# Pupil premium strategy statement 2021-2024, including impact of 2021-2023.

**Annfield Plain Infant School**

## This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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

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| Detail | Data |
| School name | Annfield Plain Infants |
| Number of pupils in school | 76 |
| Proportion (%) of pupil premium eligible pupils | 43% |
| Academic year/years that our current pupil premium strategy plan covers | 2021-24  Current year 2023-2024 |
| Date this statement was published | September ‘21, ’22 and October 2023 |
| Date on which it was reviewed  Date to be reviewed | October 2022 and December ‘23  September 2024 |
| Statement authorised by | Mrs A Kane |
| Pupil premium lead | Mrs A Kane |
| Governor / Trustee lead | Mrs S Scott |

**Funding overview for 2023-24**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £45,105 |
| Recovery premium funding allocation this academic year | £4,495 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | £49,600 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Annfield Plain Infant School is a small, rural school with 76 pupils on roll. It is situated in an area of high deprivation within the bottom 20% of deprived wards in the country in the Multiple Deprivation Index. Our current pupil premium is significantly higher than national at 43% (having been as high as 60% in the last year). (national 29%).   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.  In 2023-24 we will focus on:  High-quality CPD: the use of ongoing curriculum training to provide the most up to date catch-up materials, re-visiting aspects of the core curriculum and, for new staff, to access previous training, to ensure whole school approaches are consistent and delivered with consistency by new staff. Staff know which of their pupils are PP and the appropriate targets and targeted intervention needed to support each PP pupil, regardless of their ability. High-quality intervention and support for children needing additional academic intervention, small group support in class and to support Keep-up for reading and phonics using Read, Write Inc. Children accessing interventions are accurately identified using the school’s tracking system and are monitored at regular intervals for the impact of the intervention. Reducing barriers to learning, through SEMH support and intervention, including delivery of in-school interventions, use of specialist services and ensuring persistent absenteeism for 2023-24 is reduced.  Pupil premium 2022-23 £62,325, Pupil premium 2023-24 £45,105.  Below is the Pupil Premium Strategy Statement which includes the details of how we are improving outcomes for PP pupils. The statement also reviews expenditure and the impact of this for 2021-23 |

## Challenges

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

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| 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. |
| 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 in line with national expectations. There was a higher percentage of Persistent Absentees in 2022-2023. 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.

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| 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, Wellcomm assessments and 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 attend school more frequently and consistently.  For all children to be punctual. | Average attendance increases for the  academic year.  Persistent absenteeism is reduced from the percentage of 2022-23. |

## 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.

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| Total Budgeted Cost: £51,450  Teaching: £3,900  Targeted Academic Support: £21,750  Wider Strategies: £25,800  Allocated Budget: £49,600 |

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3,900

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Staff CPD  Metacognition training with research hub (SLP priority) £750 | 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 |
| Continue Phonics/Writing programme Training for all staff  Purchase of resources (£6,000 DFE) and training  £600 | The phonics programme will be used for whole class and targeted intervention and benefits have been reported by DfE.htt  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/educationevidence/teaching-learning-toolkit/phonics | * 1, 2 & 4 |
| Training for all staff in EYFS and KS1 on promoting Oracy  Training for Nursery and EYFS –  Wellcomm £550 | 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/educationevidence/teaching-learning-toolkit/oral-language-interventions | * 1, 2, 3 & 4 |
| TA in FS & KS1  Language & SEMH Support  .5 | EEF Teaching and Learning Toolkit – Teaching Assistant Interventions led by English Hub | * 1 & 4 |
| Reading lead to have release time to observe (RWI) and monitor, providing feedback and CPD to staff.  £2,000 | Training and monitoring for use of new resources and timetable with all staff concerned. To be monitored across the year. | * 1, 2 & 4 |

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

Budgeted cost: £21,750

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| 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.  .5 (£15,700) | 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  catch up funding  £3,888 | 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 (£1,950), Speech and Language Link (£180), Getting Along and Colourful semantics. | 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 |
| Funding will be used to purchase a range of high-quality and challenging texts for pupils who finish the new scheme to supplement Accelerated Reader and the Core-Texts. | https://educationendowmentfoundation.org.uk/educatio n-evidence/teaching-learning-toolkit/readingcomprehension-strategies +6 months impact EEF. |  |

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

Budgeted cost: £25,800

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|  | | | | **£29,558** |
| 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.  £6,160 | 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/parental>engagement | * 1, 2, 3 and 4 |
| Social and emotional interventions: Ginger Bear/Nurture Group, Relax Kids, soft transition, Rainbows, Zones of Regulation. | 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) |  |
| School Counsellor  £8,640 | 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. | * 1,2 & 4 |
| Service Level Agreements for external services to support social and emotional interventions.  EWEL  Educational Psychologist  Service Level Agreements for external services to support social and emotional interventions: -EWEL early Intervention Service (£5,000) -Education Psychologist (£6,000) Total = £11,00 | 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 |  |

Total budgeted cost £51,450

# 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.

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| For evaluation 2021-23 – below.  September 2024 Review |

## Pupil premium strategy outcomes

## This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

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| We have analysed the performance of our school’s disadvantaged pupils during the 2022 – 2023 academic year using Foundation Stage and Key Stage 1 performance data and phonics check results.  To help us gauge the performance of our disadvantaged pupils we compared our results to those of disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution due to the impact of the pandemic).  **Foundation Stage 2022-2023**  66.7% achieved reading in EYFS compared to 54% in 2022 and 59% Nationally.  80% of boys achieved writing in EYFS compared to 41.7% in 2022 and 64% nationally.  **Y1 Phonics 2022-2023**  74% of disadvantaged pupils achieved the standard compared to 84% of ‘other’ pupils nationally. Therefore, there is an achievement gap of 10%. National disadvantaged is 71%. Disadvantaged pupils perform better than disadvantaged pupils nationally.  **Key Stage 1 2022-2023**  **2023 Reading School Disadvantage vs National ‘Other’ (Not Disadvantaged)**  57% of pupils are Disadvantaged - 16 pupils (6 boys and 10 girls).  63% of Disadvantaged pupils achieved the expected standard compared to 78% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 15%. National Disadvantaged is 62%. Disadvantaged pupils performance is similar or better than Disadvantaged pupils Nationally, but still below 'Other' pupils Nationally.  Over the last three years 68% of disadvantaged pupils (32/47) have achieved the expected standard or above.  **Intervention**  Pupils accessed Read Write Inc tutoring and 3 Children received NELI 1:1 and small group support. Other English interventions supported pupils to keep up, including 1:1 Speech and Language therapy. This meant progress was accelerated from the previous year by all cohorts, as seen in school data.  **Staff Training**.  Staff underwent extensive training for Read Write Inc which has further improved consistency and had a better impact on pupils’ reading, writing and phonics in general.  **Pupils with significant barriers to learning:**  9 pupils received Nurture/ Ginger Bear support. 6 children received Time to Talk. 10 children received Social Games and Stories intervention, 10 children accessed ‘Getting Along’, 5 accessed playground support, 5 children accessed Lego therapy and 9 accessed Emotional Social Stories intervention. 10 children received school counselling support and 12 pupils accessed the Educational Psychologist. This meant pupils were supported effectively for their social and emotional needs, leading to effective learning taking place.  **Staff meetings** focused on planning for appropriate vocabulary to be taught for each subject area. The EYFS timetable was rearranged to include story telling 5 times a day. Pupils were exposed to a rich range of vocabulary across all curriculum areas. Visitors and school improvement partners recognised the quality of discussion and conversation led confidently by pupils.  **Attendance**  An attendance officer was in place from January to July 2023 each morning, which encouraged and supported families to value attendance and ask for additional support, when needed. Attendance (although high at 24%) was just above national and is compared to Primary schools rather than other Infant schools. Persistent absentee pupils were monitored closely and the Attendance Officer quickly responded to continued persistent absenteeism on a daily basis in 2022-23. SLP schools 2022-23 have a consistent attendance policy shared with all parent/carers in the SLP schools, starting in September 2022. |

## 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*

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| Programme | Provider |
| NELI | Nuffield |
| Accelerated Reader | Renaissance |
| DB Primary Learning Platform | New Era Technology |
| Speech and Language Link | Lexia UK |
| Education City | Edmentum |
| White Rose Maths | White Rose |