

Pupil premium strategy statement

Annfield Plain Junior School

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 - November 2021

Detail	Data
School name	Annfield Plain Junior School
Number of pupils in school	142
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers	2021-24
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mrs I Burgess
Pupil premium lead	Mrs I Burgess
Governor / Trustee lead	Mrs H. Collier

Funding overview for 2021-22

Detail	Amount
Pupil premium funding allocation this academic year	£92,805
Recovery premium funding allocation this academic year	£20,735
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£113,540

Part A: Pupil premium strategy plan

Statement of intent

Annfield Plain Junior School is a small, rural school with 142 pupils on roll. It is situated in an area of deprivation within the top 20% of deprived wards in the country in the Multiple Deprivation Index. Our current pupil premium is significantly higher than national at 51% (national 31%).

Pupil Premium is designed to support schools to raise the attainment of socially disadvantaged children. Our aim is for all pupils to achieve their full potential both socially and emotionally, with the gap between PP pupils and non-PP pupils, in all core subjects, to be narrow. School's focus in 2021-24 is on continuing to use methods of supporting disadvantaged pupils with established intervention and support, which impact positively on outcomes, using ongoing high-quality CPD for staff and increased tutoring to target catch-up pupils. In order to reduce barriers to learning for PP pupils, SEMH specialist support and established SEMH interventions are an essential part of the school's PP plan.

In 2021-22 we will focus on:

High -quality CPD: the use of ongoing maths training to provide the most up to date catch-up materials, ongoing writing training and for new staff to access previous training, to ensure whole school approaches are consistent and delivered with consistency by new staff.

High-quality intervention and support for pupils needing additional academic intervention, small group support in class and use of National Tutoring Service to support catch-up using FFT Lightning Squad.

Reducing barriers to learning through SEMH support and intervention, including delivery of in-school intervention, use of specialist services and ensuring persistent absenteeism from 2020-21 is reduced.

Challenges

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

Challenge number	Detail of challenge
1	<p>Oral language skills are often lower for disadvantaged children than non-disadvantaged children which slows reading progress/vocabulary development in subsequent years.</p> <p>Pupil premium is higher than national in all current year groups 2021-22: Year 3 (41%), Year 4 (53%), Year 5 (48%), Year 6 (59%) School 51%, (national 31%)</p>
2	<p>On entry PP pupils have often attained below non-PP in all core subjects and in some year groups attainment at KS1 places them in the lower ability, catch-up and SEND groupings.</p>
3	<p>Higher percentage of PP children experiencing social and emotional barriers to learning; by KS2 many PP children are already working with external services and often present with complex social and emotional needs.</p>

4	High levels of deprivation results in children having limited opportunities to access experiences that enhance their vocabulary for reading and writing.
5	Attendance is usually in line with national at 96%. In 2020-21 it was 95% (this does not include covid absences which is another 5%). However, there is a higher percentage of persistent absenteeism in 2021-22, which needs addressing.

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
Maintain a high percentage of PP attaining ARE at end of KS2 in Reading and Maths.	Gap between PP and non-PP remains low for attainment in Reading & Maths. PP pupils will attain ARE in line with non-PP, if starting points are equal.
Improved outcomes in progress for PP pupils in core subjects, for those cohorts where PP are making less progress than non-PP at the end of the key stage.	Pupils eligible for PP will make expected progress in core subjects. The gap will narrow in those year groups where there are gaps.
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.
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.
For all pupils to attend school regularly to achieve their full potential.	Persistent absenteeism is reduced from the percentage of 2021-22.

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: £10,878

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths whole staff CPD for core subjects -Maths hub LH £800 -Vanessa Brown £1,200 -Jane Considine £1,300	EEF teaching and learning toolkit - review of evidence of impact of mastery approach to teaching: <i>High impact for very low cost based on limited evidence (+5)</i>	1,2
Four new staff reciprocal reading, comprehension & vocabulary training with FFT £3,600	EEF teaching and learning toolkit - review of evidence of impact of teaching comprehension strategies: <i>High impact for very low cost based on extensive evidence (+6)</i>	1,2,4
Personalised ICT programs to develop core subjects, as an addition to use at home, as well as school, to provide a structured, personalised route of learning. Reading Plus Whole School Licence £9,000 for 3 years (3rd year £3,000) Spellzone £398 Sumdog numeracy £580	EEF teaching and learning toolkit - review of evidence of impact of teaching comprehension strategies: <i>High impact for very low cost based on extensive evidence (+6)</i>	1,2,4

Total budgeted cost: Training £6,900 ICT programs £3978 Total:£10,878

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
LSAs to support pupils with significant catch-up need through structured interventions: RWI; RWI Freshstart; Phonics through phases; Reciprocal Reading; Reading Plus; FFT Lightning squad.	EEF teaching and learning toolkit - review of evidence of impact of high quality additional adult feedback: <i>High impact for very low cost based on moderate evidence. (+8)</i> EEF teaching and learning toolkit - review of evidence of impact of teaching comprehension strategies: <i>High impact for very low cost based on extensive evidence (+6)</i>	1,2,4
National Tutoring Service to run a 6 week FFT Lightning Squad training for a further 25 pupils – mostly Y3.	EEF teaching and learning toolkit - review of evidence of impact of small group tuition/support: <i>medium impact for low cost based on moderate evidence. (+4)</i>	1,2,4
TAs to support pupils within classroom to catch-up through individual support & feedback focusing on vocabulary & smaller Maths support groups.	EEF teaching and learning toolkit - review of evidence of impact of teaching assistant support: <i>moderate impact for moderate cost based on moderate evidence. (+4)</i>	1,2,4

Total budgeted cost: £83,267

FFT Lightning Squad tutoring school contribution: £2,363

LSA Intervention equivalent & support in class Maths 3.0 = £80,904

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

Budgeted cost: £27,510

Activity	Evidence that supports this approach	Challenge number(s) addressed
LSA social and emotional interventions: -one-to one Listening Matters; -small groups Getting Along, Socially Speaking, Relax Kids, Talka-	EEF teaching and learning toolkit - review of evidence of impact of social and emotional learning: <i>Moderate impact for low cost based on extensive evidence. (+5)</i>	3

<p>bout, Rainbows Bereavement Counselling, supervision of mediators & buddies. 0.3 TA</p> <p>Service Level Agreements for external services to support social and emotional interventions:</p> <ul style="list-style-type: none"> -EWEL early Intervention Service (£7,600) -Counselling Services (£8,640) -Education Psychologist (£2,500) <p>Total = £18,740</p>		
<p>Employment of attendance officer by trust to complete face to face work with families - paid for by SLP this year.</p> <p>Attendance officer monthly to collate data, letters etc. £680</p>		5

Total budgeted cost for wider strategies:

TA internal social and emotional interventions (0.3 sessions) £8090

External SLA £18,740

Attendance Officer £680

Total: £27,510

Total budgeted cost: £121,655

Teaching: £10,878

Targeted academic support: £83,267

Wider strategies: £27,510

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.

For evaluation – see PP plan for 2021-22.

September 2022 Review

September 2023 Review

September 2024 Review

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
Reading Plus	Reading Solutions UK
Spellzone	Spellzone Limited
DB Primary Learning Platform	New Era Technology