

Annfield Plain Infant School Pupil Premium Strategy Statement 2020-2021

1. Rationale

At Annfield Plain Infant School our practice is developed to ensure the individual needs of our pupils are met, including those of our most vulnerable pupils. As a result of our work, Pupil Premium Funding is allocated based upon our understanding of the needs of the individual pupils, ensuring that they benefit from individualised programmes based on accurate understanding of what support best suits each pupil. Through this, we aim to overcome barriers to learning and accelerate progress so that these pupils achieve similar outcomes to their peers and diminish the difference between those pupils entitled to Pupil Premium and those who are not.

2. Reception - Year 2 Pupil Premium Funding

Pupils Eligible for PP Funding	Number of Eligible Boys	Number of Eligible Girls	Number of Looked After Children/Post Looked After	Number of Service Children
44 children	Per Pupil £1,320 22 children (£29,040)	Per Pupil £1,320 22 children (£29,040)	Per Pupil £1,700/£2,300 2 children £3,400	Per Pupil £300 0

3. Pupil Premium Summary Information

Total Number of Pupils (inc. FTE)	106	Number of Pupils Eligible	44
Total Pupil Premium Budget	£48,420	% of Pupils Eligible	41.5%

Current Attainment

(Statutory assessments and data based on July 2019 due to Covid 19)

	All pupils (School)	PP children (School)	Non PP children (School)	National all pupils	National disadvantaged	National Other
% at GLD Reception	76%	71%	79%	72%	56%	73%
% at Expected level for Y1 phonics	90%	88%	92%	82%	71%	84%
% achieving Exp+ in Maths KS1	85%	65%	100%	76%	62%	79%

% achieving Exp+ in Reading KS1	85%	76%	90%	75%	62%	78%
% achieving Exp+ in Writing KS1	74%	65%	81%	69%	55%	73%

4. Barriers to Future Attainment in school

A. Pupils enter Reception with low level of speech and language.

B. Pupils enter Reception with poor social skills.

C. A higher percentage of Pupil Premium children experience social and emotional barriers. Many KS1 PP children are working with external services.

5. External Barriers to Future Attainment in school

D. Attendance at the end of last academic year July 2019 was 95.2% and substantial work is required to improve this percentage. Number of persistent absentees is higher for PP which will contribute to lack of progress.

E. Lack of experiences and opportunities for children eligible for PP leading to poorer English skills and a lack of knowledge about the world around them.

Planned Expenditure Pupil Premium Grant 2020-21

Desired Outcome A and B	Chosen action/approach	What is the evidence and rationale for this choice	How will you ensure that it is implemented well?	Staff lead	Review date

<p>Improve levels of speech and language skills in reception. Closing the gap between percentage of PP children and non PP children attaining GLD at end of YR.</p> <p>Gaps for reading and writing for PP pupils compared to non PP closing where gaps were identified in entry data.</p> <p>Additional LSA to support pupils with significant catch-up needs.</p> <p>Purchase of Accelerated Reader licences £9,716 £1,000</p>	<p>Additional class teacher to enable greater support. £36,971</p> <p>LSA interventions to target catch up groups for:</p> <p>Phonics Basic writing skills Basic maths skills £1,212</p> <p>Lunchtime supervisor to read 1:1 with targeted children using structured phonics reading scheme.</p>	<p>EEF teaching and learning toolkit - review of evidence of impact of high quality additional adult feedback.</p> <p>High output for very low cost based on moderate evidence.</p>	<p>Termly tracking meetings with SLT</p> <p>Analysing gaps of PP and non PP children</p> <p>Training for LS</p>	<p>SLT Teachers SENCo</p>	<p>Oct 2020 Feb 2021 June 2021</p>
<p>Total Budgeted cost: Extra class teacher (YR) £ 36,971 LSA intervention £9,716 Accelerated Reading £1,000 LS £1,212 £ 48,899</p>					
<p>Desired Outcome C</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice</p>	<p>How will you ensure that it is implemented well?</p>	<p>Staff lead</p>	<p>Review date</p>
<p>Improved emotional well-being and academic achievement for children experiencing emotional barriers to learning allowing them full access to curriculum and improved attainment.</p>	<p>PHSCE lessons Nurture group provision £8,125 Rainbows Counselling £4,560 Lego therapy Restorative Approach</p>	<p>EEF - Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing</p>	<p>Teaching regular PSHE lessons which cover themes such as identity, personal feelings, similarities and differences and</p>	<p>All staff</p>	

		<p>directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p>	<p>community belonging</p> <p>Wellbeing Lead Role</p> <p>Qualified counsellors</p> <p>Check in phone calls when isolating etc.</p> <p>Specialist referrals where needed e.g. resilience nurse, CAMHS, EWEL team</p> <p>Lego therapy training and resources</p> <p>Restorative Approach</p>	<p>Deputy Head - M. Urwin</p> <p>Magz Netzler and Julia Chatterton</p> <p>All teaching staff and EWO</p> <p>HT</p> <p>TA's</p> <p>All staff trained including lunchtime supervisors</p>	
Desired Outcome D	Chosen action/approach	What is the evidence and rationale for this choice	How will you ensure that it is implemented well?	Staff lead	Review date
Increased attendance rates for PP children. Reduce the number of persistent absentees who are PP so that it is at least in line with NA. Increased punctuality for PP children.	Employ Attendance and Welfare Officer for a further year to target and support more vulnerable families. £2,750 Breakfast Club	<p>Breakfast clubs can have a highly positive effect on attendance and punctuality. They can also have a positive impact on levels of engagement, concentration and behaviour for learning in children. This can improve academic outcomes (School Food Trust)</p> <p>EEF evidence indicates that on average pupils make two additional months progress per year from targeted use of before and after school programmes. There is some</p>	Weekly meetings with EWO to review data.	Lesley Sabourn	March 2021

		evidence that is disadvantaged pupils benefit more, making closer to three months additional progress.			
Desired Outcome E	Chosen action/approach	What is the evidence and rationale for this choice	How will you ensure that it is implemented well?	Staff lead	Review date
An increase in opportunities for children eligible for PP ensuring that they gain a greater knowledge of the world around them as well as raising aspirations.	Visits and visitors Online history/geography workshops Musical productions Puppet workshops Plays Commando Joe's	Overall, studies of outdoor learning experiences consistently show positive benefits on academic learning. On average, pupils who participate in outdoor learning experiences make approximately four additional months progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. (EEF)			
Total Budget = £64,334					