



Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2020 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.

Reviewed October 2021 – Additions in green

Reviewed October 2022 – Additions in blue

School overview

Detail	Data
School name	Anton Infant School
Number of pupils in school	178 178 179
Proportion (%) of pupil premium eligible pupils	16% - 29/178 11% - 19/178 14% - 25/179
Academic year that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	September 2020
Date on which it will be reviewed	October 2021 October 2022
Statement authorised by	Kelly Bird
Pupil premium lead	Toni Pagett
Governor / Trustee lead	Steve Lincoln

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,163 £26,795 £29,480
Recovery premium funding allocation this academic year	£14,240 £543.75

	£0
School led tutoring funding (new Oct 2021)	£531.56 £0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 £0
Total budget for this academic year	£45,403 £27,870.31 £29,480

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Challenges

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

Challenge number	Detail of challenge
1	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.
2	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.
3	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

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
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	<p>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.</p> <p>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.</p> <p>Pupil progress meetings to ensure effective intervention where appropriate.</p>
High 'quality first teaching' to ensure a positive impact on progress and attainment for all children especially identified with pupil premium.	<p>Monitoring of teaching and learning including:</p> <ul style="list-style-type: none"> Lesson drop ins Book scrutiny Data analysis Pupil conferencing <p>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.</p> <p>Pupil progress meetings to ensure effective intervention where appropriate.</p>
To narrow the gap between with children who are identified with SEN as well as Pupil premium.	<p>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.</p> <p>Pupil progress meetings to ensure effective intervention where appropriate.</p> <p>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.</p>

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.

Targeted Activities 1	Evidence that supports this approach	Challenge number addressed
<ul style="list-style-type: none"> • 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 • Introduction of Thrive to whole school • Implementation of whole school Thrive • Introduction of Forest school 	<p>Values based curriculum introduced to promote whole school ethos. Guerrilla style of teaching introduced previous year to be integrated across the school from Sept 2019.</p> <p>Continuous monitoring throughout the year allows teachers to address gaps promptly.</p> <p>CPD supports teachers to plan more effectively to meet individual needs.</p> <p>Pupil conferencing and book looks allows subject leaders to monitor provision for all children.</p> <p>Monitor cross curricular links and subject coverage in each year groups.</p> <p>Points of inspiration and end of project celebrations inspires the children to learn and gives real life experience to all.</p>	Challenge number 1

Targeted Activities 2	Evidence that supports this approach	Challenge number addressed
<ul style="list-style-type: none"> • CPD • Lesson Observations • Pupil conferencing • Book looks • Half termly data analysis • Planning (LTP, MTP, STP) • Split inputs • Flexible groupings 	<p>Previous data suggests that higher quality teaching is required to ensure better outcomes for PPG children.</p> <p>Continuous monitoring throughout the year allows teachers to address gaps promptly.</p> <p>CPD supports teachers to plan more effectively to meet individual needs.</p> <p>Pupil conferencing and book looks allows subject leaders to monitor provision for all children.</p> <p>Split inputs allow teachers to target inputs to meet the needs of the children.</p>	Challenge number 2

<ul style="list-style-type: none"> Using reasoning in maths with CPA approach to support Training for new EYFS curriculum 		
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Targeted Activities 3	Evidence that supports this approach	Challenge number addressed
<ul style="list-style-type: none"> CPD Half termly data analysis SEN monitoring Pen profiles SAP plans Intervention programme Split inputs Introduction of Thrive to whole school Implementation of whole school Thrive Introduction of Forest school 	<p>Previous data has shown that children who are SEN and PPG are not achieving as high as children who are only PPG.</p> <p>Continuous monitoring throughout the year allows teachers to address gaps promptly.</p> <p>CPD supports teachers to plan effectively to meet individual needs.</p> <p>SAP plans have SMART targets for the children to achieve and are reviewed half termly or sooner as required.</p> <p>Intervention groups are targeted to meet the needs of the children.</p>	Challenge number 3

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,300

£9,400

£14,200

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

Budgeted cost: £27,450

£16,610

£14,450

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

Budgeted cost: £8,600

£5,340

£6,120

Total budgeted cost: £ 51,350

Total budgeted cost : £31,350

Total budgeted cost : £34,770

Shortfall in costs have been met with school budget.

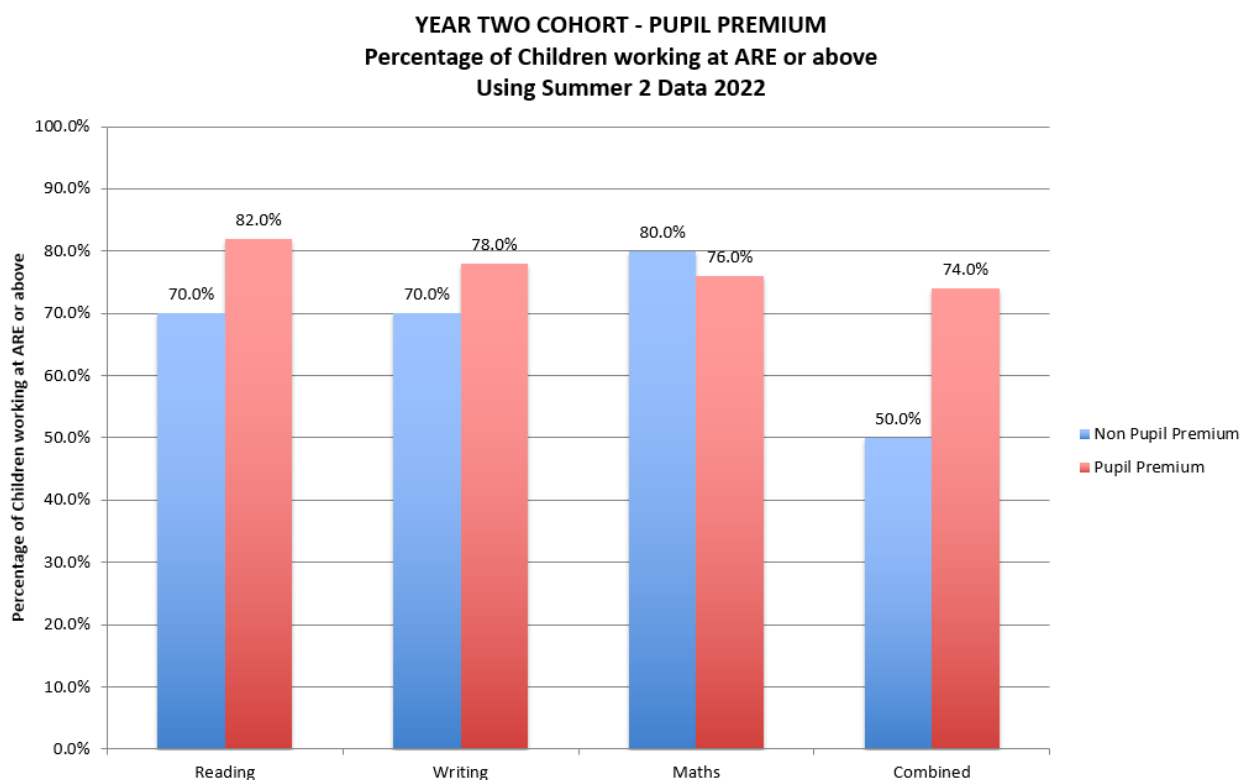
Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the academic years.

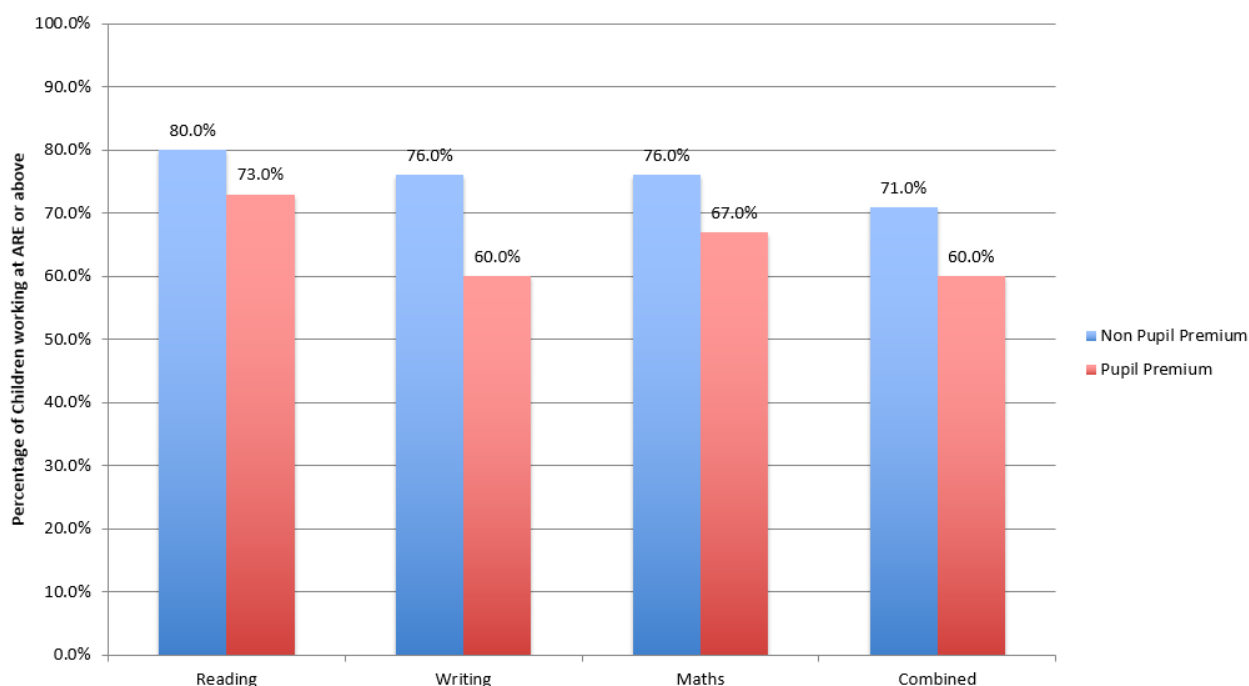
Due to COVID-19, no data available for 2020-21.

Internal school data for 2021-22
End KS1 :



Year 1

YEAR ONE COHORT - PUPIL PREMIUM
Percentage of Children working at ARE or above
Using Summer 2 Data 2022



Year R

100% PP chn made ELG in all areas of EYFS curriculum

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
THRIVE whole school approach (training)	THRIVE
THRIVE whole school approach (implemented whole school)	THRIVE
THRIVE whole school approach (embedded whole school)	THRIVE
Forest School	Up and Under sports
Mental Health Lead training	THRIVE
Additional Thrive Training	THRIVE