**ANSTEY FIRST SCHOOL PUPIL PREMIUM STRATEGY STATEMENT 2020-2021**

Member of staff responsible: Lynne Vinton, SBM

Amy Myers, Head

Pupil Premium Governor: Kate Oxley

Created: September 2020

Review July 2021

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| **Summary Information** |  |
| Academic Year | 2020-2021 |
| Pupil Premium Grant (PPG) | £9415 estimated |
| Number of pupils on roll | 43 pupils in Reception to Year 4  (plus 12 in Nursery and Pre-school) |
| Number of pupils eligible for PPG | 7 |
| Date for Overall Review | **July 2021** (and termly progress reviews) |

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| **Background Information** |
| * Roughly 16% of pupils are eligible for PP. * The percentage of pupils eligible for pupil premium is growing year on year – the school roll has increased but the number of pupils eligible for PP has increased at a disproportionately higher rate. * The Head has overall responsibility for reviewing PP spend/achievement. * PP is a regular item for discussion at our Governing Body meetings. * **The very small size of our school prevents us from publishing evaluation/results as percentages or numbers as these would enable pupils to be identified.** |

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| **Outcomes** | **Success Criteria** | **Evaluation** |
| Each pupil has an Individual Learning Plan and targeted interventions to ensure needs are personalised.  Desired outcomes:   * PP English and Maths progress in line with non PP pupils * All pupils supported to overcome any barriers to learning becoming the best independent learners they can be. * PP pupils being able to access home learning during lockdown (in the event that the school offer to attend school as vulnerable pupils is not taken up) * All pupils will embrace increased reading targets, supported by parents/family members (Readit2, Whole of Me, Helicopter Stories)) | PP pupils will make good progress from their individual starting points  PP children develop independent skills that show in their learning, behaviour and attitude  Parents continue to appreciate the school’s open door policy (adapted for Covid-19 to Zoom, email and telephone support)  Parent Zoom consultations meetings are well attended  Interventions and parent support can be seen to impact pupils reading skills and enjoyment of English | Pupils are making progress from their starting points. Despite impact of Covid this still holds true and has been reinforced by achieving better attendance  Children’s independence has been affected by Covid as has attitude to learning although we are beginning to see improvements here. Independence will require focus in next academic year as an ongoing priority.  Parents uptake of Zoom consultations was disappointing – work on parent engagement which has been affected by Covid (previously good school community has been hindered by lack of opportunity to be together) |

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| **Use of Pupil Premium Funding** | | **Evaluation** |
| **Progress and Attendance**  The Head teacher, SBM, Attendance Officer, class teachers and TAs all care for Pupil Premium pupils in our school. They focus on achieving good attendance as attendance is strongly liked with academic progress  Additional support for pupils and families (staff time and resources) to be provided as necessary during pandemic to encourage best possible attendance for all children and especially PP pupils  Safe Spaces Therapy to support with anxiety/attendance issues | Vulnerable pupils and their families receive appropriate support and signposting  Use of relevant strategies (including part-time timetables where necessary) will ensure attendance and/or participation in online learning as relevant  Attendance improves and is maintained.  During lockdown opportunity for vulnerable pupils to attend school is taken up  Adapt online learning where necessary to provide physical learning packs to be collected/delivered and renewed in a Covid safe manner | Attendance was initially impacted by Covid but through ongoing staff liaison and support this has improved greatly (even beyond initial starting point for some pupils).  We still have ongoing part-time timetables for pupils experiencing post lockdown anxiety and these remain a priority. School and families are working together including sharing evidence of home learning  Opportunity to attend school during lockdown for vulnerable pupils was taken up by all but one family who were isolating due to vulnerable family members |
| **Pupil/Family Wellbeing**  Funding to help with uniform costs and transport where needed  Funding of support from outside agencies such as music therapy  Funding of club sessions for inclusion/confidence building  Support for all to access Forest School (wellies, clothes)  Staff time made available to support families | Every pupil learns to play a musical instrument and participate in performances  Music therapy improves confidence and self-expression and overall wellbeing of pupils  Time with school dog builds confidence  Weekly attendance reward using school dog builds self esteem  All who want to were able to attend at least one enrichment club over the year (when available re Covid)  Improvement in risk assessment, self-esteem, confidence and opportunities to try experiences not otherwise accessible  Learned life skills – both pupils and family  All PP pupils have been able to access enriching learning opportunities (where possible during pandemic year) – raising aspiration, improving motivation and engagement | Due to Covid, lack of opportunity to perform. To maintain community/family links, staff created videos which were shared on See-saw and facebook which were well received by school community – helping to keep us all in touch.  Due to Covid guidelines, we could not all sing together but we were able to film children or families individually and blend these into a Christmas video which was gratefully received.  Therapies have helped pupils with confidence, willingness to participate and also with attendance (seen as an incentive)  Clubs are still available but attendance has dipped due to Covid. Clubs are being reviewed half termly.  Staff support for families is generating positive results |
| **Curriculum Support**  Funding used to help with the delivery of the curriculum including TA support, as well as teacher and TA training and purchase of software to support curriculum learning eg Timestables Rockstars, Whole of Me, Attention Autism, The Essentials (for improved curriculum planning), Pebbles (SEN Planning and Assessment), Depth of Learning (assessment software)  In response to Covid-19 establishment of ‘Cosy Class’ to give targeted pupils necessary catch-up support | Each class is provided with TA support which has enabled:  pupils to gain confidence and access the curriculum, small group work and 1:1 interventions and personal support  to liaise with outside agencies eg SLT, OT, social workers  Resulting in improved verbal and non-verbal communication, attention, task focus, turn-taking and collaborative problem solving as well as addressing anxiety issues (especially re Covid)  Maintain good SEND provision in the school despite Covid limitation, raising attainment for all SEND and Pupil Premium pupils  Children/families have successfully accessed online home learning resources  Pupil confidence achieved through opportunities for repetition of key concepts and skills until secure | Pupils have gained confidence in writing.  Cosy Class Covid catch up support has benefited pupils through opportunity to embed key concepts– improving confidence, enabling them to reintegrate in their class  SEND and PP pupils have made progress from their starting points |
| **School Educational Visits**  Postponed due to Covid-19 | n/a | n/a |
| **Resources**  To support access to a full curriculum  (Due to small school size, only limited new resources were identified for PP spend as existing materials still in place) | Purchase of writing support materials (cream whiteboards, reading overlays, special grip writing tools)  Small group work resources including for creation of Cosy Class | Pupils able to access curriculum more easily |
| **Aspirations/Opportunities**  Funding to help extend pupils such as piano lessons | All who want to have the opportunity to extend themselves and try new experiences | Music therapy has been preferred musical outlet this year. However, as a result at least one pupil now wants to take up an instrument and parents have been signposted to financial support for this. |