,516
Recovery premium funding allocation this academic year	£0

<i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
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>	£51,516

Part A: Pupil premium strategy plan

Statement of intent

At Ankermoor Primary Academy we want all our children, regardless of their background or circumstances, to enjoy their time at our school, make good progress and achieve in all subjects. This is the focus of our Pupil Premium Strategy – to support disadvantaged children in achieving this goal, including children who are high attaining. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

- We will consider the challenges/barriers faced by vulnerable pupils, including those that are open to agencies. We aim to support their needs, regardless of whether they are disadvantaged or not.
- We have high expectations for our pupils and work relentlessly to ensure all children succeed whatever their starting points or needs, so that all children achieve their full potential and are challenged in all aspects of school.
- Our belief is for every child to have the opportunity to experience a rich, holistic curriculum, gaining a well-rounded education that is enhanced by enrichment opportunities and memorable moments that excite and encourage lifelong learning. High quality teaching is at the heart of our approach, (with a focus on areas in which disadvantaged pupils require most support, particularly social and emotional health). This approach aims to close the attainment gap for PP children and has the added advantage of benefitting every child in our school.
- Our ethos is excellence for all, this is underpinned with a focus on developing positive emotional health and well-being for all our children – equipping children with the emotional skills, knowledge and values to enable them to achieve regardless of their backgrounds.
- We adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve, acting early to intervene at the point need is identified.
- High quality professional development for all staff is identified and implemented to ensure that quality first teaching is available for all children.
- Rigorous procedures are in place to ensure that progress is carefully tracked and therefore support can be implemented effectively.

When making decisions about using Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced, alongside research conducted by the EEF. [Pupil Premium Guide Apr 2022 1.0.pdf \(d2tic4wvo1iusb.cloudfront.net\)](#) Whilst writing this policy we have used the EEF Pupil Premium Guide to support decisions made and to ensure that we have kept the needs of our specific children at the heart of all our decisions.

Common barriers to learning or disadvantaged children can include, but are not limited to:

- less support at home
- weak language and communication skill
- lack of confidence
- more frequent behaviour difficulties
- attendance and punctuality issues
- there may also be complex family situations that prevent children from flourishing

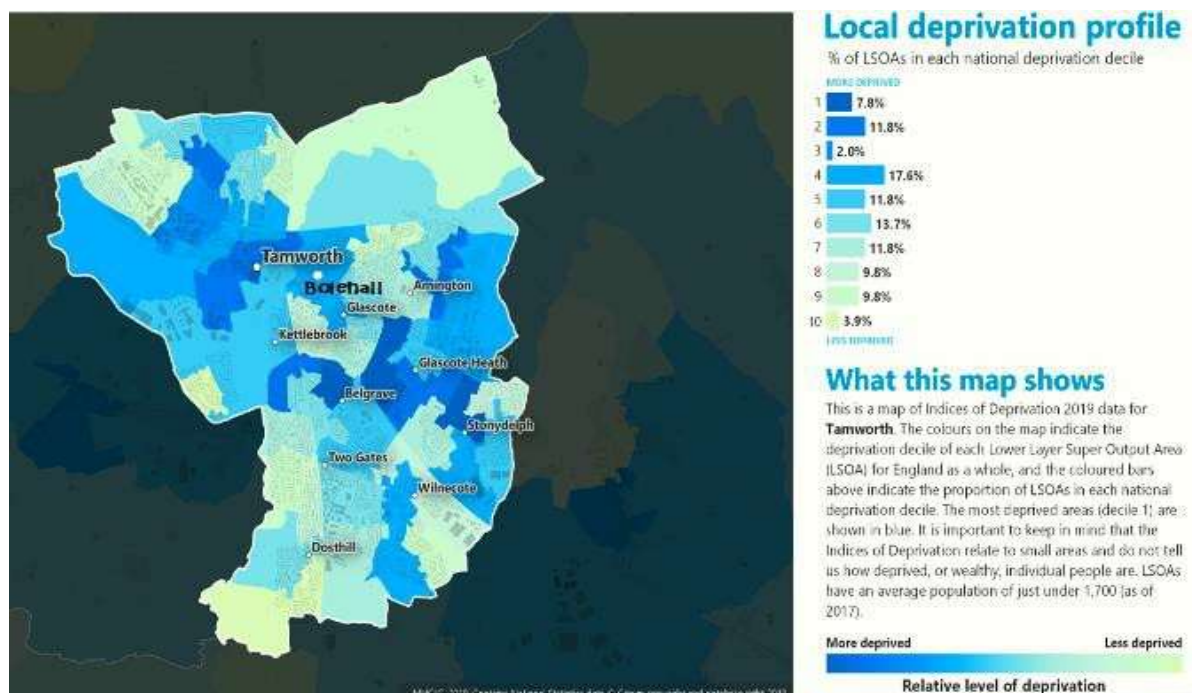
We will consider the challenges faced by our vulnerable pupils, such as those who have a social worker and young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Demographic and Context

Ankermoor Primary Academy is a community school located in Tamworth, Staffordshire. We are a 1 form entry school, having single year classes.

The maps below display the “Lower Super Output Areas” (LSOAs) which surround the school and they are colour coded according to which national decile they belong to decile 1 being the most deprived and decile 10 being the least deprived (IMD rankings). There are many areas of Tamworth which are extremely deprived according to income, employment, health, educational and crime deprivation. This is shown on the overall deprivation profile for Tamworth and the deprivation statistics for the Ward of Bolehall, as shown below.



Bolehall



DEPRIVATION STATISTICS COMPARISON FOR **BOLEHALL - 004D**
 (A decile score of 1 means the area is in the top 10% of deprived areas)

OVERALL DEPRIVATION IN BOLEHALL: Index of Multiple deprivation (IMD): 4

INCOME DEPRIVATION IN BOLEHALL: IMD: 3

EMPLOYMENT DEPRIVATION IN BOLEHALL: IMD: 3

EDUCATION, SKILLS AND TRAINING DEPRIVATION IN BOLEHALL: IMD: 2

HEALTH DEPRIVATION AND DISABILITY IN BOLEHALL: IMD:
 3

CRIME DEPRIVATION IN BOLEHALL: IMD: 4

<https://www.ilivehere.co.uk/english-indices-of-deprivation-statistics-comparison-for-bolehall-in-tamworth-e05007068.html>

Challenges

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

Challenge number	Detail of challenge
1	<p>Low literacy and language development on entry to school</p> <p>Nature of Challenge: A significant proportion of children enter school below age-related expectations in core literacy skills, including phonics, word reading, comprehension, and expressive/receptive language.</p> <p>Underlying Factors:</p>

	<p>Limited early language experiences and reduced access to high-quality pre-school provision, exacerbated by the Covid-19 pandemic.</p> <p>Restricted social interaction during early years has impacted vocabulary acquisition and oral communication skills.</p> <p>Inconsistent parental engagement in promoting reading and book experiences at home, alongside limited support for home learning tasks.</p> <p>Impact:</p> <p>Slower progress in reading and writing, particularly for disadvantaged children.</p> <p>Increased need for targeted interventions in phonics, speech and language therapy, and parental engagement strategies.</p> <p>Risk of widening attainment gaps by Key Stage 1 and Key Stage 2.</p>
2	<p>High levels of SEND and low prior attainment among Disadvantaged children</p> <p>Nature of Challenge: A notable proportion of disadvantaged pupils present with special educational needs, including speech and language difficulties, cognition and learning needs, and social communication challenges.</p> <p>25% of the total amount of children at Ankermoor Primary Academy have SEND needs (which is above average) of which 10.1% have an Educational, Health and Care Plan.</p> <p>25% of Pupil Premium children have SEND needs</p> <p>Underlying Factors:</p> <p>Complex needs requiring differentiated teaching and specialist support.</p> <p>Limited access to external agencies and delays in diagnostic assessments.</p> <p>Impact:</p> <p>Barriers to accessing the full curriculum and achieving age-related expectations.</p> <p>Increased demand for high-quality adaptive teaching, targeted interventions, and staff CPD in SEND strategies.</p>
3	<p>Social, Emotional, and Well-being Challenges</p> <p>Nature of Challenge: Vulnerable children often experience emotional regulation difficulties, low resilience, and poor self-esteem, which negatively affect engagement and academic progress.</p> <p>Underlying Factors:</p> <p>Family instability, economic hardship, and reduced access to enrichment opportunities.</p> <p>Post-pandemic impact on mental health and social development.</p> <p>Impact:</p> <p>Increased incidents of anxiety, low confidence, and behavioural challenges.</p> <p>Greater need for pastoral support, therapeutic interventions, and whole-school approaches to emotional well-being (e.g., Zones of Regulation, restorative practices).</p>
4	<p>Historically Internal and external assessments indicate that attainment among disadvantaged pupils (at the end of KS2) is below that of non-disadvantaged pupils and disadvantaged children struggle to reach age-related expectations.</p>

SATs Assessments	Percentage of children achieving ARE			
	2023/2024 (5 PP / 8 Non-PP)		2024/2025 (5 PP / 8 Non-PP)	
	PP	Non-PP	PP	Non-PP
Reading	60% (3/5)	75% (6/8)	40% (2/5)	62.5% (5/8)
Writing	80% (4/5)	87.5% (7/8)	40% (2/5)	75% (6/8)
Maths	80% (4/5)	75% (6/8)	60% (3/5)	62.5% (5/8)
GPS	60% (3/5)	100% (8/8)	40% (2/5)	87.5% (7/8)

Overcoming barriers to learning. –

- Family circumstances and expectations impacting attitudes towards learning.
- Low confidence and self-esteem linked to social and emotional issues.
- Poor attendance and persistent absence.
- Low parental engagement and limited confidence in supporting learning at home.
- Safeguarding or welfare concerns, trauma, and mental health issues affecting readiness to learn.

5

Our aim is to sustain high attendance for all pupils and ensure disadvantaged pupils attend in line with or above national figures for non-pupil premium pupils, while narrowing the attendance gap to less than 1 percentage point. However, the number of pupils joining the school has decreased, and the additional needs of those that do join in Reception present a clear barrier to attendance. This is beginning to be reflected in attendance data, particularly for pupils entitled to pupil premium *and* with SEND.

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (2 term)	39	93.0%	92.4%	Close to average	Relative decline	High - SEN
2023/24 (3 term)	43	93.8%	92.0%	Above	Relative decline	-

- Current position (2024/25) for pupils in Year 1 to Year 6:
 - All pupils: 94.8% (national: 94.8%)
 - FSM pupils: 94.9% (national FSM: 92.2%)
 - Non-FSM pupils: 94.7% (national non-FSM: 95.8%)
- Gap: FSM vs non-FSM = -0.2pp locally (national gap = -3.6pp).
- Persistent absence: 11.6% (national: ~12.6%).

6

Limited Access to Enrichment and Cultural Capital

Nature of Challenge: Not all disadvantaged children have access to broad, positive life experiences beyond the school environment. This limits their cultural capital and can affect vocabulary development, background knowledge, and aspirations.

Underlying Factors:

Low parental engagement in enrichment activities due to financial constraints and limited awareness of their impact on learning.

Economic hardship restricting opportunities for experiences such as theatre visits, art galleries, museums, historic landmarks, and cultural events.

Impact:

Reduced exposure to diverse cultural and social contexts, which can hinder comprehension, creativity, and confidence in unfamiliar settings.

	<p>Narrower life experiences compared to peers, contributing to gaps in knowledge and understanding that affect progress across the curriculum.</p> <p>Increased reliance on school to provide enrichment opportunities and broaden horizons.</p>
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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
<p><u>Challenge 1</u> Children develop improved vocabulary, oracy, comprehension, and word reading skills, enabling them to access the curriculum confidently and make accelerated progress in literacy.</p>	<p>Children demonstrate understanding of stories and texts through discussion, questioning, and written responses.</p> <p>Children show a wider range of vocabulary, supported by a language-rich environment across the school.</p> <p>Reading and phonics are prioritised in teaching and intervention, evidenced in planning and classroom practice.</p> <p>Conversations with pupils and work produced reflect improved language and comprehension skills.</p> <p>Each classroom has a well-stocked library promoting both reading for pleasure and reading to learn to read.</p> <p>The school environment is vocabulary-rich, with displays and resources reinforcing key language.</p> <p>Key vocabulary is explicitly in planning and applied consistently in lessons.</p> <p>Targeted speech and language interventions are delivered to pupils identified as needing support.</p> <p>Parents of EYFS pupils engage more actively with their child’s learning, attending regular events and contributing to home learning (evidenced by attendance at reading events and engagement on Tapestry).</p> <p>Children make good or better progress in reading throughout the year, measured by teacher assessment and standardised tests.</p> <p>Reading is promoted through initiatives such as 25 Reads, celebrated at the end of each term and visits to the local library.</p> <p>Literacy is championed via school social media platforms to engage families and the wider community.</p> <p>Continued development of the Literacy Scheme (Literacy Tree) will ensure a greater exposure to rich texts and progressive skills development.</p>
<p><u>Challenge 2</u></p>	<p>Children with additional needs in all year groups make good or better progress from their starting points.</p>

<p>Improved progress and attainment for pupils with SEND through high-quality adaptive teaching, targeted interventions, and inclusive classroom practice.</p>	<p>All subjects include clear adaptations (support and stretch) for pupils with SEND, evidenced in planning and delivery.</p> <p>Lessons consistently reflects adaptations for SEND children, ensuring accessibility and challenge.</p> <p>Lessons are inclusive and accessible through effective modelling, scaffolding, and use of visual and concrete supports.</p> <p>All children with SEND have up-to-date Individual Education Plans (IEPs), which are actively used to guide teaching and support.</p> <p>Evidence of IEP strategies is visible in children’s work and classroom practice.</p> <p>Children with SEND achieve their academic estimates and demonstrate progress in core subjects.</p> <p>Staff receive regular CPD on effective strategies for supporting SEND pupils within mainstream classrooms.</p>
<p><u>Challenge 3</u> To achieve and sustain high levels of wellbeing for all pupils, with a particular focus on disadvantaged children.</p>	<p>By 2025/26, wellbeing is consistently strong, evidenced by:</p> <p>Regular children wellbeing questionnaires completed, evaluated, and followed up with clear next steps.</p> <p>Increased wellbeing scores for Pupil Premium learners, bringing them closer to their peers.</p> <p>In-house referrals for wellbeing support acted upon promptly and effectively.</p> <p>A fully established Nurture after-school club demonstrating positive impact on pupils’ wellbeing.</p> <p>Regular ‘HOPE’ sessions embedded for pupils with high emotional needs.</p> <p>Timely referrals made to external agencies to provide additional support where required.</p> <p>Improved attendance and reduced persistent absence linked to enhanced wellbeing.</p> <p>A measurable reduction in playtime and lunchtime incidents between pupils.</p> <p>All staff able to articulate and demonstrate strategies they use to support pupil wellbeing.</p>
<p><u>Challenge 4</u></p>	<ul style="list-style-type: none"> By 2025/26, more than 80% of disadvantaged pupils achieve or exceed age-related expectations in KS2 Reading, Writing, and Mathematics.

Improved attainment and progress for disadvantaged children in Reading, writing and mathematics

- KS2 times table outcomes confirm disadvantaged pupils are at or above expected standards.
- KS1 Reading and Writing outcomes show a significant increase in disadvantaged pupils meeting or exceeding expectations.
- Phonics attainment for disadvantaged pupils is at or above peers.
- Across all year groups, pupils receiving pupil premium make good or better progress.
- Lessons provide appropriate support and stretch for pupil premium pupils.
- Additional interventions ensure pupil premium pupils attain in line with peers.
- By the end of KS2, gaps in Reading, Writing, and Mathematics are significantly reduced.

KS2 Attainment Gaps Table

Subject	2023 gaps at KS2	2024 gaps at KS2	2025 gaps at KS2
Reading	-7%	-15%	-22.5%
Writing	-30%	-7.5%	-35%
Maths	-7%	5%	-2.5%

School Targets and Progress Commentary

School targets aimed to reduce gaps from 11% to 6% or lower by July 2024 and 3% or lower by July 2025 within individual subjects. Combined Reading, Writing, and Maths gap was 16%, targeted to reduce to 8% by July 2023 (not achieved – actual gap 35%). By July 2024, target was 4%, achieved at combined level (PP 50% vs non-PP 54%). For 2025, priority is to close remaining gaps so disadvantaged pupils are fully in line with peers, focusing on Writing (-35%) and Reading (-22.5%) as critical areas.

Challenge 5

Sustain high attendance for all pupils. Keep FSM6 vs non-FSM gap below 1pp. Maintain FSM6 attendance at or above national non-FSM benchmark (95.8%). Reduce persistent absence in key cohorts.

Sustained high attendance from 2025/26, evidenced by:

Increased attendance rates for disadvantaged pupils, bringing them in line with their peers.

Persistent absence reduced for all pupils to meet or exceed national benchmarks.

Robust systems in place to identify and support families and children struggling with attendance.

Recognition and celebration of excellent attendance and significant improvements through school initiatives and rewards (Little Heroes)

Challenge 6

To strengthen partnerships between school and families, ensuring parents—

Weekly parent lunches are consistently well attended, fostering positive relationships between staff and families.

particularly those of disadvantaged and Pupil Premium children—are actively involved in their child’s education and wider school life.

Staff maintain effective, ongoing communication with parents through Arbor and other agreed channels.

Positive contact with parents is prioritised, with regular sharing of pupil achievements and good behaviour via Arbor and social media.

By 2025/26, community workshops are embedded, enabling parents to develop skills that support their children’s learning, with targeted invitations for Pupil Premium families.

A parent forum operates twice per term with a clear agenda, including signposting to emotional wellbeing support.

A fully sustainable PTA is established by 2025/26, actively contributing to school life.

Parents/carers engage in collaborative activities with external partners (e.g., PCSOs) to enhance community links.

Parents’ evenings achieve high attendance rates, with alternative arrangements offered to ensure Pupil Premium families can participate.

Parent/carer questionnaires receive strong response rates, particularly from PP and SEND families, informing school improvement.

The school works proactively with disadvantaged families to support engagement in both school and community initiatives.

School events such as concerts, plays, and weekly celebration assemblies are well attended by parents/carers.

Parents/carers actively contribute to IEP meetings and all support plans for SEND and vulnerable pupils.

Increased participation in after-school clubs by pupils from disadvantaged backgrounds.

Social media platforms are used strategically to celebrate learning and promote enrichment opportunities available to pupils.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £14,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD focuses on metacognition within school CPD. This will be led in house and with colleagues from across our Trust to ensure that all children access quality first teaching – especially vulnerable groups.</p>	<p>Children acquire self regulation strategies and can plan, review, and monitor their own learning.</p> <p>Summary of recommendations poster 2021-10-27-151056 qiiz 2021-10-29-074723 miux.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/metacognition/EEF_Metacognition_and_self-regulated_learning.pdf?v=1669223953</p>	<p>1.2.5.4</p>
<p>Specialist training for areas to support children with SEND:</p> <ul style="list-style-type: none"> * Lego style therapy training * Playdough style therapy training * Autism and the Inclusive Classroom * Autism and Girls training 	<p>Raised awareness of barriers faced by children. Improvements in support and confidence of children with SEND.</p> <p>Using Lego therapy with autistic pupils (autism.org.uk)</p> <p>Lego Therapy: How Play Can Heal People (+ Resources) (positivepsychology.com)</p> <p>Play Dough: A Recipe for Sensory Success (clhgroup.co.uk)</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1669223956</p>	<p>2.3.5</p>
<p>Resource 'Robins' a specialist room for children with SEND needs to access specialist provision specifically SEMH support, lego therapy and playdough therapy.</p>	<p>Improved environment and impact of specialist support.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1669223956</p>	<p>2.3.5.6</p>

<p>Enhancement of maths teaching by continuing the enrolment of staff members on the Maths hub to support the teaching of mastery across the whole school. We will fund teacher release time to embed key elements of guidance from the hub.</p>	<p>Improved teaching in maths leading to improved understanding for pupils.</p> <p>Non-Statutory guidance has been created by the DfE in conjunction with the NCETM in the teaching of mathematics, drawing on evidence-based approaches.</p> <p>Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</p>	2.3.4
<p>Staff CPD linked to SEND, Little Sutton hub and Rosenshine's Principles of Instruction.</p> <p>Step Lab – instructional coaching platform to improve the quality of teaching and learning.</p>	<p>Improved teaching ensures that pupil knowledge is deepened.</p> <p>High quality staff CPD is essential to follow EEF principles. The CPD schedule is carefully planned with principles re-visited regularly. Scripting and deliberate practice will be a key element of CPD including weekly incremental coaching for staff.</p> <p>All staff are released to support the development of these areas.</p> <p>We are also investing in Rosenshine's Principles of Instruction to support learning and teaching developments.</p> <p>Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT (teacher-toolkit.co.uk)</p>	1.2.3.4
<p>Staff CPD – SEND, Behaviour, curriculum disseminated through weekly CPD to ensure that staff become experts in different curriculum areas. This will ensure that our vulnerable children have access to the highest quality teaching and that staff share good practice across the academy.</p>	<p>Improved leader and teacher knowledge and in turn all children acquire deep knowledge and understanding across all curriculum areas.</p> <p>High quality staff CPD is essential to follow EEF principles.</p> <p>Long, Medium- and Short-Term Planning is constantly refined based on reflective improvements to subject areas.</p>	1.2.3.4

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

Budgeted cost: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Specific EAL support for new to country pupils, (SENDCo to identify needs through discussions with Class Teacher) – scaffolded support put in place, where required and suitable resources shared with parents and staff.</p>	<p>Children with EAL are taught effectively.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1,3 & 4</p>
<p>Targeted interventions within children’s learning to prevent gaps widening including small group tutoring alongside class teachers for targeted children across the school.</p> <p>Wellcom and one to one speech and language interventions to target children in with communication needs.</p>	<p>Individual needs are met.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1.2.4</p>
<p>Small group tutoring – for targeted children across the school. Focus on key areas from class teacher’s assessments. (Including White Rose Maths tuition)</p>	<p>Individual needs are met.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1.2.4.6</p>

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

Budgeted cost: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve cultural capital through experiential learning, the importance of vocabulary and development of foundational knowledge.</p> <p>Access to visits/trips; Y6 residential KS2 overnight stays, class trips/visits; travelling theatre companies. Mapped within year group overviews to ensure a broad range of experiences.</p> <p>Celebration and development of 'Ankermoor's Incredible Moments' – which celebrates and tracks cultural moments within their year.</p>	<p>Equality of access for all pupils, raising confidence and self-esteem. Widening children experiences and in turn vocabulary and ambitions. Cultural and linguistic experiences widened.</p>	4
<p>School council, Sports Leaders, Digital Leaders, House Captains, Behaviour Leaders to support all children. This will help to encourage children from all backgrounds and all needs to be actively involved in areas of change and growth within the school. Careful monitoring to ensure that disadvantaged learners are included and remain in leadership roles.</p>	<p>Children gain a sense of responsibility and success.</p> <p>Improving behaviour in schools (d2tic4wvo1iusb.cloudfront.net)</p> <p>The Importance Of Giving Children A Voice - Early Years Careers</p> <p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p> <p>Why student voice is so important in learning Tes Magazine</p>	1.2.3.4.5.6

<p>Parental support workshops:</p> <ul style="list-style-type: none"> * SEMH workshops – including meal planning, working with local PCSOs, Hope and Nurture workshops. * SEND workshops: regular SEND forums with all parents of children with SEND invited. * Lunches: weekly lunches with parents of different key groups of children invited into school to share lunch with their child. * Teaching parents about different strategies we use in school – ranging from half termly music sessions/concerts to show parents how we teach music to specific workshops alongside children to show how we teach different areas of mathematics and English. 	<p>Parents gain strategies to support their children at home.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1669711788</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1669223956</p>	<p>1,2,3,4,5,6</p>
<p>Children with specific social and emotional needs are targeted through specific interventions. e.g., Nurture club and Hope sessions.</p> <p>Inviting parents into school to explain the importance of Hope and Nurture and the strategies they can use at home to support their children.</p>	<p>Improved social and emotional support.</p> <p>There is clear research to show that improved social and emotional skills enhance children’s academic ability and relationships with their peers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1669223956</p>	<p>2.3.5.6</p>
<p>Clear consistent behaviours for learning to be developed and shared with all staff and children. These will allow all children to have a clear picture of the expectations in the school and allow them to focus on their learning. Having clear and consistent routines and practices across the school means that all children, especially those who are vulnerable, know what to expect and feel more secure and safe in school. This allows them to focus on learning.</p>	<p>Children are reflective and make effective choices.</p> <p>Improving behaviour in schools (d2tic4wvo1iusb.cloudfront.net)</p> <p>Creating a culture: a review of behaviour management in schools - GOV.UK (www.gov.uk)</p> <p>Restorative practice in schools Restorative Justice Council</p> <p>EEF Blog: Five-a-day - achieving effective learning behaviours... EEF (educationendowmentfoundation.org.uk)</p>	<p>1.2.3.4.5</p>

We will focus on a Relational and Restorative behaviour practice.		
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Total budgeted cost: £51,516

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The priorities for Pupil Premium (Targeted academic support) 2024/2025 were:

1. Children enter below typical in many aspects of Literacy including comprehension, word reading and communication and language. This inhibits the progress of many children especially those that are disadvantaged. Speech, language and communication is a barrier compounded by the reduction in social and pre-school opportunities during Covid pandemic. A further challenge is the lack of engagement of some parents in terms reading/experiencing books and support with home learning tasks.
2. Special educational needs and low ability of many of the school's disadvantaged children.
3. Social and emotional problems affecting well-being, progress and resilience especially in the most vulnerable children.
4. Attainment for disadvantaged children across school. Pupil's struggle to reach age-related expectations.
5. Attendance data for disadvantaged children indicates that PP children is slightly below that of their peers which could negatively impact outcomes. We aim for this gap to be reduced to less than 1%.
6. Parental engagement and lack of financial resources to provide children with broad opportunity and life experience to equip children for their continued development at school and in their further education.

Impact Review

Reception: End of year data for Reception shows that Pupil Premium and Non-PP are below National (School 50%)

75% of children were Pupil Premium

49% of Pupil Premium achieved their early learning goals.

5 children had high SEND needs and were unable to access the EYFS curriculum.

Majority of children enter the school with low base line assessments, and some were not school ready. The focus throughout Year 1 and 2 are the social and emotional needs to remove the barriers to learning. The impact on attainment outcomes is seen as the children move into lower key stage 2.

KS1 Outcomes for disadvantaged pupils

	Overall	PP	Non-PP
Maths	6/14 – 43%	5/9 – 56%	1/5 – 20%
Reading	5/14 – 36%	4/9 – 44%	2/5 – 40%
Writing	8/14 – 57%	7/9 – 78%	1/5 – 20%
Combined	4/14 – 29%	3/9 – 33%	1/5 – 20%

Data shows non-disadvantaged children achieved less than disadvantaged children in all subjects.

Introduction of Literacy Tree scheme focused on oral literacy and inclusive texts.

Actions: PP targeted through Pupil Progress meetings, quality first teaching, phonics activities, and volunteer readers.

There needs to be a continued drive to support the love of reading in all children (including extra reading books).

PP children will be targeted during English and Reading sessions to ensure they are heard read every week.

Efforts will be made to engage members of the local community to recruit volunteer readers.

KS2 Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 2 performance data and our own internal assessments.

SATs Assessments	2024/2025 (5 PP / 8 Non-PP)	
	PP	Non-PP
Reading	40% (2/5)	62.5% (5/8)
Writing	40% (2/5)	75% (6/8)
Maths	60% (3/5)	62.5% (5/8)
GPS	40% (2/5)	87.5% (7/8)

Outcomes for KS2 data (2023/24) shows:

Non-disadvantaged children performed better than disadvantaged children in all subjects, although maths was roughly in line.

The introduction of a new literacy scheme (Literacy Tree), which is heavily focussed on oral literacy and carefully chosen texts that are rich in vocabulary and are inclusive for girls and boys.

PP children will be targeted through Pupil Progress meetings and through quality first teaching and targeted work during lessons and the Start of The Day Activity. Teachers to create action plans for the PP children in their class.

There needs to be a continued drive to support the love of reading in all children (including extra reading books).

PP children will be targeted during English and Reading sessions to ensure they are heard read every week. There has been a focus on phonics this year to ensure all gaps are reduced.

Year 4 Multiplication tests

12 out of 16 children passed their multiplication assessments = 75%

6/8 (75%) disadvantaged children passed their multiplication assessments

5/8 (63%) non-disadvantaged children passed their multiplication assessments

KS1 Phonics

8/15 (53%) of children passed their phonics screening

2/3 (67%) disadvantaged children passed their phonics screening

6/12(50%) non-disadvantaged children passed their multiplication assessments

Next Steps

- Close PP gaps in Reading and Writing through targeted tutoring and enriched texts.

- Strengthen phonics and ensure PP pupils read weekly with an adult.
- Monitor PP progress termly via Pupil Progress meetings and action plans.
- Engage community volunteers to support reading and fluency development.

Attendance

Ankermoor FSM6 attendance: 94.9% Ankermoor non-FSM attendance: 94.7%

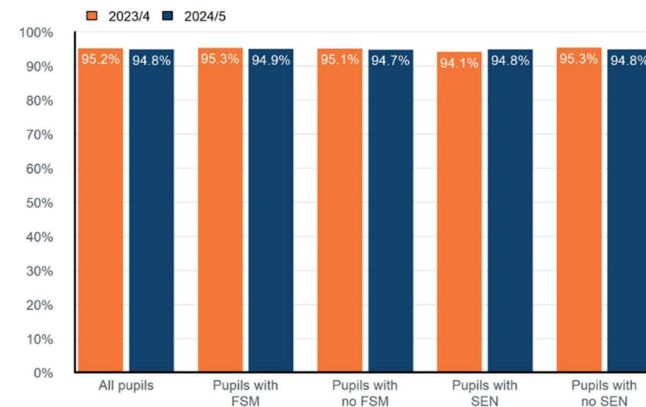
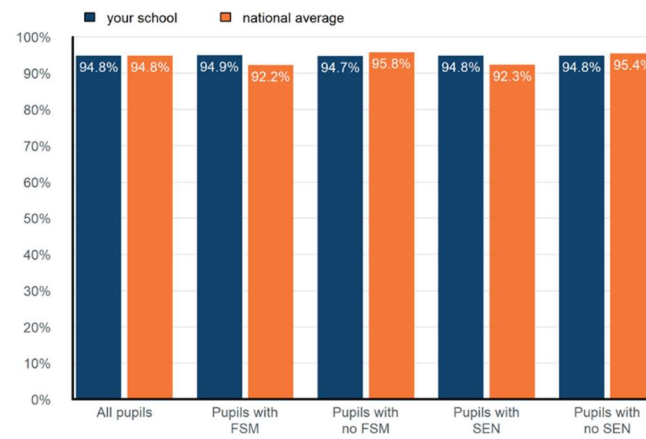
National FSM attendance: 92.2% National non-FSM attendance: 95.8%

Gap: Ankermoor: FSM6 vs non-FSM = -0.2pp (virtually closed) National: FSM vs non-FSM = -3.6pp

Persistent Absence Ankermoor overall PA: 11.6% (better than national by ~1pp) National PA (Autumn+Spring): 17.6% (all phases; primary slightly lower)

Trend vs Last Year FSM6: 95.3% → 94.9% (-0.4pp) non-FSM6: 95.1% → 94.7% (-0.4pp) Gap remains negligible locally, while nationally the disadvantage gap persists.

FSM6 pupils at Ankermoor outperform the national FSM benchmark by +2.7pp and attend on par with non-FSM locally, which is exceptional compared to the national picture. Both groups dipped slightly year-on-year, but the gap remains closed, meeting the strategic aim to narrow disadvantage.



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)

<i>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</i>
NA
The impact of that spending on service pupil premium eligible pupils
NA

Further information (optional)

Additional activity

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

- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools like ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils