

Angram Bank's Pupil Premium Strategy Statement

This statement details Angram Bank's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Angram Bank Primary
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	Dec 2021
Date on which it will be reviewed	Dec 2022
Statement authorised by	Andrea Carr – Headteacher Susan Crookes – Chair of Governors
Pupil premium lead	Zoe Heath – Assistant Headteacher
Governor / Trustee lead	Susan Crookes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 99,530
Recovery premium funding allocation this academic year	£ 10,730
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£110,260

Part A: Pupil premium strategy plan

Statement of intent

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, this is when it is most effective for **every child**.

Implementation

We have used the EEF Guide to Pupil Premium (2019), EEF Guide following COVID 19 (2020) and the EEF Teaching and Learning Toolkit (2018) to guide our implementation as this allows us to use evidenced-based strategies which have proven to have a positive impact on children's outcomes.

To ensure our Pupil Premium spending is the most efficient, we use a tiered approach, which targets three areas:

1. Teaching - ensuring an effective teacher is at the front of every class by continued support and professional development for teachers, training and support for early career teachers, recruitment and retention
2. Targeted academic support - ensuring bespoke support is in place for those children who need it, this support will link to whole class teaching and could be 1 to 1 support, small group work etc.
3. Wider approaches - breaking down barriers which are non-academic, for example attendance, punctuality and behaviour.

We understand the importance of giving focus to a small number of priorities will give our children the best chance of success in our school, our 3 key priorities are outlined in this action plan.

Our senior leadership team will monitor and evaluate the implementation of this through; exploring strategies that are proven to have a positive impact, supporting staff in preparing and delivering these strategies and looking at creating a sustainable support package moving forward.

Impact

We continue to document the impact of our strategies in the following three year action plan, as well using evidence from the Education Endowment Foundation. This will ensure all pupils receive an education which enables them to acquire the knowledge and cultural capital they need to overcome barriers and achieve highly.

Challenges

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

Challenge number	Detail of challenge
1	<p>Speech, Language and Communication</p> <p>Our assessments, observations and discussions show that pupils identified who are eligible for pupil premium also have additional vulnerabilities. For example, 40% of our PP children are also on our SEN register. Various assessments done throughout the school years show that one of the main needs our SEN/PP children have stems from a delay in speech, language and communication.</p> <p>Over the past 4 years, a language screening tool for children in Foundation Stage (ESCAL) which was developed by Sheffield Speech and Language Therapy Services, has shown the significant difficulty our children have when they first join us with sentence formulation (the ability to form and use sentences appropriately). 2021 results show, for example, that 20/28 (71%) of children scored below ARE.</p> <p>It is vital speech, language and communication gaps are a priority. The EYFS Framework and National Curriculum point out:</p> <ul style="list-style-type: none"> • 'The development of children's spoken language underpins all seven areas of learning and development' in the EYFS

	<ul style="list-style-type: none"> • ‘Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.’
2	<p>Reading fluency – decoding</p> <p>Our assessments, observations and discussion show that progress in reading is hindered due to gaps in phonics knowledge, this then provides a barrier when children are attempting to decode and fluently read a text.</p> <ul style="list-style-type: none"> • September 2021 FS1 children on entry are below age related expectations in literacy. • September 2021 FS2 data shows 55% of children at ARE in reading. • September 2021 Phonics data shows 62% of children at ARE for early reading and 85% of children were below phase 4b in phonics <p>Our children have been further impeded by two national lockdowns. These findings have been backed up by a number of national studies on partial closure. ‘Research confirms young pupils’ achievement in reading and maths remains significantly lower than before the pandemic, and the gap between children from low and high income households (the disadvantage gap) remains wide.’</p> <p>https://educationendowmentfoundation.org.uk/news/new-eef-publishes-new-research-on-the-impact-of-the-pandemic-on-key-stage-1-pupilsattainment</p> <p>Early reading also formed our next step in our Ofsted inspection (Sept 2021), to ensure all teaching and support staff are fully trained to deliver our chosen approach for early reading- ‘Little Wandle’ to ensure all pupils always receive teaching matched to their specific need.</p>
3	<p>Trauma Informed School Approach</p> <p>Effective relationships sit at the heart of our school ethos and enable us to work as a team around providing the best education for each child. Our school is invested in supporting the very best possible relational health between children and their peers, children and school staff, parent and school staff, school staff with colleagues and school staff with external agencies.</p> <p>32% (66/208) of our children are identified on our SEND caseload as they present with additional needs outlined in the SEN Code of Practice. Of these 66 children, 53% are also disadvantaged children. This presents children with needs and barriers from both aspects. As our caseload is an evolving picture, we continually monitor how children are doing in their learning and physical and mental health. For this evaluation to take place, we hold half termly meetings and in weekly ‘learning mentor support’ meetings.</p>

	<p>It is within these meetings where we unpick and assess certain needs in year groups and pick out bespoke actions in order to remove barriers to learning, health and happiness.</p> <p>Our ‘assess, plan, do and review’ processes in school around wider relationships and outcomes have highlighted how so many of our families need extra support in different areas of school and family life. These include support around health, well-being, attendance, punctuality and life skills. We are fully committed to a ‘protect, relate, regulate and reflective’ approach with our children and families.</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
Challenge 1	
All children will be taught a well sequenced and progressive English curriculum which provides sustained support for the development of language	<ul style="list-style-type: none"> - New ‘Rocket Reading’ curriculum designed by Angram teachers for Angram pupils will be taught daily for 55minutes (raised from 30min historically) – raising profile and enabling teachers time in lesson to build on children’s skills and understanding whilst identifying and closing gaps - ‘Planet writing’ (a new writing curriculum) will support children in understanding the formation of language and be embedded effectively across school - Termly learning walks/’deep dives’ and discussions to evaluate impact and pinpoint next steps - Staff training throughout the academic year to ensure teachers are well-trained and are very competent teachers of reading in their specified year group with knowledge of what children have previously learnt and what they will move on to - Learning support in the lesson will enable effective same day intervention - Showcase to Local Authority advisor (Peter Heaton) to evaluate strength in the curriculum and intention - Pupil Progress Meetings to show a raise in achievement in English – with children making progress in speech, language and communication in order to access and hit ARE
Staff will be well-equipped to identify, assess and target children who need SALT intervention in all year groups	<ul style="list-style-type: none"> - SEN systems in place so needs are identified to follow the ‘assess, plan, do, review’ process in pupil progress meetings - Training in proven interventions (LEAP/VIP/Concept Cat) to target SALT areas- led by Natalie Colvin (a trained SALT) - Ensure all children throughout school are receiving SALT support if needed at an accurate level – either at wave 1, 2 or 3 - Speech and Language Therapist employed in school for one day per week to support staff, run intervention groups,

	complete referrals and reports and see children on a one to one basis when appropriate.
Challenge 2	
SSP programme 'Little Wandle' is implemented within school	<ul style="list-style-type: none"> - All teaching and support staff are fully trained to deliver Little Wandle to ensure all pupils always teaching matched to their specific needs - Deep dives show that teachers and support staff are effective in: <ul style="list-style-type: none"> - delivering phonic interventions - hearing children read - delivering phonic teaching - All books used in KS1 follow and support the Little Wandle teaching
Profile and love of reading is raised throughout school	<ul style="list-style-type: none"> - Appropriate reading books purchased to ensure consistency with SSP in KS1 - Story Time Together (whole class reading by class teacher) has a protected slot 4 times a week for 30mins at the end of each day - School Library service used well to promote love of reading and engage children with different authors/genres - Reading star in Celebration Assembly – one child per class chosen to be a 'reading star' and takes home a high quality book home to ensure all children have books at home
Bottom 20% of readers (Spotlighters) targeted to ensure rapid progress	<ul style="list-style-type: none"> - Bottom 20% of readers have Individual Target Plan which outlines key bands of progress in the Birmingham Toolkit and are known as our 'Spotlighters' - Bottom 20% readers featured on SEN caseload so need is identified and met through bespoke intervention – 53% of our 'Spotlighters' are PP children - Targeted Support Books track progress in reading and in other identified needs
Challenge 3	
Ensure relevant information is shared in a timely and effective manner with all staff	<ul style="list-style-type: none"> - Weekly 'Learning Mentor Support' meetings - Weekly email from LMS with updates and actions - Monday briefing with updates - CPOMS established throughout school to notify staff member of incidents and actions going forward - Half termly pupil progress meetings with year group team, SENCo and Headteacher
SEN status and need	<ul style="list-style-type: none"> - Caseload accessible to all and regularly updated to reflect need - Targeted Support Books in each classroom which identifies needs of SEN clearly and monitors progress in their support plans and individual target plans for the bottom 20% of readers

Teacher to be fully trained in the Trauma Informed Approach	<ul style="list-style-type: none"> - Teacher pass Trauma Informed Training - Disseminate practise throughout school through staff training - All staff to feel confident in utilising the trauma informed approach with children across school
Key External Agencies working consistently in partnership with school	<ul style="list-style-type: none"> - Key relationships built with practitioners – Speech and Language Therapist, Educational Psychologist, School Support (Fusion) and MAST - Training for staff is current and bespoke to the needs of our training - Working with professionals enable us to assess accurately and plan bespoke interventions matched to children’s needs

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: £ 22139

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher retention and high staff well-being and morale	<p>EEF point out that ‘Teacher recruitment and retention, particularly in the most disadvantaged schools and areas, is one of the most critical issues facing the English education system.’ https://educationendowmentfoundation.org.uk/news/new-initiatives-to-improve-teacher-retention</p> <p>Chief Executive of the EEF has pointed out, ‘We know that high-quality teaching is the thing that makes the biggest difference to young people’s academic grades. Yet recruiting and retaining teachers – particularly to disadvantaged schools – is challenging.’</p> <p>The Well-being charter sets out how important wellbeing is in schools and how this can be promoted: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1034032/DfE_Education_Workforce_Welbeing_Charter_Nov21.pdf</p>	1, 2, 3
Little Wandle Resources for early reading and phonics	<p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress. EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/phonics</p> <p>Deputy Director of Early Years at Ofsted found that, ‘Good phonics teaching will make sure that all children learn to read</p>	3

	<p>early, regardless of their background.’ Evidence and what effective teaching looks like is documented in the school inspection handbook: https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook</p> <p>In 2022, the Reading Framework also shows how early reading is the key to unlocking achievement throughout the curriculum and the research into how effective systematic phonics approaches are is ‘indisputable’: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1050849/Reading_framework_Teaching_the_foundations_of_literacy_-_July_2021_Jan_22_update.pdf</p> <p>Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships for reading and sound-letter relationships for spelling. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>Validation will indicate that a programme has been self assessed by its publisher and assessed by a small panel with relevant expertise, and that both consider it to meet all of the most recent Department for Education (DfE) criteria for an effective systematic synthetic phonics (SSP) programme – Little Wandle has this validation.</p>	
<p>High quality, age appropriate books purchased for KS1 and KS2 and also for reading star prizes every week to promote reading for pleasure</p>	<p>Research on Reading for Pleasure by the DfE highlights:</p> <ul style="list-style-type: none"> • how children from low socio-economic backgrounds read less than more privileged children. • having access to their own books impacts children’s attainment • having books related to children’s interests is important to developing reading for pleasure <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</p>	<p>2</p>
<p>Staff training</p> <ul style="list-style-type: none"> - Fusion - Team Teach - Little Wandle - SALT - NPQML & NPQH 	<p>EEF research (https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics) shows how promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes.</p> <p>All of the professional development at Angram is well-designed, selected, and implemented so that the investment is justified and has a positive impact on teacher’s confidence and therefore on the quality of teaching.</p>	<p>1, 2, 3</p>
<p>Learn Sheffield Package to ensure staff</p>	<p>Learn Sheffield is a not for profit company limited by guarantee, of which 80% is owned by Sheffield schools and colleges and 20% by Sheffield City Council. This combines schools across</p>	<p>1, 2, 3</p>

training is up to date and next steps for teaching across school	Sheffield to be part of a dynamic and collaborative community of education professionals. Learn Sheffield offer bespoke CPD opportunities throughout the year to ensure our skillset is continually improving. https://www.learnsheffield.co.uk/	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 34300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Speech and Language Therapist one day a week	EEF research has shown that developing communication and language show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. The EEF found that although all children benefit from SALT, studies show larger effects for children from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	1
Support Staff in each year group trained in interventions- LEAP, VIP, Sensory Circuits, ADHD Resources Purchased	EEF research (https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics) shows how promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes. All of the professional development at Angram is well-designed, selected, and implemented so that the investment is justified and has a positive impact on teacher's confidence and therefore on the quality of teaching.	2, 3
Nessy Intervention Purchase	Nessy is widely used for whole class phonics and early reading instruction. It follows the Science of Reading, to ensure programs are based upon proven research. Nessy uses a highly structured, sequential, cumulative and systematic synthetic phonics based learning program that progresses to fluency. https://www.nessy.com/en-gb/about-us/the-nessy-approach-to-learning	2
10 sessions with Fusion to assess children's needs	The EEF recognises that pupils with Special Educational Needs and Disabilities (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The	3

<p>and plan strategies around these</p>	<p>attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.</p> <p>We use specialist SEND teachers from Fusion to assess certain children in areas to enable them to offer us bespoke advise and intervention pathways to tailor teaching to children’s needs. This approach is outlined in the EEF’s SEND Guidance for Mainstream Schools: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send.</p> <p>They outline 5 recommendations:</p> <ol style="list-style-type: none"> 1. Create a positive and supportive environment for all pupils without exception 2. Build an ongoing and holistic view of pupils’ needs 3. Ensure good quality teaching for all 4. Compliment teaching with carefully selected intervention 5. Work effectively with Teaching Assistants 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 64629

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>2 Learning Mentors employed to impact learning and engagement throughout school</p>	<p>Our learning mentors have a wider role in enhancing inclusion across the school by having a focus on attendance, welfare, supporting personal, social and health programmes.</p> <p>The EEF state ‘school absenteeism (attendance/ fixed and permanent exclusion) not only impacts on students’ attainment, but also on the likelihood of them becoming involved in violence and crime. It is also likely that many students with poor attendance or those being excluded from school are the most disadvantaged.’</p> <p>Research points out key principles in underpinning effective school strategies for attendance – our learning mentors have a key role in driving these within school, including:</p> <ul style="list-style-type: none"> • Offering a clear vision for attendance, underpinned by high expectations and core values • Being an attendance champions with clearly assigned responsibilities identified in the attendance policy, escalation of procedures and SIP. • Building relationships with families to gain their trust and engagement. 	<p>2 (ensuring attendance and punctuality to access reading daily) 3</p>

	<ul style="list-style-type: none"> • Use clear and consistent systems to improve, reward and incentivise attendance • Deliver targeted interventions <p>(https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities)</p> <p>In Sept 2021, our Ofsted noted, 'Efficient systems and support from well-trained staff mean that pupils with SEND achieve well' and that we 'know their pupils well and act early to support pupils who might struggle'.</p>	
CPOMS to track and monitor behaviour and incidents	<p>The EEF's Improving Behaviour in Schools Report offers recommendations to for improving behaviour, this included: knowing and understanding pupils and their influences and having a whole school view on behaviour to ensure consistency and coherent approaches.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>CPOMS enables us to track, assess and evaluate children's behaviour and events that happen within school which can effect behaviour and therefore learning in school.</p> <p>In Sept 2021, our Ofsted noted, 'leaders keep detailed records of any instances of bullying and work closely with pupils and their families to restore good relationships.'</p>	3
Staff Training in Mighty Minds	<p>The 'Mighty Minds' is a social and emotional learning (SEL) intervention has been designed by Sheffield City Council to help young people develop essential life skills needed to maintain emotional wellbeing and manage anxiety.</p> <p>The EEF's research found that SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school and can also have an additional 4 months additional academic progress over the academic year for children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	3
Teacher to attend 10 days of Trauma Informed training	<p>'Rising numbers of children are presenting with mental health difficulties in schools and current teaching environments are struggling to keep up. Many children have a high ACE score (meaning multiple adverse childhood experiences) known to leave children at risk of mental and physical ill-health later in life and even early death' (The ACE study Felitti and Anda, a study involving over 17,000 people). With the cuts in CAMHS and with over 1 million children in the UK with a mental health problem, schools are often left holding the baby. Children</p>	3

	<p>spend 190 days a year at school so we believe that schools are very well placed to pick up the baton and help these children.</p> <p>https://www.traumainformedschools.co.uk/what-is-a-trauma-informed-school</p>	
<p>Partial funding for educational visits and Y6 residential</p>	<p>EEF found that outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	3
<p>Children's University</p>	<p>Children's University (CU) aims to improve the aspirations and attainment of pupils aged 5 to 14 by providing learning activities beyond the normal school day, such as after-school clubs, visits to universities and museums, and 'social action' opportunities such as volunteering in the community. The EEF found that children taking part in CU made additional progress compared to school who didn't and disadvantaged pupils made additional academic progress.</p> <p>https://www.childrensuniversity.co.uk/media/1093/eef-childrens-university.pdf</p>	3

Total budgeted cost: £121,068

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, below are other pupil evaluations undertaken during the 2020 to 2021 academic year through teacher assessment.

2021-2022

Attendance Target	Attendance	Authorised Absence	Unauthorised Absence	Persistent Absentees Less than 85%
Summer 2020	95.7%	3.1%	1.2%	6 children
Autumn 2020	93.1%	2.1%	4.8%	36 children
Spring 2021 (22.01.21)	95.4%	3.5%	1.1%	14 children
Summer 2021	96.1%	2.5%	1.4%	20 children
Whole Year	96.0%	2.8%	1.2%	20 children

FSM - DA Figures	FS1	FS2	Y1	Y2	Y3	Y4	Y5	Y6	Total children
Summer 2020	12	5	14	8	8	10	10	8	75
Autumn 2020	4	8	5	14	8	8	10	10	67
Spring 2021	9	9	9	13	8	10	10	9	77
Summer 2021	11	11	10	16	8	10	11	10	87

Summer 2021 Teacher Assessments								
FS1 Prime Areas	Communication and Language		Personal, Social and Emotional Development		Physical Development		Combined	
FS1	76%	19/25	64%	16/25	88%	22/25	44%	11/25
	Reading		Writing		Maths		Combined GLD	
FS2	77%	20/26	77%	20/26	81%	21/26	65%	17/26
Y1 Phonics Target 78% 25/32	75%	24/32	69%	22/32	69%	22/32	63%	20/32
Y2	70%	19/27	67%	18/27	78%	21/27	67%	18/27
Y3	57%	12/21	52%	11/21	62%	13/21	43%	11/21
Y4	70%	21/30	63%	19/30	73%	22/30	60%	18/30
Y4 Multiplication Test Out of 25	25/25 40%	12/30	22+ / 25 70%	21/30	20+ /25 77%	23/30		
Y5	72%	21/29	66%	19/29	79%	23/29	66%	19/29
Y6	76%	26/34	76%	26/34	28/34	82%	23/34	68%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Times Table Rockstars	Maths Circle
Seesaw Communication Programme	Seesaw

Service pupil premium funding (optional)

N/A

Further information (optional)

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