

Pupil premium strategy statement

Annfield Plain Infant School

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	Annfield Plain Infants
Number of pupils in school	82
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers	2021-24
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mrs A Kane
Pupil premium lead	Mrs A Kane
Governor / Trustee lead	Mrs S Scott

Funding overview for 2021-22

Detail	Amount
Pupil premium funding allocation this academic year	£64,560
Recovery premium funding allocation this academic year	£6,670
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	£71,230

Part A: Pupil premium strategy plan

Statement of intent

Annfield Plain Infant School is a small, rural school with 82 pupils on roll. It is situated in an area of deprivation within the top 20% of deprived wards in the country in the Multiple Deprivation Index. Our current pupil premium is significantly higher than national at 54% (national 31%).

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.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
	Covid lockdowns and covid absences have increased the challenge of each of the challenges itemised below.
1	Oral language skills are often lower for disadvantaged children than non-disadvantaged children which slows reading progress/vocabulary development in subsequent years. Pupil premium is higher than national in all current year groups 2021-22: Year R - 38%, Year 1 - 62.5%, Year 2 (58%), School 54%, (national 31%)
2	Children join the school with skills which are well below expected levels for their age for speech, language and communication, which make it difficult for those pupils to regulate emotions and engage in the curriculum.
3	Higher percentage of PP children experiencing social and emotional barriers to learning. Many KS1 children are working with external services and often present with complex social and emotional needs.
4	High levels of deprivation results in children having limited opportunities to access experiences that enhance their vocabulary for reading and

	writing. School have to ensure that there are opportunities in school to support and value reading.
5	Attendance is below national expectations. There is a higher percentage of Persistent Absentees in 2021-2022. This needs addressing as absenteeism and lateness is negatively impacting on disadvantaged pupils progress.

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
Improve children's vocabulary for reading and writing which will enrich their life experiences and impact upon their language development, personal and social development and achievement.	Pupils eligible for PP will make rapid progress and a greater percentage will achieve ARE in reading and writing.
To provide a wide range of opportunities to develop communication and social skills and to enhance learning experiences to engage children in their learning.	The number of pupils identified as requiring speech and language support improve their fluency - evidenced by S&L assessments, NELI progress and support plan targets.
Improved emotional well-being and academic achievement for children experiencing social and emotional barriers to learning, allowing them full access to curriculum and improved achievement; supported through school's range of social and emotional interventions and external services.	Pupils eligible for PP, with social and emotional barriers to learning, will make rapid progress and a greater percentage will achieve ARE. Lockdowns have proved an additional barrier.
A greater proportion of disadvantaged children will be exposed to a wider range of enrichment social, cultural, musical and sporting experiences which impacts positively upon learning.	Pupils eligible for PP have opportunities to participate in a wide range of extra-curricular activities both within and outside of the school day. An increased number of visitors in school to support and enhance learning Pupils with PP have opportunities to develop resilience and confidence through having roles of responsibility in school e.g. school council, buddies, eco warriors etc.
To improve whole school attendance ensuring children with persistent absence	Average attendance increases for the academic year.

attend school more frequently and consistently. For all children to be punctual.	Persistent absenteeism is reduced from the percentage of 2020-21.
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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: £13,826

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD	High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings and INSET. We are establishing links with a local English Hub and have leading practitioners in all the core areas.	1, 2, 3 & 4
Zones of Regulation training for all staff	EEF finding show that approaches to develop social and emotional learning have a positive impact on outcomes and that embedding programs into school culture, staff training and buy in are key. (impact +4 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2 & 3
Phonics/Writing programme Training for all staff	The phonics programme will be used for whole class and targeted intervention and benefits have been reported by DfE. EEF findings show that high quality teaching of phonics has a positive impact on outcomes and consistency in delivery is key. (impact +5 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2 & 4
Training for all staff in EYFS and KS1 on promoting Oracy	EEF findings show that oral language interventions have a positive impact on outcomes and that consistency in delivery is key. (impact +5 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1 & 2
Personalised ICT programs to develop core subjects, as an addition to use at home, as well as school. To provide a structured,	EEF teaching and learning toolkit-review of evidence of impact of teaching comprehension strategies: High impact for very low cost based on extensive evidence (+6 months)	1 & 4

personalised route of learning. Education City Accelerated Reader New Era		
Reading lead has had release time to observe and monitor, providing feedback and CPD to staff.	Training and monitoring for use of new resources and timetable with all staff concerned. To be monitored across the year.	1, 2 & 4
Ginger Bear Training	Opportunities for less confident children to engage more confidently in a small group. Raised self-esteem for these children.	1, 2 & 3

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

Budgeted cost: £37,840

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention TA KS1 To support with significant catch-up phonics, language, reading, writing and maths.	EEF teaching and learning toolkit-review of evidence of impact of high quality additional adult feedback: High impact for very low cost based on moderate evidence. (+8 months) EEF teaching and learning toolkit-review of evidence of impact of teaching comprehension strategies: High impact for very low cost based on extensive evidence. (+6 months)	1, 2, 3 and 4
TA in FS language support Low attainment on entry in language and communication skills.	EEF teaching and learning toolkit-review of evidence of impact of teaching assistant support: Moderate impact for moderate cost based on moderate evidence. (+4 months)	1 & 4
School led tutor	EEF shows that small group tuition has a positive impact on outcomes and that accurate diagnostic assessment of children's needs and training for staff is key. (impact +4) https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/smallgrouptuition	1,2 & 4
Additional staff time to provide after school reading sessions.	EEF findings show that 1-1 teaching has a positive impact on outcomes and that training for staff is key. (impact +5) https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/one-to-one-tuition	4

Accelerated reader, NELI, Speech and Language Link	Data shows the positive impact these programmes have on attainment.	4
Additional reading sessions during lunchtime with lunchtime supervisors	1:1 reading practice and support to enable those children who are less able to access support at home to engage with their books.	4
Invest in resources, trips and visitors to develop creativity (eg - Now Press Play) to broaden children's experiences linked to the curriculum.	EEF findings show that approaches to develop arts and creativity have a positive impact on outcomes. (impact +3) https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/arts-participation	2 & 4

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

Budgeted cost: £19,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer Improve attendance and punctuality through developing positive relationships and regular reviews/meetings. Attendance officer monthly to collate data, letters etc.	EEF findings show that effective parental engagement has a positive impact on outcomes and it can be more effective for children with lower prior attainment. (impact +4) https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/parentalengagement	5
LSA social and emotional interventions: Ginger Bear, Relax Kids, soft	EEF teaching and learning toolkit - review of evidence of impact of social and emotional learning: Moderate impact for low cost based on extensive evidence. (+5)	3

transition, Rainbows		
School Counsellor	With the increase of social services involvement, it is essential that we know the children and can spot triggers which will affect learning. Several children have bereavement issues or have been exposed to DV.	2 & 3
Service Level Agreements for external services to support social and emotional interventions. EWEL Educational Psychologist	More frequent behaviour difficulties mean PP children receive more stages within our behaviour system. Crisis response provides support for those children with difficulties that could lead to exclusion	3

Total budgeted cost 71,230

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.

For evaluation – see PP plan for 2021-22.

September 2022 Review

September 2023 Review

September 2024 Review

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
NELI	Speech and Language Link
Accelerated Reader	Education City
DB Primary Learning Platform	New Era Technology