

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	36 (R to Y4)
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
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 has decreased since last year in line with a fall in the school roll. 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. 	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8070
Recovery premium funding allocation this academic year	£607
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	£8677

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 generally lower. 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>Including the emotional and educational impact of Covid-19 which has tended to be worse for economically disadvantaged pupils.</i>
3	Family support. Aspirations generally lower leading to lack of motivation. Sometimes arrive at school hungry and not ready to learn. Lockdown learning not as effective as peers.
4	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 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. Attention Autism training will be completed and implemented and effects discussed with parents at parent meetings</p>
<p>Narrow the progress and attainment gap for PP pupils using small, achievable targets to measure progress</p>	<p>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>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. Enthusiasm for Mystery Readers and Reading Picnics 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: £1276

Activity	Evidence that supports this approach	Cost	Challenge number(s) addressed
CPD - Attention Autism	Attention Autism is a learning approach which aims to develop natural and spontaneous communication through visually based and highly motivating activities. Activities aim to provide children with a learning experience that they want to communicate about to facilitate joint attention ie build communication, interaction, attention and learning skills (Gina Davies, Birmingham University)	£ 900	2
CPD - Trauma Informed Practice	Compassionate approach developed to assist professionals working with children or families with severe and multiple disadvantages- 'what's happened to you' replaces 'what's wrong with you'. Helps to make sense of struggles being faced.	£90 x 3 = £270	2, 3
CPD - Apps, iPads and SEND learners	Use to increase access to a broad, balanced curriculum and overcome barriers to learning for SEND and other pupils	£44	1
CPD - Guided Writing Intervention Programme	FFT guided writing intervention - Focus on pupils' ability to self-manage own learning but also valuable as targeted intervention for pupils needing intense structured support. Self-managing own learning is one of top strategies identified by Sutton Trust. Focus on changing pupils writing behaviour to develop proof-reading and editing skills	£62	5

ICPD - Importance of Key Worker	Highlights crucial role of key person in developing positive relationships with both parent/carer and child and central role in promoting learning and development	£0	2,3,4
Purchase of Rocket Phonics – DfE validated synthetic phonics programme	Strong evidence (EEF) supporting beneficial impact of accuracy of word reading, particularly for disadvantaged pupils	(£2000 paid by PTA fund raising)	5

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

Budgeted cost: £ 6733

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, emotional wellbeing and social interaction. (Nordoff Robbins and British Association for Music Therapy).	£126	1,2
SEND trained support in class	EEF toolkit demonstrates that social and emotional interventions support other aspects of learning significantly.	£3000	1,2,5
School-Led Tutoring: Breakfast sessions twice weekly to provide mentoring and tutoring to disadvantaged children for whom loss of learning due to impact of Covid has been greater	New 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	£0 – purchased with Catch Up premium	1,2,3,5
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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 low prior attainment (Education Endowment Foundation).	3,4
Invite free attendance at breakfast club	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
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: £8677

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.

Internal tracking showed that our PP pupils made progress from their starting points. Following Covid lockdown, children returned to school with educational experiences that were out of synch resulting in a need for more support as they were less able to learn independently. PP pupils in particular showed a marked reduction in executive function – having to relearn behaviours for learning.

Children are moving forward and from October half term we have noticed a marked improvement in readiness to learn.

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.