

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

Members of staff responsible: Lynne Vinton - SBM, Amy Myers – Head and SENCo, Melanie Tilbury - assistant SENCo

Pupil Premium Governor: Kate Oxley

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<b>Summary Information</b>	
Academic Year	2020-2021
Pupil Premium Grant (PPG)	£9415
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	<b>July 2021</b> (and termly progress reviews)

<b>Background Information</b>	
<ul style="list-style-type: none"><li>• Roughly 16% of pupils were eligible for PP in this academic year.</li><li>• The percentage of pupils eligible for pupil premium has grown year on year – the school roll has increased but the number of pupils eligible for PP has increased at a disproportionately higher rate.</li><li>• The Head has overall responsibility for reviewing PP spend/achievement.</li><li>• PP is a regular item for discussion at our Governing Body meetings.</li><li>• <b>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.</b></li></ul>	
<b>Our Approach to PPG Spend</b>	
<p>Overcoming barriers to learning is at the heart of our PPG use. We believe in maximising the use of pupil premium grant (PPG) by following a long-term approach 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.</p>	
<b>Barriers to Attainment</b>	
<b>Academic Barriers</b>	<b>Non-academic Barriers</b>
Low levels of literacy	Poor attendance and regular lateness
Poor language and communication skills	Poor behaviour
Lack of targeted support	Arriving at school hungry and not ready to learn
Lack of school readiness	Lack of focus and confidence due to poor mental health and wellbeing



Outcomes	Success Criteria	Evaluation
<p>Each pupil has an Individual Learning Plan and targeted interventions to ensure needs are personalised.</p> <p>Desired outcomes:</p> <ul style="list-style-type: none"> <li>• PP English and Maths progress in line with non PP pupils</li> <li>• All pupils supported to overcome any barriers to learning becoming the best independent learners they can be.</li> <li>• 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)</li> <li>• All pupils will embrace increased reading targets, supported by parents/family members (Readit2, Whole of Me, Helicopter Stories)</li> </ul>	<p>PP pupils will make good progress from their individual starting points</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 (adapted for Covid-19 to Zoom, email and telephone support)</p> <p>Parent Zoom consultations meetings are well attended</p> <p>Interventions and parent support can be seen to impact pupils reading skills and enjoyment of English</p>	<p>Pupils are making progress from their starting points. Despite impact of Covid-19 this still holds true and has been reinforced by achieving better attendance in the majority of cases (where this has not improved this is due to factors outside of the impact of school)</p> <p>Children's independence has been affected by Covid-19 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.</p> <p>Parents uptake of Zoom consultations as a whole was disappointing – work on parent engagement which has been affected by Covid-19 (previously good school community has been hindered by lack of opportunity to be together) Some notable exceptions where Zoom/Teams support was successful in supporting PP families.</p>

Use of Pupil Premium Funding		Evaluation
<p><b>Progress and Attendance</b></p> <p>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>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</p> <p>Safe Spaces Therapy to support with anxiety/attendance issues</p>	<p>Vulnerable pupils and their families receive appropriate support and signposting</p> <p>Use of relevant strategies (including part-time timetables where necessary) will ensure attendance and/or participation in online learning as relevant</p> <p>Attendance improves and is maintained.</p> <p>During lockdown opportunity for vulnerable pupils to attend school is taken up</p>	<p>Attendance was initially impacted by Covid-19 but through ongoing staff liaison and support this has improved greatly (even beyond initial starting point for some pupils).</p> <p>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</p> <p>Opportunity to attend school during lockdown for vulnerable</p>

	Adapt online learning where necessary to provide physical learning packs to be collected/delivered and renewed in a Covid-19 safe manner	pupils was taken up by all but one family who were isolating due to vulnerable family members
<p><b>Pupil/Family Wellbeing</b> 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>Staff time made available to support families</p>	<p>Every pupil learns to play a musical instrument and participate in performances</p> <p>Music therapy improves confidence and self-expression and overall wellbeing of pupils</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 (when available re Covid-19)</p> <p>Improvement in risk assessment, self-esteem, confidence and opportunities to try experiences not otherwise accessible</p> <p>Learned life skills – both pupils and family</p> <p>All PP pupils have been able to access enriching learning opportunities (where possible during pandemic year) – raising aspiration, improving motivation and engagement</p>	<p>Due to Covid-19, 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.</p> <p>Due to Covid-19 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.</p> <p>Therapies have helped pupils with confidence, willingness to participate and also with attendance (seen as an incentive)</p> <p>Clubs are still available but attendance has dipped due to Covid-19. Clubs are being reviewed half termly.</p> <p>Staff support for families is generating positive results</p>
<p><b>Curriculum Support</b> 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)</p> <p>In response to Covid-19 establishment of 'Cosy Class' to give targeted pupils necessary catch-up support</p>	<p>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 e.g. 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-19)</p> <p>Maintain good SEND provision in the school despite Covid-19 limitation, raising attainment for all SEND and Pupil Premium pupils Children/families have successfully accessed online home learning resources</p>	<p>Pupils have gained confidence in writing.</p> <p>Cosy Class Covid-19 catch up support has benefited pupils through opportunity to embed key concepts – improving confidence, enabling them to reintegrate in their class</p> <p>SEND and PP pupils have made progress from their starting points</p>

	Pupil confidence achieved through opportunities for repetition of key concepts and skills until secure	
<b>School Educational Visits</b> Postponed due to Covid-19	n/a	n/a
<b>Resources</b> 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
<b>Aspirations/Opportunities</b> 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.