

ANSTEY FIRST SCHOOL PUPIL PREMIUM STRATEGY STATEMENT 2019-2020

Members of staff responsible: Lynne Vinton, SBM
Melanie Tilbury, SEN Support
Amy Myers, Head

Pupil Premium Governor: Kate Oxley

Created: September 2019
Review July 2020

Summary Information	
Academic Year	2019-2020
Pupil Premium Grant (PPG)	£7920
Number of pupils on roll	43 pupils in Reception to Year 4 (plus 17 in Nursery and Pre-school)
Number of pupils eligible for PPG	6
Date for Overall Review	July 2020 (and termly progress reviews)

Schools, head teachers and teachers will decide how to use the Pupil Premium allocation, as they are best placed to assess what additional provision should be made for individual pupils. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.
Source DfE website

Background Information

- Roughly 14% 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.**

Outcomes	Success Criteria	Evaluation
<p>Each pupil has an Individual Learning Plan and needs are personalised.</p> <p>Desired outcomes:</p> <ul style="list-style-type: none"> • 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 • All pupils will embrace increased reading targets, supported by parents/family members(Readit2) 	<p>PP pupils will make rapid progress when compared to their non PP peers</p> <p>PP children develop independent skills that show in their learning, behaviour and attitude</p> <p>Parents continue to appreciate the school's open door policy</p> <p>Parent meetings and workshops are well attended</p>	<p>ILP's – progress identified, pupil voice gained and next steps planned each session. Progress compared to non PP peers each term. Due to C-19, PP and peers are working effectively in catch up programmes as necessary to support effect of C-19 on learning.</p> <p>PP children work more independently within the classroom.</p>

		<p>Parents engage with class teachers, TA's and HT when necessary.</p> <p>Disappointing attendance at workshops and meetings by PP parents.</p>
--	--	---

Use of Pupil Premium Funding		Evaluation
<p>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 linked with academic progress</p>	<p>Vulnerable pupils and their families receive appropriate support and signposting</p>	<p>Good relationships established with families of PP pupils. Staff in frequent contact with families of PP pupils has encouraged good attendance. Staff have a positive attitude with PP pupils when they are in school which motivates attendance and engagement.</p>
<p>Pupil Wellbeing Funding to help with uniform costs and transport where needed</p> <p>Funding of support from outside agencies such as music therapy</p> <p>Funding of club sessions for inclusion/confidence building</p> <p>Support for all to access Forest School (wellies, clothes)</p> <p>Breakfast club</p> <p>Wellbeing training for staff members.</p>	<p>Every pupil learns to play a musical instrument and participate in performances</p> <p>Music therapy</p> <p>Time with school dog builds confidence</p> <p>Weekly attendance reward using school dog builds self esteem</p> <p>All who want to were able to attend at least one enrichment club over the year</p> <p>Improvement in risk assessment, self-esteem, confidence and opportunities to try experiences not otherwise accessible</p> <p>Learned life skills</p> <p>All PP pupils have been able to access enriching learning opportunities – raising aspiration, improving motivation and engagement</p>	<p>Pupils learn Ukulele within class. No performances this year due to C-19.</p> <p>Music therapy and time with school dog has notably improved confidence, behaviour and motivation in class. Plan to continue in next year.</p> <p>Limited opportunities for enrichment clubs due to C-19. Where taken up, clubs have proved successful.</p> <p>PP are engaged and enjoy outdoor learning with peers, building relationships and learning life skills.</p> <p>PP pupils attending breakfast club are settled and ready to learn when school begins. Very positive impact on punctuality</p> <p>Regular check-ins by wellbeing team for PP and SEND pupils throughout the day impacts on ability to be able to learn.</p> <p>During lockdown PP pupils mostly accepted the opportunity to come in to school. FSM vouchers or food parcels were delivered to</p>

		families who preferred to safe guard their children at home. Families reported improved wellbeing as a result of reducing the stress of managing behaviours in lockdown.
<p>Curriculum Support Funding used to help with the delivery of the curriculum including TA support, as well as teacher and TA workshops and training and purchase of software to support curriculum learning eg Times-tables Rockstars and Active Learning</p>	<p>Each class is provided with a TA which has enabled: to support pupils with accessing the curriculum, small group work and 1:1 interventions and personal support to liaise with outside agencies e.g. SLT, OT, social workers Resulting in improved verbal and non-verbal communication, attention, task focus, turn-taking and collaborative problem solving Outstanding SEND provision in the school, raising attainment for all SEND and Pupil Premium pupils Children/families have successfully accessed online home learning resources Lego therapy training has been shared to develop communication and speech Readit2 and Write Inspired Workshops have inspired reading and writing throughout the school</p>	<p>Pupils supported within the classroom by class TA.</p> <p>1:1 interventions take place outside the classroom throughout the week. These focus on using tactile, kinaesthetic resources to help to embed learning into muscle memory. Pupils focus well during 1:1 interventions and motivation improves when back in class.</p> <p>Lego therapy has improved communication, attention and turn-taking skills.</p> <p>Noticeably improved communication – particularly in pupils with confidence and SL issues.</p> <p>SEND and PP pupils with good attendance make good progress from their starting points.</p> <p>Online home learning has been available but not all PP families have been able to access this. Pupils enjoy Readit2 reading and writing sessions and are motivated by this approach.</p>
<p>School Educational Visits Funding to help with transport, music tuition, costs for school trips and any other costs needed to ensure all pupils can access a full curriculum to include trip to Cambridge Central Mosque</p>	<p>Coach costs, Ukulele tuition, trips to theatre, museum and sports events and Christmas pantomime have been paid and all children accessed wide educational opportunities</p>	<p>Pupils enjoy and gain confidence from Ukulele lessons. School trips limited this year due to C-19.</p>
<p>Resources to support access to a full curriculum</p>	<p>Purchase of writing support materials (overlays, sloped tablets, special grip writing tools) 'Feedback' cushion to improve ability to sit for longer/focus Small group work resources 1:1 intervention resources</p>	<p>Writing support materials help to support pupils within the classroom.</p> <p>"Feedback" cushion helps to maintain concentration within</p>

		<p>the classroom and during targeted interventions.</p> <p>Phonics / lego therapy resources help with supporting communication, learning and attention during small group and 1:1 sessions.</p> <p>Theraputty and kinetic sand help to provide motivation for learning tasks and OT input within school.</p>
<p>Aspirations/Opportunities Funding to help extend pupils such as piano lessons</p>	<p>All who want to have the opportunity to extend themselves and try new experiences</p>	<p>Piano lessons due to start for PP pupils in Sept 20 due to C-19.</p>