# **Pupil Premium Strategy Statement 2021-22**

## **School overview**

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| **Metric** | **Data** |
| **School name** | **Anson Church of England Primary School.** |
| **Pupils in school** | **105 full time.** |
| **Proportion of disadvantaged pupils** | **11%** |
| **Pupil premium allocation this academic year** | **£16,450 (13 pupils)** |
| **Academic year or years covered by statement** | **2021-22** |
| **Publish date** | **July 2021** |
| **Review date** | **July 2022.** |
| **Statement authorised by** | **CEO TSSMAT.** |
| **Pupil premium lead** | **Nicola Jarrett** |
| **Director lead** | **Laura Kinvig** |

## **Disadvantaged pupil progress scores for last academic year (2020-21) (14 pupils)**

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| **Measure** | **Percentages achieving ARE (Age-Related Expectations)** |
| **Reading** | **6/14 = 43%** |
| **Writing** | **5/14 = 25%** |
| **Maths** | **6/14 = 43%** |

## **Strategy aims for disadvantaged pupils (2020-21) (2 pupils)**

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| **Measure** | **Score** |
| **Meeting expected standard at KS2** | **0%** |
| **Achieving high standard at KS2** | **0%** |

## **Teaching priorities for current academic year**

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| **Priority** | **Aim** | **Target** | **Target start date** |
| **1** | **Attainment in Reading** | **To ensure our PP children are working at the ARE for reading** | **Sept 21** |
| **2** | **Attainment in Mathematics** | **To ensure our PP children are working at the ARE for mathematics** | **Sept 21** |
| **3** | **Attainment in Writing** | **To ensure our PP children are working at the ARE for writing** | **Sept 21** |
| **4** | **Phonics** | **To embed new synthetic phonics scheme to ensure we achieve national average expected standard in PSC for all our pupils** | **Sept 21** |
| **5** | **Other** | **Improve standardised scores for disadvantaged pupils in all year groups towards achieving national average** | **Sept 21** |
| **6** | **Other** | **To ensure our children are well-rounded and their social and emotional needs are met.** | **Sept 21** |
| **7** | **Other** | **To ensure our children are taught outdoors for at least 1 lesson a day** | **Sept 21** |

## **Targeted academic support for current academic year**

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| **Measure** | **Activity** |
| **Priority 1** | **All target children to be heard read on a daily basis alongside a whole class reading scheme. Online resources to be used alongside follow up intervention.**  **Morning registration reading and comprehension sessions with a teacher. Reading support to be linked to phonics across school.**  **Guided reading sessions include reading for pleasure.** |
| **Priority 2- Raise attainment in mathematics** | **Ensure quality, mastery questions are embedded in whole class teaching. CPD for teachers and support staff throughout the year. High quality resources (WhiteRose) to be purchased and used effectively, including workbooks.**  **Teacher/TA intervention throughout each week based on needs**  **To ensure the gap between PP children and non-PP children is narrowed through regular afternoon intervention support from Teaching Assistants.**  **Maths homework is set each week with follow up intervention in place if needed.** |
| **Priority 3 - Raise attainment in writing** | **Regular writing intervention throughout the week including additional TA support in English lessons. Additional teacher intervention sessions for writing. Development of rich text resources to support our writing curriculum. Regular MAT and local school cluster moderation.** |
| **Priority 4 - Improve phonics scores** | **Ensure all relevant staff (including new staff and TAs) have training to deliver the new phonics scheme.**  **Additional CPD utilised throughout the academic year based on need.**  **To become a Monster Phonics lead school to ensure high quality delivery and resources are available.**  **To develop Phonics lead to work across MAT.**  **To ensure Monster phonics strategies and resources are used across the whole school including displays.**  **To give high quality, subject specific intervention to low attaining children to promote rapid progress in key basis skills** |
| **Priority 5 - To provide quality 1-2-1 and small group support** | **Improved progress and attainment through the above priorities and the effective use of the additional support staff across school.**  **Inclusion Support**  **1:1 and small group intervention support for looked after children PP+ and FSM children**  **3 members of support staff (up to full time)**  **To ensure the gap between PP children and non-PP children is narrowed through regular afternoon intervention support from Teaching Assistants** |
| **Priority 6 - Improve IT support and software** | **All children in Key Stage 2 to have access to technology for home and school learning.**  **To ensure all children have equal opportunities and equipment to narrow the gap.** |
| **Priority 7 - To improve self-esteem and confidence** | **Raise self-esteem and confidence, through weekly 1:1 and group nurture sessions, additional sporting, music and performing arts tasks where possible.** |
| **Barriers to learning these priorities address** | **Ensuring all staff deliver quality teaching on a daily basis and interventions are embedded on a daily basis. Time allocated to staff is awarded to ensure meaningful interventions take place. Resources are of a high quality for all lessons, interventions and nurture. These priorities will all support our children in becoming well-rounded, confident individuals and as such improve academically.** |
| **Projected spending** | **£12,000** |

## **Wider strategies for current academic year**

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| **Measure** | **Activity** |
| **Priority 1** | **Implementing a collaborative approach to learning with children using peer support, problem solving techniques and resilience in line with school values and learning tools. This will ensure children can grow in confidence with their learning and develop independence.** |
| **Priority 2** | **Embed a high quality inter/intra school sports programme allowing all children to access the events. This will run across the school/MAT each week.** |
| **Priority 3** | **Develop outdoor learning classroom and outdoor learning opportunities across the curriculum.** |
| **Barriers to learning these priorities address** | **Priorities will allow children to grow in self confidence and independence as well as support physical, social and emotional well-being. Training staff and regular CPD will be an ongoing need.** |
| **Projected spending** | **£5,000** |

## **Monitoring and Implementation**

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| **Area** | **Challenge** | **Mitigating action** |
| **Teaching** | **Targeted children are given sufficient time for interventions and teachers supported with allocated time and CPD opportunities.** | **Additional cover being provided by additional teacher to allow for CPD for teaching staff** |
| **Targeted support** | **Ensuring the delivery of interventions do not impact upon teachers’ normal workload** | **SLT and middle leader to support teachers and support staff with these priorities.**  **SLT to support English lead/Middle leader to monitor small group interventions including phonics, reading and spelling** |
| **Wider strategies** | **Engaging the families facing most challenges and actively engage them in their child’s learning** | **Working closely with families and school outreach programmes so that children continue to thrive and improve.** |

## **Review: last year’s aims and outcomes**

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| **Aim** | **Outcome** |
| **In light of current changes in education due to Covid 19 and time lost in school we will be aiming to ensure all of our pupil premium children are supported emotionally and holistically as well as academically. Our 1:1 and small group work will focus on mental well-being, improving social interaction alongside rigorous catch up initiatives to ensure our children get back on track.** | **Our children were supported with a range of nurture based approaches including our additional nurture sessions.**  **During lockdown 1 a specific TA was identified and trained in Well Being and delivered Nurture sessions across the school were then increased after lockdown 2.**  **They have coped well this year and are set for the new academic year.** |
| **We will again aim for all of the pupils to achieve at least the expected standard in Reading, Writing and Maths with Greater depth a priority for targeted children. With fewer numbers, targets and funding will be really personalised and tailored to meet the needs of the whole child. In line with our school improvement plan we aim to have all children make accelerated progress.** | **The disruptions around lockdown affected outcomes for our children. Teacher assessments show that writing is a key issue and as such a school priority for 2021-22.**  **Expected progress PP children**  **Reading: 43 %**  **Writing: 25%**  **Maths: 43%** |
| **Our whole school initiative is for all children to have daily access to a Chromebook to facilitate high quality learning. We will support our pupil premium children with this.** | **This project has been delayed due to hardware work. It will continue into 2021-22. Our PP children were all allocated laptops/iPads or Chromebooks as needed during remote learning.** |
| **To ensure equal opportunities for all pupils to enjoy the enrichment to the curriculum provided by educational residential experiences** | **Due to Covid-19 children were unable to enjoy enrichment trips with the exception of 2 pupils in Y6.**  **This is a focus for next academic year.** |
| **Direct Instruction and Precision Teaching**  **External training, SENCO updates: CPD provided by local authority to further equip teachers and support staff in constructing efficient and measurable intervention strategies.**  **Specific CPD training for SENCO·** | **National Tutoring Programme as well as TAs provided 1-2-1 instruction plus small group tutoring before, after school as well as afternoon NTP 4 afternoons a week for 14 weeks.** |
| **Resources including phonically decodable purchase** | **Phonetically decodable guided reading books were purchased for Reception, Year 1 and Year 2 and formed the basis to guided reading sessions for pupils.** |

**Actual Spend for 2020-21 - £17, 900**