

Pupil premium strategy statement Anton Junior School 2024 - 2025

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	236
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 – 2024 2024 – 2025 2025 - 2026
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Kerri Culver
Pupil premium lead	Kerri Culver/ Charlotte Duffy
Governor / Trustee lead	Claudine Tanner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	
Recovery premium funding allocation this academic year	
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.	
Total budget for this academic year	

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 have a compassionate approach to engaging children and supporting our families who have experienced vulnerabilities. We understand the impact this has, both academically and emotionally, and all staff understand the important part we play in building the aspirations and ambitions of all our children. Our aim is to ensure that all children who attend our school feel included, valued and that there is a sense of shared agency between the school and our families.

High quality, inclusive teaching is the cornerstone to teaching and learning at our school. This, coupled with a focus on the quality of learning experiences, enables all children to develop a positive learning experience throughout their school career.

In addition to the improvement of academic outcomes of all of our children, we endeavour to provide a range of opportunities to our children, who experience vulnerabilities, in order to enhance their lives in many ways. We offer enrichment such as: forest school, taking part in sporting events, the Junior Duke award and we have also developed an Eco Team. The implementation of these enriching activities ensures that the lives of children who experience vulnerabilities, both with and without special educational needs, have equal opportunities.

Our approach is responsive to common challenges and individual needs, rooted in robust, regular assessment, not assumptions about the impact of children who experience vulnerabilities. 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 children who experience vulnerabilities are challenged in the bespoke work set
- act early to intervene at the point need is identified
- adopt a whole-school approach in which all staff take responsibility for children who experience vulnerabilities' 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	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.
2	36.4% of our PP children also have multiple SEN needs. 5.5% of these children have an EHCP.
3	Observations and pupil conferencing indicate that children, who experience vulnerabilities, find it difficult to show active engagement with learning. As a result, levels of resilience towards learning are lower.
4	Monitoring and observations show that parental engagement for families experiencing vulnerabilities is low.
5	The 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 ensure children, who are non-SEN but experience vulnerabilities, make substantial progress towards meeting age-related expectations in writing.	<ul style="list-style-type: none"> • Use of high-quality, engaging resources to improve spelling and grammar (Enrich education). • Whole-staff CPD focus on improving writing. • Consistent delivery of targeted phonics sessions using Project X. • Use of precision teaching intervention for progress of spelling.
To further support the social, emotional and behavioural needs of identified children using support both in and out of the classroom.	<ul style="list-style-type: none"> • Whole-school Thrive training . • Shared language consistent amongst staff. • Pastoral support available for identified children. • Update Behaviour Policy to incorporate ACEs strategies and strategies from outside agencies. • Leopard club intervention (nurture) which uses Thrive to baseline and create targets for identified children.
To ensure children, who are non-SEN but experience vulnerabilities, make substantial progress towards meeting age-related expectations in mathematics.	<ul style="list-style-type: none"> • Whole staff training on use of CPA approach. • Y3 and 4 visit support from infant school in delivering CPA approach. • Whole-staff training on use of faded scaffolds and intelligent practise . • Maths lead to attend core provision.

To build positive relationships with families of children who have experienced vulnerabilities.	<ul style="list-style-type: none"> • Arrange events at differing times to allow the chance for all families to attend. • Teachers to get to know their families. • Create links with pastoral support and ELSA where needed. • Survey to parents to discover what type of support they may like/find helpful.
Organise activities and resources to meet the specific needs of PP children with SEND.	<ul style="list-style-type: none"> • SEN specific equipment to support learning ordered in – e.g. talking tins, TheraBands, wobble cushions. • Sensory circuit daily intervention for those who require it. • Carefully planned Individual Learning Plans written and shared with parents. • Lessons to include necessary scaffolds to ensure progress in learning. • Tailored interventions in place for children.
Provide CPD for ECTs to ensure high quality teaching is achieved.	<ul style="list-style-type: none"> • All ECT mentors will have been given time to attend / watch ECT training materials. • ECT time and mentor time is protected weekly (1st year ECTs) or fortnightly (2nd year ECTs) to ensure there is adequate time for in-depth discussions. • Use of ECT manager to support ECT learning and guidance.

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:

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, 2,3
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, 2,3

Bespoke CPD for LSAs and Teachers to meet educational needs of pupils specific to AJS (e.g. ASD, Downs Syndrome, SEMH, trauma)	External providers and Local Authority expertise with proven impact will ensure specific needs within the school are consistently met.	2,3
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.	1,2
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.	1,3
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:

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, 3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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 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.	1, 2

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

Budgeted cost:

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	3,5
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.	3,5

Total budgeted cost: £

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline outcomes for disadvantaged pupils in the 2023 to 2024 academic year and explain how their performance has been assessed.

To further support the social, emotional and behavioural needs of identified children using support both in and out of the classroom.

- Behaviour policy updated with ACEs and has been shared with staff
- Leopard club runs three afternoons a week for targeted individuals. Targets are developed through Thrive profiling.

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.

- This target was a broad target, therefore in our updated strategy we have broken this down into strands of maths and English.
- Barrier documents have been created within each core subject by English lead and SLT for teachers to support more bespoke gap-filling interventions and focused in-class teaching.

To improve identified children's attendance through support and intervention from the Pastoral team and other the wider staff.

- Attendance of our PP children for the academic year 2023-2024 was 95% which is above national average.
- Attendance of our PP children for Autumn term 2024 is 95%

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.

- A range of during school and after-school clubs have been provided by our sports coach and external sports companies.
- Inter-school and county sport competitions have been arranged for children, including SEN specific competitions.
- Forest school provided for children.
- School has paid for a place for a child to attend holiday club for Forest School.
- School has purchased a range of resources to support all children, such as equipment for sensory circuits.