

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Anstey First School
Number of pupils in school	33 (R to Y4)
Proportion (%) of pupil premium eligible pupils	30.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Amy Myers
Pupil premium lead	Amy Myers
Governor / Trustee lead	Kate Oxley
Background Information	
<ul style="list-style-type: none">• The percentage of pupils eligible for pupil premium remains well above the national average (23.8%). New PP pupils have joined since the census so we are funded for less PP pupils than are on roll.• The Head has overall responsibility for reviewing PP spend/achievement.• PP is a regular item for discussion at our Staff and 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.	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11640 plus £5060 PP Plus
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£16700

Part A: Pupil premium strategy plan

Statement of intent

Overcoming barriers to learning is at the heart of our PPG use. We believe in maximising the use of pupil premium grant (PPG) aligned to our school SDP - blending short, medium and long-term interventions with wider school improvements to improve our pupils' readiness to learn. We do not automatically allocate personal budgets per pupil in receipt of PPG. Instead, we identify the barrier to be addressed and the interventions required whether individually, in small groups, classes or whole school. The impact of our PPG approach will be monitored through the school's assessment procedures and through our ongoing monitoring of attendance and wellbeing.

Challenges

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

Challenge number	Detail of challenge
1	Speech and language skills are lower in some cases. This impacts social skills, confidence and access to learning.
2	Social, Emotional and Behavioural issues including poor mental health and wellbeing impact upon learning, focus and confidence/self-belief. <i>Still impacted by the emotional and educational impact of Covid-19 which has tended to be worse for economically disadvantaged pupils.</i>
3	Family support. In some cases, aspirations are considerably lower leading to lack of motivation. Pupils often arrive at school hungry and tired and not ready to learn.
4	Tendency to worse than average rate of absence from class (both internal and external) and poor punctuality which directly impacts learning.
5	Since Covid lockdown, assessments and observations have shown that reading and writing is weaker than previously in KS1 and KS2. This is especially true of disadvantaged pupils.

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
To increase attendance rates for PP children to 96%	Through building and maintaining relationships with key family liaison support, barriers to improved attendance will be eroded. PP attendance will be 96% and growth mind-set will be evident.
To achieve sustained improvements in wellbeing for all pupils and therefore reduce the impact of	Pupils will access support, interventions (such as music therapy, drawing and talking and sand tray

<p>SEMH (social, emotional and mental health) needs on learning (of both PP pupils and wider cohort)</p>	<p>therapy and time with school dog) to achieve a growth mind-set and so improve progress. Pupils will embed their use of the zones of regulation to monitor feelings, access support and learn how to self-regulate. Pupils will choose to access lunchtime nurture club to help with self-regulation at lunchtime break at which time some PP and SEN pupils struggle to regulate emotions.</p>
<p>Improve speech and language for PP children and enable confident speaking in all areas of school life</p>	<p>Using ILPs, SENCo to track improved speech and reading. 1:1 music therapy will develop confidence in expression. Access to before and after school activities will give added confidence and strengthen peer integration. Pupils will see themselves as valued team members.</p>
<p>Narrow the progress and attainment gap for PP pupils using small, achievable targets to measure progress</p>	<p>Class teacher, TA and SenCo supporting pupils with 1:1 interventions and support in class. Parents continue to appreciate school's open door policy to offer them support. Pupils will develop independent skills that show in their behaviour and attitude to learning. Small, achievable targets will better enable demonstration/celebration of progress made.</p>
<p>Narrow the progress and attainment gap for SEND pupils using small , achievable targets to measure progress</p>	<p>Class teacher, TA and SENCo supporting pupils with 1:1 interventions and support in class. Parents continue to appreciate school's open door policy to offer them support. Pupils will develop independent skills that show in their behaviour and attitude to learning. Small, achievable targets will better enable demonstration/celebration of progress made</p>
<p>Pupils will embrace increased reading targets</p>	<p>Rocket Phonics programme and annual book purchasing programme will support improved phonics attainment. Weekly additional reading sessions with regular volunteers and enthusiasm for Mystery Readers will embed love for reading Pupils will make good progress from their individual starting points as evidenced by their ILPs.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5300 (in combination with government funded training has kept this cost lower)

Activity	Evidence that supports this approach	Cost	Challenge number(s) addressed
<p>Training to deliver specific support:</p> <p>Drawing and Talking (and Sand Play) Therapy</p> <p>Herts Steps</p> <p>Trauma Informed Practice</p> <p>Health and Wellbeing Lead</p> <p>Attention Autism</p>	<p>Child led Drawing and Talking Therapy (or Sand Therapy depending upon individual preference) is a person-centred therapy focusing on prevention, early intervention and recovery, enabling children who would otherwise go untreated to get the help they need before problems become entrenched.</p> <p>Aims to give children the opportunity to achieve and develop the skills and character to make a successful transition into adult life</p>	£1200	2, 3
<p>Supporting staff to access training which will help them refine their practice and assist their personal development, preparing them for the future e.g. NPQ leadership training undertaken by 3 of 4 teaching staff (including head) and continually evolving programme of CPD for teaching and support staff</p> <p>Recognise and reward good practice eg TLR cont. for additional responsibility</p>	<p>Maintaining our good staff retention record is important to us.</p> <p>Investment in supporting teaching staff and school leaders – making sure an effective teacher is in front of every class and making sure they are supported to keep improving is especially important for socio-economically disadvantaged children - EEF</p>	<p>£2700</p> <p><i>additional costs supported by government funded training</i></p>	All
<p>Supply cover to enable senior teacher to gain leadership experience and share good practice in this and another setting</p>	<p>As above, investment in teaching staff (and future leaders)</p> <p>Specifically chosen supply - to bring excellent WOW days for memorable learning experience</p>	<p>£1400</p> <p><i>contribution to costs shared 50:50 with other school</i></p>	All

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

Budgeted cost: £ 8250

Activity	Evidence that supports this approach	Cost	Challenge number(s) addressed
1:1 Interventions Including: additional phonics sessions, practice of speaking and listening, delivery of Drawing and Talking Sessions	Regular small group work allows for more individualised learning and for staff to focus more appropriately on gaps in learning. Particular emphasis on supporting pupil premium children in achieving the expected standard in their writing. Additional support for EAL pupils for 4.5 hours weekly (split between 1:1 and in class support) has been put into place Shown to be effective by the EEF toolkit.	£2000	1,2,5
1:1 support in class where pupil otherwise could not access whole class learning	Similar to above, support in class helps children to access learning with their peers. Additional support for EAL pupils for 4.5 hours weekly (split between 1:1 and in class support) has been put into place. Shown to be effective by the EEF toolkit.	£2000 (contribution to much larger actual cost)	1,2,5
Music Therapy (PP remission of fees via HMS so admin only charged)	Music engages the areas of our brain involved with paying attention and language function and helps us feel happier. Music therapy can support individuals and their families in many different ways, helping with communication, emotional wellbeing and social interaction. (Nordoff Robbins and British Association for Music Therapy).	£460	1,2
Piano lessons (and loan of key board to practice)	Similar to above. Good cross-brained activity. Improves confidence and communication enables PP children to experience something they may not otherwise do. Including performing in public.	£1330	1,2
SEND trained support in class	EEF toolkit demonstrates that social and emotional interventions support other aspects of learning significantly.	£1910	1,2,5
Dyslexia Gold Subs. Breakfast and other sessions twice a week using tailored exercises allows easy tracking of progress	Phonics, phonological awareness and vision training. Liked by children and easy for them login and use repeatedly to gain best results. Exercises are individually tailored as a result of initial assessment 1:1 and small group tuition (shown to be effective by EEF toolkit)	£200	All

Purchase of PIRA, Puma and Gaps standardised testing	Pupil friendly, standardised assessment of progress supports monitoring of attainment of PP (and all) pupils and therefore informs support needed	£350	1,2,3,5
Depth of Learning tracking system	Specific tracking system broken down into much smaller steps (pebbles) for children who are not achieving at expected in-year level. Positive affect of demonstrating progress being made	£0 previous purchase. Evolving to produce own tailored scheme	1,2,3,5
Apps on iPads (2 iPads)	Use to increase access to a broad, balanced curriculum and overcome barriers to learning for SEND and other pupils	£ minimal	1

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

Budgeted cost: £ 3150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family liaison to monitor PP families and promote better attendance and parental involvement in their children's education. Model good practice.	Improved attendance has a direct correlation with progress made. Parental engagement has a large and positive impact on children's learning (especially literacy) - on average 4 months' additional progress. This is especially true in the Primary age range and for pupils with low prior attainment (EEF).	3,4
Free attendance at breakfast club (and food given if they have needed). Available for all PP plus others with need	EEF research has shown evidence of school readiness, improved behaviour and concentration and reductions in lateness by encouraging attendance at breakfast club. This is especially true of younger children	3,4
Invite free attendance at after school clubs (x 8)	Positive impact on social and behavioural skills which need reinforcing as well as improving confidence and well-being	1,2
Encourage attendance at curriculum workshops (maths, phonics. Montessori)	Parents have not always had good personal experience of education Change this opinion and model how to give their child(ren) the support they need to thrive.	3
Signpost to parenting workshops and holiday activities and resources to assist home learning	By acknowledging that a problem exists parents will gain knowledge and skills to manage children's behaviour	3
Provide good quality 2 nd hand uniform to enable children to match the appearance of their peers.	Coming to school in the same uniform as peers avoids children worrying about standing out. It breaks down subconscious barriers.	3

Total budgeted cost: £16700

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 2022 to 2023 academic year.

In reading and writing and mathematics, some of our PPG and ExLAC pupils have made good progress. Specific adult-led support in writing and reading has led to pupil confidence when tackling more challenging texts. We have also found that, through these interventions and support sessions, handwriting and quality and quantity of composition has improved somewhat. We continue to support pupils themselves and parents/family of these pupils who struggle with SEMH to improve attendance to the best possible within our power, knowing that attendance and being in the right frame of mind to learn are essential to making progress. We have built good relationships with all of our PP families who are more readily accepting of our advice and support. Providing free breakfast and after school clubs (including food) and wider development opportunities for the whole family has improved attendance and built better relationships/improved trust with families which therefore leads to better outcomes for our PP children. EAL students have made huge steps forward in language – in speaking, reading and writing. They participate fully in all class and social activities and have shared with us information, songs and craft from their own culture. We are proud of their achievement.

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
White Rose Maths	White Rose
Depth of Learning	Chris Quigley Education Ltd
Dyslexia Gold	Dyslexia gold

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	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.