

# Pupil premium strategy statement Anton Junior School 2023 - 2024

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	237
Proportion (%) of pupil premium eligible pupils	27.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023 – 2024 2024 – 2025 2025 - 2026
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Nikki Bennett
Pupil premium lead	Kerri Culver
Governor / Trustee lead	Claudine Tanner

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70,215
Recovery premium funding allocation this academic year	£6,232
Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable) *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	0
<b>Total budget for this academic year</b>	<b>£76,447</b>

## Part A: Pupil premium strategy plan

### Statement of intent

**At Anton Junior School, our vision is to unleash the full potential in every child, fully embedding the knowledge and skills required for them to grow, develop, succeed and be happy.**

We will consider the challenges faced by our vulnerable pupils, such as those who have suffered an adverse childhood experience. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality first teaching is at the centre of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our disadvantaged pupils also have attendance that is significantly lower than our non-disadvantaged pupils and it is our aim to continue to support these pupils to have regular school attendance which will in turn have a positive impact on their attainment and progress.

Our approach will be responsive to common challenges and individual needs, rooted in robust, regular assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils progress and excel academically and emotionally.

To ensure they are effective we will:

- prioritise children's emotional wellbeing to ensure their readiness to learn
- ensure disadvantaged pupils are challenged in the bespoke work they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	A large number of our PP children also have a SEN need. They therefore often have less resilience and are not always able to regulate their emotions effectively.
2	School data and monitoring indicate that the majority of our disadvantaged children are not currently expected to achieve Age Related Expectations or greater depth in some cases.
3	School data indicates that the majority of our disadvantaged children have lower attendance than their peers.
4	Percentage of disadvantaged children who take up the opportunity of school enrichments is less than that of the wider community.

## 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
To further support the social, emotional and behavioural needs of identified children using support both in and out of the classroom.	Pastoral support is available for identified children to help them develop strategies to support their emotional needs and thus helping them to be ready to learn. Update Behaviour Policy to incorporate ACEs strategies and strategies from outside agencies.
To ensure that disadvantaged children achieve just as well as non-disadvantaged children by the end of KS2, or are able to make substantial progress towards meeting ARE.	Disadvantaged children will achieve at least in line with outcomes of their peers by the end of the school year and at least in line with national outcomes for non-disadvantaged children.  Interventions in place to support gaps in learning. Parental engagement on how to support children at home.
To improve identified children's attendance through support and intervention from the Pastoral team and other the wider staff.	Staff training to take place on ways to improve and support good attendance. Absence levels are reduced and attendance is improved with a reduction in lateness

	where it is an issue. Disadvantaged children will have attendance rates in line with their peers.
Ensure that all disadvantaged children have equality of access to resources, activities and other opportunities, measured by financial support provided from the Pupil Premium money.	Attendance at clubs, activities and other events by disadvantaged children is at least in line with their peers. Ideally, all disadvantaged pupils attend one club.

## 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: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD to improve quality of teaching in every classroom.	High quality feedback +6 EFF Training on new feedback and marking policy and how to provide feedback that has high impact on learning outcomes.	1, 2
Targeted, high-quality feedback to impact learning by teachers. Teachers to spend time in lessons working alongside PP pupils. Studies tend to show high impact on learning of quality feedback to children.	Targeted, high-quality feedback to impact learning by teachers. Teachers to spend time in lessons working alongside PP pupils. Studies tend to show high impact on learning of quality feedback to children.	1, 2
Coaching for teachers and Learning Support Assistants from senior and middle leaders.  Release time for teachers to work in triads to enhance coaching model.	Coaching models enable the sustained development of teaching and learning for all.	1, 2
Bespoke CPD for LSAs and Teachers to meet educational needs of pupils specific to AJS (e.g.	External providers and Local Authority expertise with proven impact will ensure specific needs within the school are consistently met.	1, 2

ASD, Downs Syndrome, SEMH, trauma)		
Purchase of standardised diagnostic assessments to support the tracking of children working below Age Related Expectations.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.	2
Train a second ELSA to support the need of a higher number of children with SEMH difficulties.	Children with anxiety and medium level mental health needs often fall between class support and CAMHS support so the ELSA / LSA / Nurture etc can provide liaison with parents, teachers and child to address vulnerabilities to aid development in learning, behaviour and social/emotional development.	1, 2, 4
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance and CPD	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches.	2
Developing the role of the Pupil Premium lead through the support of network meetings.		1, 2, 3, 4

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of LSA to work alongside children and provide focused interventions where required.	To provide booster sessions. EEF research shows that 1:1 tuition can be effective at helping children to make additional progress. Intervention progress is evaluated at regular intervals to ensure sufficient progress has been made.	1, 2, 4
Additional phonics sessions targeted at disadvantaged pupils who	Purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication. There is a strong and consistent body of	1, 2, 4

require further phonics support.	evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy. Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £16,447

Activity	Evidence that supports this approach	Challenge number(s) addressed
Afterschool enrichment clubs and extra-curricular activities such as residential.	Children who are exposed to these have an enhanced knowledge and understanding of the world. Children who are able to follow their hobbies and passions without finance being a barrier will be able to foster their love of a hobby and raise their self-esteem	1, 3, 4
Vulnerable children receive 1:1 or small group pastoral care and support when referred, requested or identified from either the Class Teacher, LSA, SENDCo. These will include ELSA, Nurture Group (Leopard Club), young carers group, service children and forest school sessions.	Children with anxiety and medium level mental health needs often fall between class support and CAMHS support so the ELSA / LSA / Nurture etc can provide liaison with parents, teachers and child to address vulnerabilities to aid development in learning, behaviour and social/emotional development.	1, 3, 4
Forest School support for vulnerable children and those with additional needs relating to SEMH.		1, 3, 4

**Total budgeted cost: £ 76,447**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Our school's 2023 performance data helps us to gauge the performance of our disadvantaged pupils in comparison with our non-disadvantaged pupils. We also compared our results to those for disadvantaged and non-disadvantaged pupils at a national and county level.

Data from tests and assessments suggest that there were some strong individual performances but the progress and attainment of the school's disadvantaged pupils in 2022/23 was significantly below our non-disadvantaged pupils and well below our expectations. Our analysis suggests that the reason for this is the ongoing impact of COVID-19, the resulting gaps in learning and the emotional impact that we continue to experience amongst pupils and families. There has also been a significant rise in pupils with SEN and complex SEMH needs, many of whom are also Pupil Premium recipients.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils is significant as many of those pupils that did not meet the expected standard in reading, writing and maths combined, were pupils that were also on the SEN register receiving school support or with an EHC plan in place.

Absence among disadvantaged pupils was slightly higher than their peers in 2022/23 and persistent absence was also higher. We recognise this is not acceptable hence the continuing attendance focus on our plan for the upcoming year.

Our observations and assessments have demonstrated that pupil behaviours have become more challenging as a result of the increased gaps in social and emotional development and although progress has been made as a result of the implementation of Thrive and increased ELSA capacity, there is still a significant amount of work to do around resilience and self-regulation. This is particularly acute in our disadvantaged individuals also presenting with complex SEMH challenges.