

Pupil premium strategy statement 2021-22

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

Detail	Data
School name	Antingham and Southrepps Primary School & Nursery
Number of pupils in school	59
Proportion (%) of pupil premium eligible pupils	20.4% (12)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 (The aims cover 3 years but we have focused on funding overview for one)
Date this statement was published	October 2021
Date on which it will be reviewed	Termly and July 2022 for 2022/2023 funding overview
Statement authorised by	S Petchey
Pupil premium lead	S Petchey
Governor / Trustee lead	S Vare

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,485
Recovery premium funding allocation this academic year	£2,030
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	£19,515

Statement of intent 2021 - 2024

Our ultimate objectives for our disadvantaged pupils are:

- ***For all disadvantaged pupils in school to meet or exceed national expected progress rates in order to reach age related expectation at the end of year 6, therefore being able to access the KS3 curriculum.***
- ***To continue to narrow the gap between disadvantaged and non-disadvantaged pupils within school over the next three years.***
- ***To reduce the number of extended leave absences further through continued close monitoring and action in relation to overall attendance.***
- ***To raise the expectations and aspirations of both these pupils and their families.***

How does your current pupil premium strategy plan work towards achieving those objectives?

- ***We provide specific staff with CPD for specified researched interventions to be run with targeted groups of children.***
- ***We reduce the class sizes for our daily phonics and whole class reading groups.***
- ***We have an established reading intervention and group interventions to support progress in reading, maths and writing.***
- ***We subsidise educational visits, workshops, and residential for every year group.***
- ***We have increased technology resources to support pupils in accessing learning at home through laptop and Chromebook loans.***
- ***We have funded the purchase of new Lego and skipping ropes to support our lunchtime clubs.***
- ***We have opened a new library space (September 2021) to encourage a love of reading and books but also as a calm space for pupils to their support mental health and wellbeing.***
- ***We run weekly Forest School sessions throughout the year and have a programme of enrichment opportunities***
- ***We offer breakfast club and after school clubs at no cost for our most vulnerable pupils and their families.***

This is not an exhaustive list and will change according to the needs and support of the pupils as the academic year progresses.

What are the key principles of your strategy plan?

At Antingham and Southrepps Primary School & Nursery, we recognize that supporting the well-being and mental health of our children is equally as important as raising attainment so all our priorities are centred around meeting the needs of the whole child. Children need high self esteem and confidence before they are ready to learn.

Challenges

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

Challenge number	Detail of challenge
1	Outcomes and progress of the pupils are significantly affected by their SEND and home life.
2	High level of households without technology or other resources to support home learning.
3	Increased numbers of pupils with complex needs, including speech and language, social communication, poor working memory, attention difficulties, motor skills, social emotional and mental health.

4	Disadvantaged pupils have lower attendance and punctuality due to low importance of school for some parents.
5	Very low opportunities for enrichment outside of school such as clubs / family trips impacting on experience and vocabulary

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
Pupils make at least expected progress in reading, writing and maths.	Gap will close in progress made between PP and non PP.
Pupils access a wide range of interventions to meet their SEND needs, including speech and language and mental health referrals and support.	As their SEND needs are being addressed, PP pupils make expected progress or exceed their targets set in R,W,M.
The school provides further opportunities for PP families and/or parents identified by the school as vulnerable or in need to come into school to work with their child and attend workshops and cafes including phonics café, open doors and sharing a book time. Technology is loaned to households who need it to support learning at home.	Parents indicate there are strong links between home and school and support is received for a wide range of needs. Children are provided with pastoral care, guidance and support to raise self-esteem and develop skills of resilience, independence and perseverance. Behaviour incidents are reduced in school due to behaviour support in the home.
PP attendance increases.	Attendance of identified PP pupils increases and the gap between PP and non PP narrows.
Pupils access a wide range of enrichment experiences both in and out of school.	Pupil surveys reflect enjoyment in school and improved attitudes to learning. Social skills, independence, perseverance and team work are developed.

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: £6,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff training on Read Write Inc.</p> <p>All teachers and TAs trained to assess RWI programme.</p> <p>Reading bundle increased collection of reading material for each year group and additional diversity texts to support accelerated progress,</p>	<p>Specialists modelling and working alongside staff has greater impact on student progress from staff surveys.</p> <p>Speech and language are one of the main barriers to pupils progressing in reading, writing, maths and the wider curriculum.</p> <p>Speech and language data shows that if gaps in language are targeted then progress is accelerated.</p> <p>Coaching and supporting staff (teachers and support) with teaching and learning strategies to continue to raise reading attainment. Interventions to support accelerated reading progress.</p> <p>Reading and oracy is one of the school's priority areas. Increasing the reading material to link to the phonics</p>	1, 3

engagement with reading. Pupils to have these books at home and school.	strategy in place is vital in ensuring accelerated progress. Purchase of Oxford Owl to support RWI and whole class reading texts to support WCR in KS2.	
Train staff in the 'Write Stuff' writing model	Staff are fully trained to use the new 'Write Stuff' approach to writing across the school. Regular CPD opportunities from the school English lead and Synergy English Lead are supporting the continued success of this programme. English Lead to attend 1 day Write Stuff training in March 2022.	1, 3
Learning Objectives and Success Criteria training for all staff	Regular staff meeting training enables teachers to focus on careful lesson and unit mapping, taking into consideration PP needs and challenges to ensure they fully access all learning opportunities given.	1, 2, 3, 4 & 5
Greater depth in Mathematics training for teachers and HLTA's	Maths Synergy Lead training and staff meetings develop the use of greater GD opportunities for pupils. There is a focus on a greater use of mathematical vocabulary and understanding alongside this.	1, 2, 3 & 4
Continue to have nominated office staff to monitor attendance.	Attendance issues (extended leave). Figures for PP and NPP pupils are good with no significant difference between the contextual groups	4, 5

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Quality first teaching for all pupils. TA CPD is ongoing for Maths and English by leads Maths and English are high priority on school development plan and CPD plan. Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place. 	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings and inset.</p> <ul style="list-style-type: none"> Training and supporting highly qualified teachers deliver targeted support. EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Synergy Trust English and Maths Leads support the quality of education. External support from VNET and the Local Authority. 	1, 3 & 4
<p>Purchase web based programs to be used in school at home.</p> <ul style="list-style-type: none"> Spelling Shed VIPERS (WCR) Oxford Owl Nessy 1Decision (PSHE) Kapow (Wellbeing) Phonics Tracker Charanga (Music) 	<p>EEF toolkit – parental engagement EEF guide to pupil premium – targeted academic support</p> <p><i>EEF Evidence A&S 'are using Technology for students, where learners use programmes or applications designed for problem solving or open-ended learning; Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. Evidence suggests that technology approaches should be used to supplement other teaching.'</i></p>	1, 2 & 4
<ul style="list-style-type: none"> HLTA and Cover Supervisors deliver interventions across the week to pupils identified as in need. 	<ul style="list-style-type: none"> EEF – oral language interventions consistently show positive impact on learning. <p><i>EEF evidence 'As the size of a class or teaching group gets smaller it is suggested that the range of</i></p>	1, 3 & 5

<ul style="list-style-type: none"> • Speech and language therapist supports HLTA to plan and deliver speech interventions • Lego Lunchtime Club • Skipping Lunchtime Club • Speech and language • Social skills • Talk Boost 	<p><i>approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.'</i></p> <p><i>EEF Evidence 'There is some evidence that reducing class sizes is more likely to be effective when accompanied by professional development for teachers focusing on teaching skills and approaches. Some evidence suggests slightly larger effects are documented for lower achievers and, for very young pupils, those with lower socio-economic status. Smaller class sizes may also provide more opportunities for teachers to develop new skills and approaches.'</i></p> <p><i>EEF Evidence 'Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver. Though comparisons with qualified teachers suggest that teaching assistants tend not to be as effective in terms of raising attainment (achieving, on average about half the gains), studies suggest that benefits are possible across subjects and at both primary and secondary level.'</i></p> <ul style="list-style-type: none"> • High quality small group interventions • Specialist therapists will train up staff they work with in school, therefore upskilling them and increasing their knowledge. • Specialists lead CPD sessions and clinics with staff led by Synergy Trust and SENDCo • Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health. • EEF – social and emotional learning – improves interaction with others and self -management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment. 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • HT contacts all new families as they join, finds out needs and circumstances and offers support. 	Parent surveys	2, 5

<ul style="list-style-type: none"> • Register of families and level of support required. • PP families receive a weekly call from HT/Class teacher and offers support if/when needed • Home visits • Signposting for support • HT and SENDCo attends TAF, CIN, CP meetings 	<p>Decrease in numbers of families in cause for concern and team around the child due to increase in families accessing early intervention from school.</p> <p>As we are a small school and staff it is easy to build relationships with parents and carers. Four named dedicated people who ensure they communicate with parents/carers on a daily and weekly basis are there to build relationships in order for parents to trust them and feel they are listened to; providing them with the support they require, leads to improved relationships with school and home lives for the whole family.</p> <p>EEF toolkit– Parental engagement</p>	
<ul style="list-style-type: none"> • HT phones families at 9:10am if pupil not in school and offers support. • School offer free places at breakfast and after school clubs to increase attendance and punctuality • HT works closely with attendance officer, pupils below 96% are identified and protocols followed. 	<p>Attendance data is monitored daily and weekly</p> <p>Data shows pupils with highest attendance make the most progress, due to increased opportunities for overlearning and access to a personalised curriculum.</p> <p>Dedicated person (HT) who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance.</p>	4
<ul style="list-style-type: none"> • Cultural capital experiences promoted in the curriculum. • Essential real life purposeful experiences built into our curriculum • Reduction in cost of trips for PP • Residential trip cost is greatly reduced for PP • Sports events promoted to PP are encouraged to attend • Outdoor learning encouraged • After school clubs attendance encouraged and offered at no cost 	<p>Learning is contextualised in concrete experiences and language rich environments.</p> <p>Oftsed research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Pupil surveys reflect greater enjoyment and engagement in school.</p> <p>Enrichment activities offer children a context for leaning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</p> <p>EEF – sports participation increases educational engagement and attainment.</p> <p>EEF – outdoor Forest School learning shows positive benefits on academic learning and self -confidence.</p> <p><i>EEF evidence A&S are providing a range of clubs targeting key pupils as 'on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress. There are also often wider benefits for low-income students, such as increased attendance at school, improved behaviour, and better relationships with peers.'</i></p>	1, 3 & 5

Total budgeted cost: £16, 900

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Covid from March 2020 – Feb 2021 led to National tests being cancelled in July 2020 – there is therefore no national data. Internal assessments show pupil progress, particularly in reading.

Lego and skipping lunchtime clubs noted significant impact on pupils' ability to initiate communication, turn take, follow instructions, ask for help, continue when something is difficult and engage in imaginative free play.

Pupils had reduced contributions to the activity centre trip in July 2021.

Pupils attended breakfast and after school clubs during 2020-21 with no charge.

A remote reading café was established by the HT for all KS2 PP children. A new book was delivered to their houses to ensure they could fully partake in the reading café. For pupils in KS1 the school implemented twice weekly show and tell and story time sessions led by TA's and HLTA.

HT, class teachers and TA's have all supported parents and carers throughout lockdown with twice weekly calls for our PP and vulnerable families. The school organized and ordered food vouchers and directed three families to the local food bank. Just one number was also offered as another means of support.

HT and RdN have both attended DSL training. HT has also attended FSP training. HT along with the SENDCo have attended termly core consultation meetings with the local authority. All PP and vulnerable pupils were offered a full time place in school during lockdown with 75% of pupils taking up this offer.

Further information (optional)

The school has adopted a provision map to track the access PP children have to enrichment activities, after school clubs, interventions, HLTA groups, external agency support, pastoral support and whether their parents have engaged with workshops or come to celebrate their child's learning during open afternoons in class. This is highlighting the children more readily to the staff so all are aware. It is also a visual tool which supports staff knowing next steps or supporting parents to become more involved so teachers can focus communication with these parents about future events.

An extra layer to supporting our most vulnerable pupils including some who are pupil premium is through 'Inclusion Child Champions.' This group is made up of children who may be pupil premium, safeguarding, EAL, summer born, casual admission, SEND – those that cover not just one or two contextual groups. Each member of the teaching team have one or two children they monitor through regular dialogues with each individual each half term, CPOMS and teacher dialogues on progress as well as social, emotional issues and access to interventions or additional pastoral support. These children are then a focus during DSL meetings, termly PP meetings and staff meetings to look at any issues or positives to be celebrated. As a small school, we are always looking at new ways and methods to support pupils and families where issues may arise to ensure all pupils are supported with their readiness to learn and feel inclusive and part of our school community. Pupil premium case studies enable leaders to investigate individuals in more detail and help build a picture of barriers to learning so that we can find solutions.

The school has also provides some assistance to one family (2 children) who due to their personal situation are unable to claim benefits through providing fruit and toast in the morning and at break time and food vouchers from the Cromer food bank. The school also provides sanitary products for pupils.