



Pupil premium strategy statement – Anton Infant School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	178
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2026
Date this statement was published	Dec 2023
Date on which it will be reviewed	Dec 2026
Statement authorised by	Laura Skeates
Pupil premium lead	Laura Skeates
Governor / Trustee lead	Debbie Watts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30007
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£2900
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£32907



Part A: Pupil premium strategy plan

Statement of intent

At Anton Infant School we work together to create a safe and inclusive environment, where every child knows they matter. We provide the opportunity for everyone to be nurtured and every experience to be a learning opportunity. Our aim is to promote curiosity, creativity, independence and resilience through an inspiring and engaging curriculum. We set children up to achieve all they are capable of and inspire them to become lifelong learners.

We believe every child has the right to the highest standard of education delivered by highly skilled, trained and committed staff. We want our school to be an inclusive learning environment where every child is known and is appropriately supported with their learning.

Disadvantaged can have a variety of meanings, however for the purpose of this Pupil Premium strategy plan, it refers to children in receipt of Free School Meal funding, allocated to children from low income families or children who are currently in care or who have previously been in the care of the Local Authority.

As an inclusive school, we believe that every child, no matter their needs or background has the right to high quality education and a learning environment where they feel that they belong.

We believe that for many children in receipt of this funding face challenges outside of their and their families control which is why a large proportion of our allocated funding is spent on a dedicated pastoral worker who works with the children and families to support them and give them the best possible start to their education. Childhood is a short season which cannot be repeated. It is important for us to get it right for each child.

This strategy will outline the broad strategies we can deploy to support children in our school but is not a complete list of everything we offer. We aim to provide each child with the resources and strategies they need to thrive and be successful.

At the centre of this strategy is High Quality Inclusive Teaching. We believe this is essential to ensure the needs of all learners are met.



Challenges

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

Challenge number	Detail of challenge
1	Children's emotional wellbeing and mental health, particularly around attachment and trauma and how this can impact behaviour and readiness to learn
2	Academic attainment for children in receipt of PP funding
3	SEND- Increased numbers of pupils with more complex needs, including speech and language, weaker motor skills and barriers with social communication
4	Attendance of PP chn to be in line with non PP children
5	Children's ability to take part in appropriate and purposeful play. We are noticing gaps in social interaction skills

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
<i>Disadvantaged children will have any emotional wellbeing and mental health needs met to remove readiness to learn barriers</i>	<p>Children who need support with wellbeing and mental health identified swiftly and support put in place to remove ready to learn barriers</p> <p>The function of behaviour is understood by all staff and appropriate support and strategies are put in place so that behaviour does not impact on learning</p> <p>Attainment data will show children are able to access the learning and make progress sure to being emotionally regulated and ready to learn</p> <p>Children have strategies and resources to help them self-regulate. Staff are skilled in co-regulation techniques to ensure children are back on track and ready to learn. Incidents of dysregulation are minimised and evidenced through CPOMS</p>



	Thrive and Forest School data will show improvements in all areas
The attainment gap narrows between disadvantaged pupils and non-disadvantaged pupils so that they are in-line. (Taking into account those disadvantaged pupils with SEND and what individual progress looks like for these children)	The percentage of disadvantaged children achieving ARE+ in all areas will increase to be in line with non-disadvantaged children
CPD for staff gives a greater understanding of how to successfully support the SEND needs in school	Staff are more confident and skilled to meet the needs of children with complex needs within the classroom. Children with SEND make expected progress from their starting points
Disadvantaged pupils will attend school as often as non-disadvantaged pupils. High attendance expectations for all.	Attendance data will show that disadvantaged pupil will be in line with non-disadvantaged pupils
Children are given the opportunity and taught the skills to engage in appropriate and purposeful play	Through Forest School and the development of continuous provision, children are given opportunities for purposeful play which develops key skills such as risk taking, turn taking, resilience, problem solving and teamwork.

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: £1543

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD for staff to introduce and develop High Quality Inclusive Teaching using the EEF 5 a day approach</i>	<p>EEF research https://educationendowmentfoundation.org.uk/news/eef-blog-the-five-a-day-approach-how-the-eef-can-support</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/EEF_SEND_Evidence_Review.pdf?v=1649136795</p> <p>Evidence suggests that there are 5 core principles that can be adopted by teachers and support staff to support all pupils including those with SEND to succeed academically</p> <p>Cost: no anticipated cost</p>	2, 3



<i>CPD for all staff - Mental wellbeing, child development</i>	<p>Thrive awareness training for all staff.</p> <p>Thrive is a social and emotional development model underpinned by attachment theory, child development, neuroscience and play creativity and arts. It is proven to improve attendance, behaviour and learning outcomes.</p> <p>https://www.thriveapproach.com/impact-and-research/research-behind-thrive</p> <p>Cost: Additional staff hours £212</p>	1
<i>CPD for Concrete Pictorial Abstract approach in Maths</i>	<p>Training provided from HIAS for all staff to familiarise and refresh their understanding of using the CPA approach to support all learners in maths</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Guidance_Report.pdf?v=1701752075</p> <p>Cost: Training £416</p>	2,3
<i>Introduction of continuous provision opportunity to visit other schools to glean best practice</i>	<p>Piaget (1952) describes four distinct periods of development, ranging from birth to adulthood. The preoperational stage runs from 2-6 years and is the period during which children learn to use language, think symbolically, and represent their ideas using pictures and objects: they are highly active, learning through pretend play and first hand experiences. It is not until around the age of 7 that major developmental changes take place; when children begin to think in the abstract (Bredenkamp, 1987), develop the ability to plan ahead, to approach problems more logically and understand another's point of view. (Robinson,2008)</p> <p>Cost:£300 resources</p>	2,3,5
<i>CPD- EP begin to develop staff training needs around SEND- N mal?</i>	<p>Listening and attention training from Educational Psychologist for teachers to give them strategies to actively engage al learners in the classroom</p> <p>Cost: £615</p>	2,3



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

Budgeted cost: £ 8739

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Language Link/ Wellcomm</i></p> <p><i>Resources to support communication and interaction</i></p>	<p>Support for communication and interaction https://speechandlanguage.info/resources/perch/pdf/impact-report-1.pdf Cost: £345</p>	2,3
<p><i>Additional support for children falling below or at risk of falling below ARE 1:1 and small group additional support to accelerate progress, including pre-teaching and active interventions</i></p>	<p>EEF research https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Cost: no anticipated cost</p>	2,3
<p><i>Flexible grouping across curriculum subjects and targeted deployment of LSA and teacher ensure needs of all children are met</i></p>	<p>EEF research https://educationendowmentfoundation.org.uk/news/eef-blog-flexible-grouping-what-is-it-and-why-use-it Cost: no anticipated cost</p>	2,3
<p><i>Emotional and pastoral support to remove readiness to learn barriers</i></p> <p><i>ELSA/ Thrive practitioner</i></p>	<p>The impact Thrive has on children and young people and the communities around them has been evidenced in a number of studies. These include:</p> <ul style="list-style-type: none"> • Thrive helps to develop resilience in young people (Hart and Heaven 2015) • Staff using the Thrive Approach feel more equipped to manage behaviour and better able to support more vulnerable children (Office for Public Management 2013) • Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance (McGuire-Snieckus et al 215) <p>https://www.thriveapproach.com/news/impact-of-thrive-evidenced Cost: £8394 ELSA/Thrive practitioner</p>	1



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

Budgeted cost: £ 22625

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>School has a full time Pastoral Worker to actively address emotional and behavioural barriers to learning</i></p> <p><i>Pastoral worker to train a as a Thrive practitioner</i></p>	<p>Effective pastoral care can augment academic outcomes and assist in enriching learners' lives and wellbeing (Best, 2014).</p> <p>https://www.bera.ac.uk/blog/pastoral-care-a-whole-school-approach-to-creating-the-ethos-of-wellbeing-that-culminates-in-better-engagement-and-improved-academic-achievement-of-learners</p> <p>https://www.thriveapproach.com/news/outcomes-teachers</p> <p>Cost: Pastoral worker £12,615 Thrive training £1000</p>	1,2,3,4
<p><i>Forest School and intervention groups</i></p>	<p>A Longitudinal Study on Forest School published on the forest school association website 'tracked disadvantaged Key Stage 1 children over three years of weekly Forest School sessions. Of note are evident changes in children's self-regulation and resilience, supported by the project's approach of providing "emotional time and space", defined as "the provision of physical space and time in which the children are free to be themselves and express their emotions." The positive effects were supported and recognised in school by whole school support and ownership.</p> <p>The study showed that children's academic attainment, social development, and emotional well-being increased as a result of Forest School, and did well in comparison to peers who didn't participate, whole school and national data. The study showed, in particular, how playful social interactions in Forest School support emotional resilience which in turn supported academic attainment.'</p> <p>The complete study can be found here https://forestschoolassociation.org/new-research-a-longitudinal-study-on-forest-school/</p> <p>Cost: £4710</p>	1,3,5



<p><i>Reset room- safe space for children to use when overwhelmed or dysregulated</i></p>	<p>The reset room will be used as a safe space when children are overwhelmed and expressing themselves through distressed behaviours. It's a place to support them with their Social and Emotional Learning and a place for them to regulate. These behaviours will be explored using reset boards to support the children.</p> <p>https://beaconhouse.org.uk/wp-content/uploads/2019/09/The-Three-Rs.pdf</p> <p>Cost: no anticipated cost</p>	<p>1,5</p>
<p><i>Transition meetings are carried out with all feeder settings by Year R lead and SENDCo to glean the best understanding of each individual child's barriers to learning. Home visits are also offered to all Year R families</i></p> <p><i>Y3 Transition is robust and purposeful between the infant and feeder junior school</i></p>	<p>https://www.teachearlyyears.com/a-unique-child/view/supporting-transitions-in-the-early-years</p> <p>The research article above highlights how strong transition supports new settings to build good relationships not only with the child, but with their families.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/news/Transition_tool.pdf?v=1702269729</p> <p>Cost: no anticipated cost</p>	<p>1,3,4</p>
<p><i>Food vouchers provided for disadvantaged families</i></p>	<p>Meal provision is one of the suggestions from the EEF about how to use the Pupil Premium funding effectively</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief-Poster.pdf?v=1695997709</p> <p>Cost: £2900</p>	<p>1,2,4</p>
<p><i>Safeguarding hour in office- attendance</i></p>	<p>Research has found that poor attendance at school is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001).</p> <p>Introduction of a Safeguarding hour in the school office. This is a completely uninterrupted time for admin staff to follow up any non-attendees as school and put the procedures in our attendance policy in place</p> <p>Cost: no anticipated cost</p>	<p>4</p>



<i>Additional assessments to support individual pupils</i>	<p>Understanding pupils and their learning needs is essential if schools are to effectively support pupils to make progress, and is especially important for pupils with SEND</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1702266272</p> <p>Cost: £1400</p>	1,2,3,4
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Total budgeted cost: £32907



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The previous strategy was written by the previous leadership team.

At the end of last year, internal data showed gaps had narrowed for PP children leaving us in Year 2, which was a successful outcome. However all pupils achieved below the national average in Reading and Writing.

PP children did not perform as well as non PP children at the end of Year 1 in writing, which is being addressed this year through the use of targeted support, flexible grouping and meeting the wellbeing needs of these children.

There were gaps at the end of Year R for PP children in physical development and PSED which is why we have introduced continuous provision in Year 1 this year.

We have assessed the wider issues such as emotional wellbeing which impact on PP children's outcomes and are addressing these with this strategy.

Forest school has been extremely successful with supporting physical development and wellbeing and will continue.

Thrive has worked well for individual children. It now needs extending to a whole school approach.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Forest School	Up and under sports
Thrive	Thrive