

# Pupil premium strategy statement – Anston Greenlands Primary School

This statement details our school’s use of pupil 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	216
Proportion (%) of pupil premium eligible pupils	12%
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> )	2024-25 2025-26 2026-27
Date this statement was published	First published December 2024 Reviewed and updated December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Alex Wirth (head teacher)
Pupil premium lead	Alex Wirth
Governor / Trustee lead	Steph Parmenter

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35750
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£35750

## Part A: Pupil premium strategy plan

### Statement of intent

At New Collaborative Learning Trust, our Pupil Premium strategy reflects our commitment to student achievement, personal development, social mobility, and wellbeing. Guided by our core values of Candour, Challenge, Collaboration, Commitment, and Care, we aim to remove barriers, close gaps, and ensure every learner can thrive academically and personally.

Our ultimate aim in school is for our disadvantaged pupils to achieve both academically and socially in line with their peers. To achieve this, we endeavour to provide the bespoke support necessary for them to access the same holistic, nurturing education we aim to provide for all children.

We recognise that our numbers of children accessing the Pupil Premium are generally lower than the national average and that they vary from cohort to cohort, with the nature and depth of need also varying significantly. This means that in some cases it may be necessary to provide a high degree of 'hands-on' support to address specific barriers and challenges (see below), whereas in other cases, our aim may be to equip children with the tools they need to succeed independently.

In order to deliver this bespoke support, we will:

1. Provide financial support to vulnerable groups to ensure that they can access the wider curriculum, ensuring equal opportunities for all children, including:
  - Breakfast Club/After School Club;
  - After school clubs;
  - Off-site visits subsidy to vulnerable groups or families in need;
  - Residential visit subsidy to vulnerable groups or families in need;
  - Membership in local sports / arts clubs.
2. Raise attainment of vulnerable children in all year groups. Identify groups or individuals to receive bespoke intervention support, particularly in English and/or mathematics. Review children at pupil progress meetings termly.
3. Provide specific support programmes, including through buy-back of Specialist Inclusion Team and Educational Psychologist (as required).
4. Work closely alongside parents to make them aware of the way in which Pupil Premium can be used.

## Challenges

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

Challenge number	Detail of challenge
1	Financial / social exclusion (e.g. reduced likelihood of partaking in paid non-curricular activities) leading to reduced engagement. This may have been exacerbated as a result of lockdown.
2	Attainment gap on entry; specifically, this has been recognised as an issue in early reading.
3	Lower confidence.
4	Some parents may have negative experiences of school and be school-phobic.

## 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
Financial / social exclusion nullified.	Attendance at extra-curricular clubs / on class visits / on residential visits etc. demonstrates that no children have experienced a barrier to engagement due to financial limitations or social issues.
On entry attainment gaps have been closed.	Tracking shows that children have made accelerated progress across the three year cycle of the Pupil Premium Strategy Plan.
Low confidence does not disproportionately present a barrier to learning for disadvantaged children, when compared with non-disadvantaged children.	During Pupil Progress Meetings, issues around confidence are not disproportionately identified as a barrier to learning for disadvantaged pupils.
Where there is any anxiety around school for parents or carers, this has been addressed sensitively and positively, leading to positive relationships between school and home.	Interactions between school and home are positive and productive.

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued delivery of Systematic, Synthetic Phonics Programme, including subscription, acquisition of resources, delivery of whole-school training and communication with parents</p>	<p>The DfE Reading Framework (July 2021) The DfE Reading Framework (July 2021) (<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf</a>) states that <i>“There is convincing evidence of the value of systematic synthetic phonics”</i>. states that <i>“There is convincing evidence of the value of systematic synthetic phonics”</i>.</p> <p>The Education Endowment Foundation’s Teaching and Learning Toolkit (<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>) describes investment in phonics teaching as <i>“high impact for very low cost based on very extensive evidence”</i>.</p>	<p>2, 3, 4</p>
<p>Contribution towards buy-back of specialist services (e.g. Specialist Inclusion Team and Educational Psychology), providing support for staff to best meet the needs of children</p>	<p>The Education Endowment Foundation’s SEND Evidence Review (2020) (<a href="https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/send/EEF_SEND_Evidence_Review.pdf">https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/send/EEF_SEND_Evidence_Review.pdf</a>) describes <i>“the effectiveness of collaborative and team-working approaches in supporting pupils’ progress”</i> in relation to work with professionals from specialist services.</p>	<p>2, 3</p>

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional hours for teaching assistants to support children in the classroom, both academically and in terms of their social and emotional development, by following structured, high quality programmes</p>	<p>Education Endowment Foundation – Making the Best Use of Teaching Assistants (2015) (<a href="https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable.pdf">https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable.pdf</a>) states that: <i>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training.</i></p>	<p>2, 3</p>
<p>Targeted intervention towards end-of-KS2 SATs, in after school booster sessions</p>	<p>See above. This strategy involves members of the leadership team, but follows the same principles of using targeted intervention in a 1:1 or small group setting.</p>	<p>1, 2, 3</p>

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staffing for targeted after school / lunchtime clubs aimed at providing extra-curricular opportunities for specific Pupil Premium children (including both academic and social activities)</p>	<p>The Education Endowment Foundation's Teaching and Learning Toolkit (<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>) states that:</p> <ul style="list-style-type: none"> <li>• <i>“Programmes that extend school time have a positive impact on average”</i></li> <li>• <i>“Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.”</i></li> </ul> <p><i>“Enrichment activities without a specific focus on learning ... (may be) beneficial for their own sake outside of any attainment impacts.”</i></p>	<p>1, 2, 3</p>
<p>Attendance at breakfast and afterschool club and contributions to optional visits (including residential visits)</p>	<p>See third bullet point above. In addition, Yes Futures (<a href="https://www.yesfutures.org">https://www.yesfutures.org</a>), a young people's charity with a focus on disadvantaged children, states that <i>“Research conducted by Learning Away found that residential trips are critical in the development of primary and secondary students. They lead to improved relationships, development of important skills, improved achievement and progress and a greater sense of belonging. Students are exposed to new opportunities for success, new ways of learning and are challenged to reach their full potential.”</i> (Research document link: <a href="http://learningaway.org.uk/wp-content/uploads/LA-Final-Report-May-2015-1-1.pdf">http://learningaway.org.uk/wp-content/uploads/LA-Final-Report-May-2015-1-1.pdf</a>)</p>	<p>1, 3</p>

**Total budgeted cost: £ [insert sum of 3 amounts stated above]**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

**EXP+ outcomes for school leavers in receipt of Pupil Premium 2024-25\*:**

Reading: 100% (compared to 75% nationally and 63% of PP children nationally)  
 Writing: 100% (compared to 72% nationally and 59% of PP children nationally)  
 Maths: 100% (compared to 74% nationally and 60% of PP children nationally)  
 GPS: 100% (compared to 73% nationally and 60% of PP children nationally)  
 Combined RWM: 100% (compared to 62% nationally and 47% of PP children nationally)

*\*Please note that data for pupil premium children is not sufficient to provide a statistically significant sample in 2024-25, as only one child in the statutory KS2 assessment was in receipt of Pupil Premium.*

**Attendance of disadvantaged children:**

Attendance across school last year was strong, with an average attendance of 96.0% compared to the national average of 94.7%. Disadvantaged children also attended above this national figure, with an average attendance of 95.1%. The national average for disadvantaged children was 92.2%.

**SEMH Outcomes for disadvantaged children:**

A significant amount of work has been done to support the social, emotional and mental health of children in receipt of Pupil Premium, including support from an Educational Psychologist and time allocated for 1:1 TA sessions specifically tailored towards SEMH support; this has had a positive impact on the emotional health and wellbeing of our children.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
N/A	N/A