

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 | 32 (R to Y4) |
| Proportion (%) of pupil premium eligible pupils | 28.12% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2023-2027 |
| Date this statement was published | October 2022 |
| Date on which it will be reviewed | October 2023 |
| 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 above the national average (20.8%)• 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 | £8310 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £8310 |

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. Impacts social skills, confidence and access to learning. |
| 2 | Social, Emotional and Behavioural issues including poor mental health and wellbeing. Impacts 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 generally lower leading to lack of motivation. Often arrive at school hungry and tired and not ready to learn. |
| 4 | Tendency to worse than average attendance and lateness directly affects learning. |
| 5 | Since Covid lockdown assessments and observations have shown that reading and writing is weaker than previously in KS1. 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% (excluding Covid related absences) | Through building and maintaining relationships with key family liaison support, barriers to improved attendance will be eroded. PP attendance will be 96% and growth mindset will be evident. |
| To achieve sustained improvements in wellbeing for all pupils and therefore reduce impact of SEMH | Pupils will access support, interventions (such as music therapy, drawing and talking and sand tray therapy and time with school dog) to make |

| | |
|--|--|
| <p>(social, emotional and mental health) needs on learning (of both PP pupils and wider cohort)</p> | <p>improved progress and achieve a growth mindset. They will embed use of zones of regulation to monitor feelings, access support and learn how to self-regulate.</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.</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 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 to enable demonstration of progress made</p> |
| <p>Pupils will embrace increased reading targets</p> | <p>Rocket Phonics 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 the ILPs.</p> |

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £225

| Activity | Evidence that supports this approach | Cost | Challenge number(s) addressed |
|---|---|------|-------------------------------|
| Drawing and Talking (and Sand Play) Therapy | 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. Aims to give children the opportunity to achieve and develop the skills and character to make a successful transition into adult life | £225 | 2, 3 |

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

Budgeted cost: £ 7444

| Activity | Evidence that supports this approach | Cost | Challenge number(s) addressed |
|---|--|-------|-------------------------------|
| 1:1 Interventions Including additional phonics sessions and practice on speaking and listening | Daily small group allows for more individualised learning and for staff to focus more appropriately on gaps in learning. Especially, to support pupil premium children in achieving the expected standard in their writing at KS1. Shown to be effective by the EEF toolkit. | £3000 | 1,2,5 |
| Music Therapy | 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, | £126 | 1,2 |

| | | | |
|---|---|-------|---------|
| | emotional wellbeing and social interaction. (Nordoff Robbins and British Association for Music Therapy). | | |
| Piano lessons | Similar to above. Good cross-brained activity. | £836 | 1,2 |
| SEND trained support in class | EEF toolkit demonstrates that social and emotional interventions support other aspects of learning significantly. | £2000 | 1,2,5 |
| School-Led Tutoring: Breakfast sessions daily to provide mentoring and tutoring to disadvantaged children for whom loss of learning due to impact of Covid has been greater | Government funded initiative to support specific needs/knowledge gaps. 1:1 and small group tuition (shown to be effective by EEF toolkit) | £607 | All |
| Purchase of PIRA, Puma and Gaps standardised testing | Pupil friendly, standardised assessment of progress supports monitoring of attainment of PP pupils and therefore informs support needed | £350 | 1,2,3,5 |
| Depth of Learning: Pebbles | 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 | £250 | 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 | £275 | 1 |

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

Budgeted cost: £ 668

| 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 | 3,4 |

| | | |
|--|---|-----|
| | low prior attainment (Education Endowment Foundation). | |
| Invite free attendance at breakfast club (x 5) | 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 attendance at after school clubs (x 7) | Positive impact on social and behavioural skills, improving confidence and well-being | 1,2 |
| Encourage attendance at curriculum workshops (maths, phonics. Montessori) | Parents have not always had good school experience and support will enable them to revise this opinion and learn 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 what they look like. It breaks down unconscious barriers. | 3 |

Total budgeted cost: £8337

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 2020 to 2021 academic year.

In reading and writing, a majority of PPG pupils have made good progress in Autumn term. 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 has improved as well as quality and quantity of composition.

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 |
|-----------|----------|
| n/a | |
| | |

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.