

# Pupil premium strategy statement – Angram Bank 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	196 (174 FS2 -Y6) -NOR October census
Proportion (%) of pupil premium eligible pupils	
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>	December 2024 – December 2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Andrea Carr
Pupil premium lead	Andrea Carr / Gemma Bell
Governor / Trustee lead	Susan Crookes

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£125,745
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>	£125,745

# Part A: Pupil premium strategy plan

## Statement of intent

At Angram Bank our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve highly, including progress for those who are already high attainers. At Angram Bank, we believe passionately that 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 achieve highly, have opportunities to achieve good personal development and enjoy life at school. 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:

- Ensuring clear ambitions for disadvantaged pupils
- Achieving high quality Personal Development for all children.
- Disadvantaged learners thriving academically, emotionally and socially
- Identifying the needs of our children early and act with precision.
- Developing strong readers who love reading for pleasure and can access an ambitious curriculum.
- Developing secure and caring relationships with adults and peers through consistency in expectations and routines
- Providing a strong sense of self- esteem, independence and efficacy in life and learning
- Modelling a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Acknowledging how teacher/staff expertise and well-being are vital to consistency, strong relationships and achievement at school.

## Challenges

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

Challenge number	Detail of challenge
1	Children have variable starting points with their background knowledge needed to thrive in school and across the curriculum.
2	SALT needs are prevalent for our disadvantaged children and those with SEND
3	Attendance in school
4	Barriers when participating in after school sport and enrichment opportunities
5	Independent learning, confidence and self -esteem.

## 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
Children have variable starting points with their background knowledge needed to thrive in school and across the curriculum	<p>Good data outcomes across school evidence that variable background knowledge needed to thrive in school and in learning across the curriculum has been addressed for children.</p> <p>The curriculum provides fluent and “sticky learning” which promotes knowledge and understanding in children’s learning.</p> <p>Lesson walks, observations, talking to children and different layers of monitoring capture this success and can identify next steps.</p>
SALT needs are prevalent for our disadvantaged children and those with SEND	<p>Working in partnership with school bought Speech and Language Therapist identifies need early and provides timely and appropriate intervention. There is bespoke provision to meet the needs of those children with SALT needs.</p> <p>Rigorous assessment and monitoring indicates significantly improved language and communication among disadvantaged children. This is affirmed when triangulated with other sources of evidence from half termly health checks and pupil progress meetings.</p>
Attendance in school	<p>School attendance is good and above national for all groups of children</p> <p>Fewer families meeting threshold for Persistent Absenteeism.</p> <p>The attendance gap between disadvantaged pupils and their non -disadvantaged peers is significantly reduced.</p>
Barriers when participating in after school sport and enrichment opportunities	<p>Data tells us that children are participating in sporting and enrichment activities after school.</p> <p>Children’s University data highlights and celebrates this data and identifies children who require targeting to participate.</p>

Independent learning, confidence and self-esteem.	<p>Robust monitoring opportunities and external viewpoints show pupils' independent behaviours are strong within clear routines and structures</p> <p>Increased number of disadvantaged pupils participating in leaderships roles across school (triple Cs, milk monitor etc).</p> <p>All disadvantaged children have accessed an afterschool club or activity and have enjoyed the experience.</p>
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## 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: £44,797   £3,962   £750   £11,850   £15,431 (50% of a Learning Mentor) = **£76,790**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum design around sequencing, making learning sticky and the joining up of learning across the curriculum. Whole school approaches to the teaching of the curriculum.	<ul style="list-style-type: none"> <li>National Curriculum Programmes of Study</li> <li>OFSTED Inspection handbook</li> <li>Ofsted feedback from curriculum subjects inspections</li> <li>Curriculum leadership within school</li> <li>Bespoke training for staff</li> <li>Rigorous Monitoring of our curriculum, teaching, learning and outcomes.</li> <li>Working in Partnership with external viewpoints and consultants through Learn Sheffield</li> <li><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></li> <li><a href="https://www.gov.uk/government/publications/schoolinspection-handbook-evaluating-the-curriculum">https://www.gov.uk/government/publications/schoolinspection-handbook-evaluating-the-curriculum</a></li> </ul>	Challenge 1 Challenge 5

<p>“Catch up and keep up” – short, incisive and same day intervention which targets gaps in learning identified from morning learning.</p> <p>Targeted interventions informed by half termly health checks and pupil progress meetings. Disadvantaged children are identified and discussed during these meetings. Whole school intervention mapping</p>	<ul style="list-style-type: none"> <li>• <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistantinterventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistantinterventions</a></li> <li>• <a href="https://educationendowmentfoundation.org.uk/support-forschools/">https://educationendowmentfoundation.org.uk/support-forschools/</a></li> <li>• <a href="https://educationendowmentfoundation.org.uk/school-planning-support/2-targeted-academicssupport">school-planning-support/2-targeted-academicssupport</a></li> </ul>	<p>Challenge 1 Challenge 5</p>
<p>Purchase of standardised diagnostic assessments. Training for staff to ensure effective use of the assessments</p>	<ul style="list-style-type: none"> <li>• Effective use of these diagnostic assessments can identify incisive next steps for children ensuring gaps in learning are closed as quickly as possible.</li> <li>• <b>Diagnostic assessment EEF</b></li> </ul>	<p>Challenge 1 Challenge 5</p>

Purchase and maintenance of a DfE validated Systematic Synthetic Phonics programme.	<ul style="list-style-type: none"> <li>Ensuring “Little Wandle” as a resource is continually maintained and provides high quality and engaging resources.</li> </ul>	Challenge 1 Challenge 4
Speech and Language Therapist in school weekly to enable early identification of need and design bespoke interventions to meet the needs of our children.	<ul style="list-style-type: none"> <li>Working in partnership to ensure the weekly timetable is identifying and then addressing SALT needs.</li> <li>Support from the SALT therapist to staff and parents.</li> <li>Responsive timetable to meet need and provide incisive interventions.</li> <li><a href="https://educationendowmentfoundation.org.uk/earlyyears/toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/earlyyears/toolkit/communication-and-language-approaches</a></li> </ul>	Challenge 2 Challenge 1 Challenge 5
Attendance in school is good or better.	<ul style="list-style-type: none"> <li>Learning Mentors x 2 to impact on attendance and punctuality.</li> <li>Promoting positive relationships with parents and families to achieve this outcome.</li> <li>School attendance data is at or above national outcomes for all groups of children.</li> <li>Fewer families meeting the threshold for Persistent Absenteeism.</li> <li>Working in partnership with the local authority attendance office to affirm good practice and procedures.</li> <li>Engagement with the national agendas on attendance and inclusion.</li> <li>Continually ensuring our systems and policies are up to date.</li> <li><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></li> </ul>	Challenge 3 Challenge 1 Challenge 4 Challenge 5
Barriers when participating Use of funding for children to access PE Curriculum thereby reducing any	<ul style="list-style-type: none"> <li>Funding to subsidise costs for transport and staffing for children to attend after school clubs</li> <li>Children’s University subscription to celebrate the wide and diverse opportunities our children are given.</li> </ul>	Challenge 1 Challenge 2 Challenge 3 Challenge 4 Challenge 5

<p>barriers to participation.</p> <p>Children's University to celebrate achievement and belonging to the wider school community.</p> <p>Link to Personal Development</p>		
<p>Independence, confidence self esteem</p> <p>Trauma Informed Practice to support positive behaviour at school.</p> <p>Personal Development training with Learn Sheffield.</p> <p>Personal Development ethos threading through school ethos where all children are enabled to achieve, belong and thrive.</p> <p>Kagan Cooperative learning structures</p> <p>High quality positive behaviour management and relationships</p> <p>Strategic jobs to support individual</p>	<ul style="list-style-type: none"> <li>• Trauma Informed Practitioner in school who works with staff and individual children. Engaging with training throughout the year.</li> <li>• Personal Development – Strategic Course Training and how it can weave through the life of the school.</li> </ul>	

children who are vulnerable ensuring they can thrive at school.		
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## Targeted academic support

Budgeted cost: £31,682 and £20,513 and £5,600 = **£57,795**

Activity	Evidence that supports this approach	Challenge number(s) addressed
“Catch up and Keep up” Daily structured intervention	Daily opportunity to pre- teach or quickly fill identified gaps in learning or mis conceptions from the morning teaching.	Challenge 1
SATs Breakfast Boosters For Y6 and Y1 children	Quickly closing gaps in learning, boosting confidence and self- esteem.	Challenge 1 Challenge 2 Challenge 5
Trauma Informed Practitioner in school	Timely support for children in need of this	Challenge 5
Capsule Care	Daily nurture for complex children to meet their needs and address the targets in their EHCP.	Challenge 1 Challenge 2 Challenge 5
Fusion external partner	Supporting individual childrens’ needs and providing a diagnostic view.	Challenge 1 Challenge 5



## Wider strategies

Budgeted cost: £ 2,750 and £850 and £15,431 (50% of a Learning Mentor) = **£19,031**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club	Nurturing start to the morning with a healthy breakfast. Pupil Premium children have first refusal of free places.	Challenge 3 Challenge 4
After School Clubs	A wide and diverse programme of clubs to engage as many children as possible. Subsidised cost so barriers are minimised for all children to attend.	Challenge 3 Challenge 4 Challenge 5
Sports Clubs After School	A wide and diverse programme of clubs to engage as many children as possible. Subsidised cost so barriers are minimised for all children to attend. Transport costs are addressed.	Challenge 3 Challenge 4 Challenge 5
Children's University	Wider opportunities are celebrated where children collect credits for their engagement. Achievement awards are offered with ceremonies being held at Sheffield Hallam University. The school ensures there are no children who have not achieved some credits, often signposting and supporting children to access the wider opportunities.	Challenge 1 Challenge 2 Challenge 3 Challenge 4 Challenge 5

**Total budgeted cost: £ 153,616**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We carefully monitor the performance of our school's disadvantaged pupils drawing on national assessment and our own internal summative and formative assessments. We use Half Termly Health Checks and Termly Pupil Progress meetings to monitor, evaluate and analyse data which leads us to identify next steps to ensure that all our disadvantaged pupils are making good or better progress. We ensure they all achieve, belong and thrive through their learning experiences at our school.

We compare the performance of our disadvantaged pupils to those for disadvantaged and non-disadvantaged pupils at both national and local level. We also draw on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including, attendance, behaviour, wellbeing and their personal development.

The data demonstrates that the overall performance of our disadvantaged children meets expectations and we are on course to achieve the outcomes we have set out to achieve.

<b>2023-2024</b>	Disadvantaged children outcomes			
	42% DA			
EYFS	78%			
	2/9			
Y1 Phonics	86%			
	6/7			
Y6 reading	Y6 writing	Y6 maths	Y6 combined	Y6 SPaG
86%	86%	86%	86%	86%
6/7 children				

# 2024 Data

## Angram Bank Primary School



### FS2 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%

## 2025 Data Angram Bank Primary School



FS2 Good Level of Development	
Angram Bank	70%
Locality	66.4%
Sheffield	65.5%

### Phonics



Y1 Phonics	
Angram Bank	81%
Locality	78.1%
Sheffield	76.3%
England	TBC



Y4 Multiplication Tables Check	
Angram Bank	79%



Y6 KS2: Combined	
Angram Bank	72%
Locality	53.8%
Sheffield	57.4%
England	62.2%



Y6 KS2: Reading	
Angram Bank	72% EX & 34% GD
Locality	69.1%
Sheffield	71.2%
England	75%



Y6 KS2: Writing	
Angram Bank	76% EX & 3% GD
Locality	63.7%
Sheffield	66.1%
England	72.3%



Y6 KS2: Maths	
Angram Bank	86% EX & 24% GD
Locality	70.1%
Sheffield	71%
England	74%



Y6 KS2: SPaG	
Angram Bank	76% EX & 14% GD
Locality	65.6%
Sheffield	68.4%
England	72.6%

## 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

## 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>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## 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 funding.*