



PUPIL PREMIUM REPORT 2019

BACKGROUND INFORMATION

The Pupil Premium was introduced in April 2011. It was allocated to children from low-income families who were known to be eligible for free school meals, and children who had been 'Looked After' continuously (LAC) for more than six months. Eligibility for the Pupil Premium for 2012–13 was extended to pupils who have been eligible for free school meals at any point in the last six years (known as the Ever6 Free School Meals measure). Schools also receive funding for children who have been looked after continuously for more than six months, and a smaller amount for the children of service personnel.

Schools are free to spend the Pupil Premium as they see fit. However, they are accountable for how they use the additional funding to support pupils from low-income families and the other target groups. New measures have been included in school's performance tables that show the achievement of pupils who attract the Pupil Premium.

This document has been put together to show how the Pupil Premium has been used. It shows also (and possibly more importantly) the IMPACT of this additional funding.

At Anton Infants we have a relatively low number of pupils who claim Free School Meals (FSM). Our current FSM data shows that 4% are eligible. The 4% at Anton Infants are pupils who have been eligible for FSM at any time during the last 6 years and not just those who are currently claiming FSM. This is how the government calculates Pupil premium funding.

NUMBERS & FUNDING

The following chart shows a very simple summary of the number of pupils eligible for FSM/LAC & Service (during the last 3 years) and how much funding we receive as a consequence.

Academic Year	No. of Pupils FSM/ Ever 6	Per Pupil Funding	No. of Pupils LAC	Per Pupil Funding	No. of Pupils Post LAC	Per Pupil Funding	No. of Pupils Service	Per Pupil Funding	Total Received
2016/2017	9	£1320	0	£1400	5	£1900	2	£300	£21,980
2017/2018	3	£1320	3	£1400	4	£1900	1	£300	£15,100
2018/2019	8	£1320	1	£1600	6	£2300	5	£300	£27,460

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PRINCIPLES

The following statements underpin our vision of how to make best use of the Pupil Premium funding that we receive and outline the procedures we go through, in order to have the best possible impact on outcomes for this group of pupils.

- Ensure that class teachers and learning support staff know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress.
- Thoroughly analyse which pupils are underachieving, particularly in English and mathematics, and discuss why and put actions in place.
- Understand the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions.
- Allocate teachers to teach intervention groups to improve aspects of mathematics and English and have employed new staff to help with raising attainment in those subjects.
- Use achievement data frequently to check whether interventions or techniques are working and make adjustments accordingly.
- Make sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping pupils to achieve.
- Systematically focus on giving pupils clear, useful feedback about their work, and ways that they could improve it.
- Have a clear policy on spending the Pupil Premium, agreed by governors and posted on the school website.
- Provide well-targeted support to improve attendance, behaviour or links with families where these are a barrier to a pupil's learning.

PROVISION

We had to make decisions about how the funding should be used. In order to do this, we used a range of documentation including; 'The Pupil Premium; How Schools are spending the funding successfully to maximise achievement' (Ofsted), 'The Pupil Premium; Analysis and Challenge Tools for Schools' (Ofsted) and 'The Pupil Premium; How schools are using the Pupil Premium funding to raise achievement for disadvantaged pupils' (Ofsted).



Provision for 2018/19 Pupil Premium Grant Spending	Impact to date
English: Intervention programmes delivered in school core hours as well as before school for year 2 children. Target groups identified to improve areas of the English curriculum. Reading and writing leaders track the progress and attainment of pupil premium	Data shows that % of pupils working at ARE and greater depth has increased from September 18 to September 2019.
Maths: Whole staff training with Maths leader has worked with county advisor to support teaching staff with reasoning. Maths leader tracks the progress and attainment of pupil premium	Data shows that % of pupils working at ARE has increased from September 18 to September 2019.
Member of Senior Leadership Team attended LAC course and project on attachment and trauma to ensure high quality provision	Members of staff have cascaded information about provisions for LAC and how to support them.
Learning support assistants (LSA) to support pupils (individually and in small groups) who have been identified as needing to make accelerated progress in order to narrow the gap between themselves and their peers	Pupils are making progress in their areas of development.
Learning support assistants to work on 1:1 with a focus on areas for development as identified from data analysis	Pupils have targeted interventions and support to ensure good or better progress.
SENDCo to plan, deliver, track and monitor the interventions and the impact and future provision for Pupil Premium children	Clear and focused interventions and monitoring ensures children have targeted support to make progress.
A small number of children have been identified as having barriers to learning relating to their home life – these children are working with our cluster's Parent Support Advisor	Parent support advisor to work with families to support behaviour and learning at home.
ELSA groups. Pupils have been identified as needing to work with our Emotional Literacy Support Assistant on a regular basis – the experienced member of staff who takes on this role has three afternoons per week	To support emotional needs to ensure progress.
Designated member of staff is responsible for tracking the progress of Pupil Premium children through planned interventions and monitoring the impact	All teaching staff plan and monitor progress of the pupil premium children and data analysis informs future plans to ensure good provision and progress.
Purchasing of resources to support extra activities/support	Purchase of new software and resources to support a variety of learning styles and preferences across the curriculum. Increase in children achieving ARE in maths and writing.
Purchase of a tablet to support learning and evidence from home for 1 child	Evidence from home has enhanced assessments at school to ensure good progress.



Additional resources purchased e.g. reading books/maths equipment	Resources have supported the children reaching ARE/GLD at the end of the year.
Additional ICT funding to improve access to 'Bug Club' in class and in homework clubs	Supports home reading and increase in progress in reading.
Purchase of monster phonics to support the teaching of phonics	Supports whole school system of phonics and extra resources to support year 1 and 2.
Extra-curricular activities to support learning and experiences. Subsidising trips so that children are able to go on educational visits. Paying towards the cost of visitors to come into school (e.g. subject workshops, book authors visits, M and M theatre productions, local theatre etc.)	All children go on educational visits or experiences including those families that find it challenging for financial reasons. The visits and experiences are vital in keeping our curriculum exciting and stimulating. It often gives a purpose to writing which has impacted positively on outcomes across the whole school.
Families in receipt of the Pupil Premium funding receive financial support, where appropriate, with the costs of school uniform	Children are dressed in the correct uniform and feel part of the school community.
Financial support from wrap around care on an individual basis as needs arise e.g. breakfast club, after school clubs	Children have a regular routine and are well cared for before and after school means a smooth transition before and after school. It also supports social skills and access to other activities of their interest.

THE IMPACT

Percentage of children who achieved expected level or better at the end of the year 2018/19

Year R: (8 children)	Reading	75%
	Writing	75%
	Maths	75%
Year 1: (7 children)	Reading	43%
	Writing	43%
	Maths	43%
Year 2 (4 children)	Reading	100%
	Writing	100%
	Maths	100%
Year 1 phonics (7 children)	Passed	57%

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