

# Pupil premium strategy statement for Anton Infant School 2019-20 (September 2019)

1. Summary information					
School	Anton Infant School				
Academic Year	2019-20	Total PP budget	Total: £38,775 FSM: £24,210 Service: £1,240 LAC: £1,600 Post LAC: £11,725	Date of most recent PP Review	September 2019
Total number of pupils	28/180 (16%)	Number of pupils eligible for PP	FSM: 18 Service: 4 LAC: 1 Post LAC: 5	Date for next internal review of this strategy	September 2020

2. Current attainment		
Attainment for 2018-19	<i>Pupils eligible for PP (4 children) National PP</i>	<i>Pupils not eligible for PP (56) National PP</i>
% Achieved expected standard in reading, writing and maths	100% (49.9%)	79.1% (68.9%)
% Achieved expected standard in reading	100% (61.9%)	77.2% (78.4%)
% Achieved expected standard in writing	100% (54.7%)	73.7% (73.1%)
% Achieved expected standard in maths	100% (62.3%)	82.4% (79.2%)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Access to enriched activities to embed curriculum and opportunities to engage with rich language PP children to access enriched activities and resources to support their learning. Many of our PP families are on lower income and may not be able to provide rich learning opportunities e.g trips to educational establishments, resources, external agencies/professionals to support the learning. We are committed to children accessing all these enriched opportunities to enhance and embed their learning.
B.	Improve the educational outcomes at the end of each year through good quality first teaching Each year we have an increase of the number of PP children at the school. We reflect on the outcomes from the previous year and target specific areas to ensure close support and provision is put in place to achieve good outcomes. There is a close focus on raising the attainment level in reading and phonics. We are working closely with county and looking at targeting support to ensure high expectations and quality first teaching with appropriate challenge and support. This will enable us to bridge any gaps and to ensure rapid progress.
C.	Improve progress and attainment for the children who are in more than one vulnerable group e.g. PP and SEN.

	Due to an increase number of PP children in other vulnerable groups there needs to be a close monitoring of their progress and barriers to earning their learning. Close working with SENDco and assessment analysis to ensure the correct provision and resources are put in place to ensure good progress and closing the attainment gap. SENDco to assess individual needs and plan the provision and support for these children. Close monitoring and impact of this provision. This will close the gap for these children and educational outcomes increase.	
External barriers (issues which also require action outside school, such as low attendance rates)		
D.	Home learning and support at home especially in reading and key words along with spellings and maths challenges	
E.	Attendance and making sure these families are monitored and in school.	
4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Ensure all children have access to a broad and balanced curriculum where they will enhance and bring learning to life through visiting other establishments or having external companies come to school	Monitoring of the whole curriculum and ensuring this meets the needs of the children. Make sure all PP children have access to broader and extra-curricular activities to enhance and bring tier learning to life. Monitoring of this and children identified on planning. Tracking of these pupil and comparison to non PP children to ensure on track to achieve expectations. Pupil progress meetings to ensure effective intervention where appropriate.
B.	High 'quality first teaching' to ensure a positive impact on progress and attainment for all children especially identified with pupil premium.	Monitoring of teaching and learning including: Lesson drop ins Book scrutiny Data analysis Pupil conferencing  Monitoring of this and children identified on planning. Tracking of these pupil and comparison to non PP children to ensure on track to achieve expectations. Pupil progress meetings to ensure effective intervention where appropriate.
C.	To narrow the gap between with children who are identified with SEN as well as Pupil premium.	Monitoring of this and children identified on planning. Tracking of these pupil and comparison to non PP children to ensure on track to achieve expectations. Pupil progress meetings to ensure effective intervention where appropriate.  SENDco to monitor impact of intervention and quality first teaching. Analysis of data to plan for next steps in learning to ensure good or better progress.
D.	To make sure children practice key words and read a minimum of 3 times a week. Parents to support their child in learning key maths skills such as times tables, number bonds and to encourage to participate in maths challenges.	Monitor Moonmiles and key words half termly. Measure the impact of this through work produced and progress with data analysis each half term.

<b>E.</b>	Children with poor attendance increase their attendance at school	<p>Monitor the attendance of all children with specific attention to children with low attendance.</p> <p>Build relationship with parents to promote good attendance and continue to communicate with families.</p>
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C - To narrow the gap between with children who are identified with SEN as well as Pupil premium.	CPD Half termly data analysis SEN monitoring Pen profiles SAP plans Intervention programme Split inputs	Previous data has shown that children who are SEN and PPG are not achieving as high as children who are only PPG. Continuous monitoring throughout the year allows teachers to address gaps promptly. CPD supports teachers to plan effectively to meet individual needs. SAP plans have SMART targets for the children to achieve and are reviewed half termly or sooner as required. Intervention groups are targeted to meet the needs of the children.	<ul style="list-style-type: none"> <li>Monitoring of this and children identified on planning. Tracking of these pupil and comparison to non PP children to ensure on track to achieve expectations.</li> <li>Pupil progress meetings to ensure effective intervention where appropriate.</li> <li>SENDco to monitor impact of intervention and quality first teaching. Analysis of data to plan for next steps in learning to ensure good or better progress.</li> </ul>	SLT Subject leaders All teachers	Reviewed half termly.  <b>Cost : £15000</b>
D - To make sure children practice key words and read a minimum of 3 times a week. Parents to support their child in learning key maths skills such as times tables, number bonds and to encourage to participate in maths challenges.	Half termly data analysis Celebration assemblies Phonics screening Small phonics groups Intervention programme Moonmiles collection	Previous data shows that children who are not supported at home with practicing their key words and reading do not achieve as well in school in terms of phonics and reading. Monitoring of Moonmiles allows reading leader to track children who are not reading at home and contact is made with the family to encourage to read more. Small phonics and intervention groups support children who are not getting as much support at home as able to target needs to the group. Phonics screening allows the school to monitor the progress children are making.	<ul style="list-style-type: none"> <li>Monitor Moonmiles and key words half termly.</li> <li>Measure the impact of this through work produced and progress with data analysis each half term.</li> <li>Build relationship with parents to promote working at home</li> </ul>	SLT Reading leader All teachers	Reviewed half termly.  <b>Cost : £4630</b>
E - Children with poor attendance increase their attendance at school	Half termly monitoring Attendance letters sent to parents half termly Work with ALP	There is a strong correlation between children's attainment and attendance. School monitor attendance half termly and if attendance falls below acceptable level then parents are contacted via attendance letters. Continuous low absence will result in head teacher meeting with the parents to work together to increase attendance. If continued low absence school to work with ALP to advise on next steps.	<ul style="list-style-type: none"> <li>Monitor the attendance of all children with specific attention to children with low attendance.</li> <li>Build relationship with parents to promote good attendance and continue to communicate with families.</li> </ul>	SLT	Reviewed half termly.  <b>Cost : £1460</b>
<b>Total budgeted cost</b>					<b>£38775</b>

## 6. Review of expenditure

Previous Academic Year		2019-20		
i. Quality of teaching for all    ii. Targeted support    iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A - Ensure all children have access to abroad and balanced curriculum where they will enhance and bring learning to life through visiting other establishments of having external companies come to school	CPD Lesson Observations Pupil conferencing Book looks  Half termly data analysis Planning (LTP, MTP, STP) Project planning (cross curricular links) Points of inspiration and celebration for end of project	Each half term hook to introduce the topic was planned and carried out within each year group. There were some end of topic celebrations in some half terms. Monitoring of curriculum throughout the year showed that all year groups offered a broad curriculum, allowing all children to access the full range of subjects. Inset days focussed on reflection of new curriculum implemented. Each half term the progress and attainment of all children tracked, with analysis of comparison to non PP children. Half termly pupil progress meetings were carried out to ensure effective intervention where appropriate. Due to lockdown and the school shutting from 20 <sup>th</sup> March data finished from Spr 2 so no end of year	All approaches will continue as have been successful. We will adapt strategies further to respond to the half termly data drops	<b>Cost : £5500</b>
B - High 'quality first teaching' to ensure a positive impact on progress and attainment for all children especially identified with pupil premium.	CPD Lesson Observations Pupil conferencing Book looks Half termly data analysis Planning (LTP, MTP, STP) Split inputs Flexible groupings	Lessons observations was key focus for driving CPD. Inset days focussed on reflection of new curriculum implemented. Each half term the progress and attainment of all children tracked, with analysis of comparison to non PP children. Half termly pupil progress meetings were carried out to ensure effective intervention where appropriate. Due to lockdown and the school shutting from 20 <sup>th</sup> March data finished from Spr 2 so no end of year	All approaches will continue as have been successful. We will continue to plan the CPD reflecting lesson observation feedback. Continue CPD on split inputs as lockdown reduced the time to be able to complete training and support.	<b>Cost : £8500</b>

C - To narrow the gap between with children who are identified with SEN as well as Pupil premium.	CPD Half termly data analysis SEN monitoring Pen profiles SAP plans Intervention programme Split inputs	Each half term the progress and attainment of all children tracked, with analysis of comparison to non SEND and PP children. Half termly pupil progress meetings were carried out to ensure effective intervention where appropriate. Interventions planned to support PP chn and these were regularly monitored and adapted to meet the children's needs. Pen profiles and SAP supported with the transition for children from one year group to the next and gave manageable targets to meet throughout the year and allowed us to show progress. Due to lockdown and the school shutting from 20th March data finished from Spr 2 so no end of year	All approaches will continue as have been successful. SENDco to continue monitor impact of intervention and quality first teaching. Analysis of data to plan for next steps in learning to ensure good or better progress.	<b>Cost : £13000</b>
D - To make sure children practice key words and read a minimum of 3 times a week. Parents to support their child in learning key maths skills such as times tables, number bonds and to encourage to participate in maths challenges.	Half termly data analysis Celebration assemblies Phonics screening Small phonics groups Intervention programme Moonmiles collection	Moonmiles collected weekly and reviewed by the reading leader half termly and parents contacted if below school expectations. Key words were monitored half termly and milestones celebrated in assemblies each half term. New maths challenges were created and achievements were celebrated with the parents in assemblies half termly.	All approaches will continue as have been successful.	<b>Cost : £3800</b>
E - Children with poor attendance increase their attendance at school	Half termly monitoring Attendance letters sent to parents half termly Work with ALP	Attendance monitored daily and parents contacted if they have not informed school of absences. Attendance monitored half termly and letters sent to parents of children with low attendance. During lockdown all families were contacted as a well being check in. Year R families who decided not to send their child back in when we reopened in bubbles were contacted weekly. Supported transition for the children when they returned to school.	All approaches will continue as have been successful.	<b>Cost : £1650</b>
<b>Total Cost</b>				<b>£32450</b>

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.antoninfantschool.co.uk](http://www.antoninfantschool.co.uk)