Pupil premium strategy statement – Anchorsholme Academy

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	596
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	1st December 2025
Date on which it will be reviewed	1st December 2026
Statement authorised by	Julie Barr Headteacher
Pupil premium lead	Amy Hylton Assistant Headteacher
Governor / Trustee lead	Christine Butterworth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£169,730
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	£169,730

Part A: Pupil premium strategy plan

Statement of intent

At Anchorsholme Academy, our intention is for all pupils to be confident, collaborative, creative and communicative learners. We have high aspirations for our pupils irrespective of background and we use our Pupil Premium Funding to ensure that our disadvantaged pupils receive the highest quality of education possible.

Our objective is to support pupils' social, academic and cultural growth through high quality teaching and targeted support which meets the specific needs of disadvantaged pupils. We recognise that disadvantaged pupils can face a wide range of social, economic and emotional barriers, which can affect their well-being and academic progress. Our Pupil Premium Funding supports us in meeting the needs of our disadvantaged pupils.

Our approach to developing a curriculum based on the needs of all our pupils has high quality teaching at its heart. We recognise that investing in CPD for staff and focusing on areas in which disadvantaged pupils require the greatest support will help to close the attainment gap whilst improving outcomes for all pupils including high attainers. The provision for and progress and attainment of our disadvantaged pupils is tracked to ensure the best possible provision and outcomes for these pupils.

Our strategy is also integral to wider school plans for education recovery providing support through 1-1 and small group tutoring for pupils whose education has been worse affected, including non-disadvantaged pupils.

Use of Pupil Premium Funding is informed by robust assessment data but is also responsive to the ongoing and new challenges which face our pupils. To ensure that our approaches are effective we will:

- Provide all teachers with high quality CPD to ensure that all pupils access quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 support and peer tutoring
- Target funding to ensure that all pupils have access to trips, residentials and first-hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture through pastoral support to enable pupils to access learning within and beyond the classroom.

Key Principals:

We will ensure that teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which is reviewed termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision through a trauma-informed approach from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Analysing and using formative and summative assessment data to inform teaching and learning including end of key stage assessments demonstrate that the attainment of disadvantaged pupils is below that of their non-disadvantaged peers at the end of KS1 and KS2
	Y2 end of year outcomes (EXS+) for disadvantaged pupils:
	R – 50% W – 50% M – 50%
	Y6 end of year outcomes (EXS+) for disadvantaged pupils:
	R – 44% W – 33% M – 37%
2	Analysis of data demonstrates that a significantly lower percentage of disadvantaged pupils are achieving GDS in Reading, Writing and Maths ranging from 0% - 17% across year groups and subjects.
3	Analysis of data demonstrates that reading fluency is an academic barrier for many pupils including those who are disadvantaged and impacts on their opportunities for reading for pleasure.
4	Data and observations indicate that some of our disadvantaged pupils, from EYFS through to KS2, have significant areas for improvements in their speech and language skills and understanding of vocabulary.
5	Many of our disadvantaged pupils do not have an opportunity to build cultural capital outside of school. The children's low cultural capital on entry can result in low aspirations, awareness and outcomes. Children's prior experience and knowledge make it difficult for them to make connections across the curriculum.
6	Attendance data indicates that disadvantaged pupils have lower attendance than non-disadvantaged pupils (93.6% compared to 96.0%). For some of our disadvantaged pupils, this puts them at risk of persistent absence and has a negative impact on attainment and progress.
7	Several of our disadvantaged pupils are impacted by mental health and well-being needs which require school-based provision and outside agencies to support individuals and their families. Many lack confidence in themselves and their ability and do not have the resilience to cope with setbacks or facing new challenges.

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 attainment in reading, writing and maths among disadvantaged pupils Outcomes improve year on year	Assessment outcomes show that the number of disadvantaged pupils meeting age related expectations is at least in line with non-disadvantaged pupils and in line with national averages at the end of key stage
Improved outcomes year on year at GDS for reading, writing and maths	Pupils achieving GDS in Reading, Writing and Maths are at least in line with national outcomes and end of key stage and reflect prior attainment
Improved reading fluency enables pupils to access learning without barriers	Reading fluency rates for pupils are in line with norms and pupils are more able to access age-appropriate academic reading materials
Disadvantaged pupils with speech and language needs in FS and KS1 meet targets and develop a wider vocabulary	Disadvantaged pupils accessing speech and language interventions make significant progress towards their targets and develop a richer vocabulary
Broaden pupils' cultural capital	Pupils have a knowledge and experience base on which to draw on to access new vocabulary and learning. Pupils are able to make connections so they can build new knowledge
Improve attendance rates for pupils including those disadvantaged at risk of persistent absence	The attendance of disadvantaged pupils is sustained at a minimum of 95% from FS to Y6
Early identification of SEMH needs	Pupils are more equipped to engage with learning due to increased resilience and self-regulation, improved attendance & academic outcomes. Referrals to external agencies are reduced

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: £ 70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain a clear structure of CPD and triangulation regarding standards of teaching and learning in reading, writing and maths	Standards of teaching and learning can be effectively monitored by triangulating evidence gathered from instructional coaching observations of teaching and learning, moderation of pupils' work and analysis of assessment data EEF Teaching and Learning Toolkit - Meta-cognition and self-regulation - Learning Styles - Improving Mathematics in the Early Years and KS1 - Improving Mathematics in KS2 - Improving Literacy in the Early Years and KS1 - Improving Literacy in KS2 - Mastery Learning Instructional coaching focus of questioning, adaptation and consistent implementation of writing cycle, reading approaches and maths curriculum.	1, 2
Invest in CPD for teaching assistants in order to support teaching and learning and deliver structured interventions effectively	Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 3, 4, 7
Invest in CPD to develop understanding of teaching strategies to build oral and reading fluency	Oral and reading fluency supports comprehension. When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending the text https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21?utm_source=/projects-and-evaluation/projects/voice-21&utm_medium=search&utm_campaign=site_search&search_term=oracy	1, 2, 3, 4

Teaching pupils to think about their learning is embedded in daily teaching and learning	Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/metacognition/EEF_Metacognition_and_self-regulated_learning.pdf?v=1669324863	1, 2, 3
Assessment lead alongside year group leaders make effective use of assessment data to identify and challenge under-performance. Reviewed during termly pupil progress meetings.	Standardised tests and ongoing formative assessment can provide reliable insights into the specific strengths and weaknesses of each pupil to ensure that they receive the correct additional support through intervention or teacher instruction. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment?utm_source=/projects-and-evaluation/projects/embedding-formative-assessment&utm_medium=search&utm_campaign=site_search&search_term=formative	1, 2, 3
Explicit teaching of social and emotional learning	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1669896815	1, 2, 3, 7

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

Budgeted cost: £ 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide teaching assistants to deliver	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average	1, 2, 3, 4

structured interventions to meet academic needs of pupils	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions&utm_medium=search&utm_campaign=site_search&search_term=teaching%20assis	
Provide 1-1 and small group intervention for the lowest 20% in reading, writing and maths	Tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition?utm_source=/education-evidence/teaching-learning-toolkit/one-to-one-tuition&utm_medium=search&utm_campaign=site_search&search_term=tuition	1, 3
Additional phonics and reading sessions targeted at disadvantaged pupils that require further support	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies?utm_source=/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies&utm_medium=search&utm_campaign=site_search&search_term=reading	1, 3, 4
Provide speech and language intervention for disadvantaged pupils	Pupils with speech and language difficulties will demonstrate improved oral language skills which will in turn improve academic attainment through increased opportunity for discussion and oral sentence composition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	4
Explicit pre-teaching of vocabulary and oral fluency for pupils with low spoken language skills	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 3, 4, 5
Provide a range of structured academic intervention programmes to meet individual and group needs	**Tutoring with Lightning Squad** FFT Tutoring with the Lightning Squad is a reading tutoring programme where pupils work in small groups with a tutor to improve their reading skills. The tutoring activities are designed and structured to improve reading skills, fluency, comprehension, spelling and phonics. **Colourful Semantics- Communication in Print** Colourful Semantics is an approach created by Alison Bryan, a Speech and Language Therapist based in the UK.	1, 2, 3, 4

It is a method of teaching children how to understand and build sentences. It is aimed at helping children to develop their grammar, but it is rooted in the meaning of words (semantics)

Reciprocal Reading

Reciprocal reading is a structured approach to teaching strategies (questioning, clarifying, summarising and predicting) that students can use to improve their reading comprehension

Toe by Toe

Toe By Toe supports any child or adult who has difficulty in decoding (reading unfamiliar words confidently and accurately) or reading fluently (reading without pausing or hesitating when confronted by an unfamiliar word

Plus 1, Power of 2

The Plus 1 book teaches all the building blocks of numbers, and begins to develop skills with mental calculations. Power of 2 is essentially about putting in place the building blocks of number and developing skills with mental calculations.

IDL

IDL Literacy is proven to increase reading and spelling ages in both primary and secondary school learners

Clicker & Symwriter

Clicker supports pupils in their writing, ensuring just the right level of support and challenge.

In an effectiveness study, pupils were able to produce a much higher level of writing, doubling the amount of legible sentences in their work when using Clicker.

Symwriter enables staff and pupils to generate symbol supported documents that are easily understood

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

Budgeted cost: £ 19,730

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide wider opportunities for disadvantaged and vulnerable pupils to support language and communication and positively impact on pupils' SEMH	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more non-disadvantaged peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.	4, 5, 6, 7

Provide additional pastoral support for pupils with SEMH needs	The Government's Green Paper, Transforming Children and Young People's Mental Health Provision recognises the vital role that schools, and colleges play in identifying mental health needs at an early stage, referring young people to specialist support, and working jointly with others to support young people experiencing problems.	7
Provide counselling sessions for identified pupils	Providing access to counselling meets specific SEMH needs of disadvantaged pupils and improves their well-being which in turn promotes academic engagement and attainment	7
Subsidise trips and visits costs for disadvantaged pupils	Disadvantaged pupils may not have access to the same level of social and cultural experiences of their non-disadvantaged peers Y5 Residential x 14 pupils Y6 residential x 10 pupils Author visits	5, 7
Subsidise access to YCT tests for disadvantaged pupils	Disadvantaged pupils may not have access to the same level of social and cultural experiences of their non-disadvantaged peers	5, 7
Provide early intervention for pupils at risk of persistent absence	School based early Help interventions and support for families to identify and tackle the problems leading to poor attendance	6
Contingency fund for acute issues	Experience has identified that we have a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified	All

Total budgeted cost: £169, 730

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment for EYFS disadvantaged pupils in the academic year 2024-25 has been drawn from teacher assessments against the ELGs identifying pupils that have reached a 'Good level of Development'- GLD

Trends for disadvantaged pupils 2024-25

- On entry to EYFS, disadvantaged pupils achieved lower than their non-disadvantaged peers
  By the end of EYFS, disadvantaged pupils achieving GLD is 7% higher than their non-disadvantaged peers.

	Baseline GLD	End EYFS GLD
Cohort (78)	15%	79%
Disadvantaged (7)	0%	86%
Non-disadvantaged (71)	16%	79%

FFT (Fischer Family Trust) Reading Assessment programme has facilitated half termly assessments in core reading skills (phonemic awareness, decoding, common exception words, fluency and comprehension) This assessment has been used in EYFS and KS1 and also for some SEND pupils in KS2. This assessment has identified that oral reading fluency is an area of challenge for many of our pupils and this has been responded to in our Pupil Premium statement for 2025 onwards.

In Year 1, outcomes for disadvantaged pupils taking the Phonics screening Check have been analysed against outcomes for non-disadvantaged peers. This data demonstrates that disadvantaged pupils do not achieve as well as their non-disadvantaged peers.

Year 1 Phonics Screening check 2025	
Cohort (86)	85%
Disadvantaged (12)	64%
Non-disadvantaged (74)	89%

Attainment in reading and maths has been measured half-termly through standardised assessments (FFT RAP, STAR Reader & STAR Maths) The outcomes of these assessments have also supported identification of learning gaps to inform interventions and tuition sessions. Writing attainment judgements have been informed by ongoing teacher assessment against

year group milestones. Analysis of this data has informed the 2025/26 strategy statement and also staffing/ class allocations for the 2025-26 academic year

At Expected or above 2024-25	Reading		Gap	Writing		Gap	Maths		Gap
	Dis	Non-dis		Dis	Non-dis		Dis	Non-dis	
Year 1	64%	79%	-15%	50%	77%	-27%	57%	84%	-27%
Year 2	50%	87%	-37%	50%	83%	-33%	50%	93%	-43%
Year 3	75%	89%	-14%	63%	79%	-16%	71%	84%	-13%
Year 4	67%	83%	-16%	41%	68%	-27%	67%	80%	-13%
Year 5	74%	74%	-	61%	61%	-	78%	76%	+2%
Year 6	44%	73%	-29%	33%	80%	-47%	37%	77%	-40%

Outcomes for disadvantaged pupils at the end of KS1 and KS2 are below those of their non-disadvantaged peers in reading, writing and maths, with the exception of Year 5.

The biggest gaps in attainment occurred in Year 2 and Year 6, therefore disadvantaged children in the current Year 3 cohort are a focus cohort for additional support in 2025-26.

Teaching 2024-25

A structured CPD programme, informed by the School Development Plan, has continued through the 2024-25 academic year. Observations through the instructional coaching cycle in addition to lesson observations of all teachers by the Headteacher have provided evidence of areas of strength and areas for development, which have been addressed through staff, year group and SLT meetings.

- Instructional coaching continues to be used effectively with teachers receiving two lesson visits and coaching sessions per half term. Areas of focus include expectations of our Curriculum-by-the-Sea, effective questioning and adaptations.
- Pupil progress meetings take place every term with our assessment lead and year group leads to ensure that data is being used effectively and appropriate provision is in place for all learners. Assessment lead provides challenge of under-performance and support in identifying needs and targeting support. Disadvantaged pupils are a focus group during these meetings.
- CPD on teacher efficacy, effective questioning strategies and use of formative assessment has enabled staff to further develop their knowledge and understanding and this has continued throughout 2024 - 25.
- All staff received training in trauma-informed approaches and de-escalation strategies.
- Investment in standardised assessments for reading and maths and FFT Aspire pupil tracking continues to enable effective tracking of pupil progress and target setting.
- Accelerated Reader continues to impact positively on KS2 and Year 2 pupils' engagement with reading. There is a focus on celebrating pupils that achieve above the

benchmark in quizzes and weekly celebrations of 'Top Readers' ensure enthusiasm for and commitment to Accelerated Reader is maintained. Teachers use Accelerated Reader data, including use of individual ZPD, to support target setting and ensure pupils are appropriately challenged in their reading choices.

Targeted Academic Support 2024-25

- Tutoring with Lightning Squad and Reciprocal Reading interventions continue to be used effectively to support children working below ARE. Tutoring with Lightning Squad saw average improvements of between 8 and 10 months for reading age and between +17 and +22 word correct per minute with some pupils making over 12 months progress in reading age.
- Further Tutoring with Lightning Squad training will be delivered to teaching assistants in all year groups during the spring term of 2025/26.
- Reciprocal reading continues to be delivered from Year 2 to Year 6 and this has resulted in increased numbers of children meeting age related expectations for reading
- Speech and Language support has been given to a significant number of pupils as a result of external diagnosis.
- Maths intervention is delivered across school through precision teaching, times tables support, maths fundamentals, arithmetic intervention, reasoning sessions and Plus 1 and Power of 2.
- Teaching assistants draw on their expertise when delivering subject-specific interventions.
- A fully embedded CPD programme is in place for support staff. Sessions are delivered by school staff as well as outside agencies and have been informed by SDP priorities, appraisal sessions, assessment data, SEND requirements and additional identified areas of need.
- Additional TA support has been required for a number of pupils with SEMH needs. This has included the provision of sensory circuits, walk and talk and in class support. This has placed demands on particular year groups. School's learning mentor provides significant levels of support to a large number of children.
- All staff have received trauma-informed and de-escalation training to support them in meeting the needs of pupils with SEMH needs.
- Recruitment and retention of support staff enabled us to provide additional academic and pastoral support for several pupils. Many of these are disadvantaged pupils.
- Funding ensured that every year group had access to a teaching assistants and to facilitate delivery of interventions.

Wider strategies 2024-25

- Disadvantaged pupils were prioritised for wider opportunities through extra-curricular clubs, author visits and a visiting music bus.
- Additional pastoral support was given to some pupils enabling them to engage in learning by meeting SEMH needs which were a barrier. This has included nurture groups, 1-1 support and academic support.
- Counselling sessions were funded for children who were unable to access support via alternative channels. This supported them through challenges, enabling them to continue to attend and engage positively with school.

- Residential trip subsidies supported disadvantaged pupils in attending the Y5 Water Park in attending the Y6 Chester trip.
- Disadvantaged pupils were able to access funding for the YCT Mandarin tests through funded examinations.

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
FFT Reading Assessment programme	Fischer Family Trust
Tutoring with Lightning Squad	Fischer family Trust
Accelerated Reader	Renaissance
STAR Reader/ STAR Maths	Renaissance

Service pupil premium funding (optional)

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**
Pupil premium service funding was used to subsidise residential visit costs and ~~also~~ to provide SEMH support through pastoral work
The impact of that spending on service pupil premium eligible pupils
This funding promoted independence and resilience for our service children