

# Pupil premium strategy statement – Angram Bank 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	215 (185 FS2-Y6)
Proportion (%) of pupil premium eligible pupils	49% 91/185
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	Summer 2024 – Summer 2027
Date this statement was published	July 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Andrea Carr
Pupil premium lead	Zoe Heath
Governor / Trustee lead	Susan Crookes

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£116,920
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£3045
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>	£119,965

# Part A: Pupil premium strategy plan

## Statement of intent

At Angram Bank, we believe all children should be able to overcome any extra challenges they face in order to reach their potential at school. We use Pupil Premium funding to deal with the extra challenges our Pupil Premium children may face and to ensure that they are performing within age related expectations with an ambitious curriculum.

We understand many of our children have the barriers of those classified as disadvantaged but sit just outside the threshold to be classified in this group. Because of this, our intention is for the Pupil Premium practise to sit at the heart of our school's effort and priorities as we take an intentional whole school approach for pupil premium, this is when it is most effective for **every child**.

Our intentions include:

- Clear ambitions for disadvantaged pupils
- Disadvantaged learners thriving academically and socially
- Developing strong readers who love reading for pleasure and purpose
- Developing strong relationships with adults and peers through consistency in expectations and routines
- Providing a strong sense of independence and efficacy in life and learning
- Acknowledging how teacher/staff expertise and well-being are vital to consistency, strong relationships and academic success

## Challenges

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

Challenge number	Detail of challenge
1	Variable starting points with the background knowledge needed to thrive in the wider curriculum
2	SEN need is most prevalent in communication and interaction area
3	Attendance in school and in learning
4	Barriers when participating in sport/enrichment outside of school
5	Independent learning and sense of self (self-regulation)

## 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
Improved school attendance	<ul style="list-style-type: none"> <li>- Improvement to overall school attendance, tracking groups and classes</li> <li>- Improvement in punctuality (tackling lates)</li> <li>- Fewer families meeting threshold for Persistent Absentee</li> </ul>
Improved attendance to learning	<ul style="list-style-type: none"> <li>- Improved engagement in learning, observations and teacher voice shows this across the curriculum</li> </ul>
Improved background knowledge to ensure secure starting points for the curriculum	<ul style="list-style-type: none"> <li>- Improved assessment data across school</li> <li>- Work scrutiny, observations and pupil voice demonstrates improved understanding and quality of work</li> </ul>
Improved independent learning behaviours (self-regulation)	<ul style="list-style-type: none"> <li>- Leadership observations and external viewpoints show pupils' independent behaviours are strong within clear routines and structures</li> <li>- Increased number of disadvantaged pupils participating in leaderships roles across school (triple Cs, milk monitor etc)</li> </ul>
Disadvantaged children representing the school in enrichment opportunities	<ul style="list-style-type: none"> <li>- Data tells us that children are participating in enrichment activities</li> <li>- Children's University data highlights children who require targeting for enrichment</li> </ul>
Early identification of needs	<ul style="list-style-type: none"> <li>- School bought SALT identifies need alongside SENDCo to provide timely response to meet needs across school</li> </ul>

## 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: £44,234

Activity	Evidence that supports this approach	Challenge number(s) addressed
Experienced staff focused on improving pupils' behaviours in and out of the classroom	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>	2 4 5
A front-loaded curriculum, which includes an enriched reading spine (Rocket Reading)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1 5
Continual development of staff knowledge and skills	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	1 2 3 4 5
A well sequenced and inclusive curriculum which is continually reviewed and refined	<a href="https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook-for-september-2023#evaluating-the-curriculum">https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook-for-september-2023#evaluating-the-curriculum</a>	1 2 3 4 5

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

Budgeted cost: £20,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Therapist in school weekly to	<a href="https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches#:~:text=What%20is%20it%3F,other%20strategies%2C%20to%20communicate%20effectively.">https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches#:~:text=What%20is%20it%3F,other%20strategies%2C%20to%20communicate%20effectively.</a>	1 2 5

enable early identification of need and devise bespoke interventions		
'Catch up and keep up' – short, sharp same day intervention which targets gaps in learning instigated by teachers	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1 2 5
Targeted interventions mapped out and informed by pupil progress meetings specific to individuals' need (whole school map)	<a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</a>	3 1 2

## Personal Development

Budgeted cost: £35,431

Activity	Evidence that supports this approach	Challenge number(s) addressed
Student Leadership opportunities	<a href="https://assets.publishing.service.gov.uk/media/5c41e555ed915d38a6a87aeb/School_inspection_update_-_January_2019_Special_Edition_180119.pdf">https://assets.publishing.service.gov.uk/media/5c41e555ed915d38a6a87aeb/School_inspection_update_-_January_2019_Special_Edition_180119.pdf</a>	1 3 4 5
Children's university involvement to track and incentivise participation in enrichment activities	<a href="https://www.childrensuniversity.co.uk/media/1093/eef-childrens-university.pdf">https://www.childrensuniversity.co.uk/media/1093/eef-childrens-university.pdf</a>	4 5
Involvement and success in	<a href="https://assets.publishing.service.gov.uk/media/65fd68f9f1d3a0001d32adbc/Enhancing_physical">https://assets.publishing.service.gov.uk/media/65fd68f9f1d3a0001d32adbc/Enhancing_physical</a>	4 5

sports initiatives	<a href="#">education provision and improving access to sport and physical activity in school.pdf</a>	
A PE curriculum linking to enrichment/out of school opportunities	Same as above	4 5
Thornbridge residential subsidised and open to all	Same as above	4 5

## Pastoral Support

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance – Learning mentors to drive attendance and sustain success through celebrating, Family Support, Early Help, partnership with Attendance officer and having skilled staff throughout school	<a href="https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf">https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf</a>	3
Sustaining a Trauma Informed Approach across school with all staff	<a href="https://www.gov.uk/government/publications/working-definition-of-trauma-informed-practice/working-definition-of-trauma-informed-practice">https://www.gov.uk/government/publications/working-definition-of-trauma-informed-practice/working-definition-of-trauma-informed-practice</a>	1 2 3 5

**Total budgeted cost: £119,965**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Performance of disadvantaged pupils in the previous academic year, 2022-2023:

2023 Key Stage Two data

	<b>National</b>	<b>Angram Bank</b>
<i>Reading</i>	73%	83.9%
<i>Writing</i>	71%	83.9%
<i>Maths</i>	73%	90.3%

2023 Key Stage One data

	<b>National</b>	<b>Angram Bank</b>
<i>Reading</i>	69%	84.6%
<i>Writing</i>	61%	76.9%
<i>Maths</i>	72%	84.6%

2023 Phonics data

	<b>National</b>	<b>Angram Bank</b>
<i>Phonics</i>	79%	86.2%

2023 EYFS/GLD data

	<b>National</b>	<b>Angram Bank</b>
<i>EYFS</i>	%	81.3%

# 2024 Data

## Angram Bank Primary School



### F52 Good Level of Development

Angram Bank	70.4%
Locality	61.9%
Sheffield	64.5%

## Phonics



### Y1 Phonics

Angram Bank	94.1%
Locality	79.6%
Sheffield	78.0%
England	80.2%



### Y6 KS2: Combined

Angram Bank	82.0%
Locality	57.3%
Sheffield	56.1%
England	60.4%



### Y6 KS2: Reading

Angram Bank	86.4%
Locality	70.8%
Sheffield	70.6%
England	74.2%



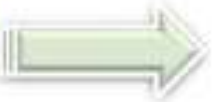
### Y6 KS2: Writing

Angram Bank	81.8%
Locality	69.2%
Sheffield	67.1%
England	71.5%



### Y6 KS2: Maths

Angram Bank	86.4%
Locality	70.5%
Sheffield	70.0%
England	73.1%



### Y6 KS2: sPaG

Angram Bank	86.4%
Locality	65.8%
Sheffield	68.5%
England	72.2%



## 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: <b>How our service pupil premium allocation was spent last academic year</b></i>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A

## 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.*