

# Pupil premium strategy statement 2021-24, including impact of 2021-23.

## 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 – September 2023

Detail	Data
School name	Annfield Plain Junior School
Number of pupils in school	117
Proportion (%) of pupil premium eligible pupils	55%
Academic year/years that our current pupil premium strategy plan covers	Current 2021-24
Date this statement was published	September 2021,2022,2023
Date on which it has been reviewed	<b>September 2022 &amp; September 2023</b>
Date on which it will be reviewed next	September 2024
Statement authorised by	Mrs I Burgess
Pupil premium lead	Mrs I Burgess
Governor / Trustee lead	Mrs K. Graham Mrs C. Reddock

### Funding overview for 2023-24

Detail	Amount
Pupil premium funding allocation this academic year	£78,570
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£78,570

# Part A: Pupil premium strategy plan

## Statement of intent

Annfield Plain Junior School is a small, rural school with 117 pupils on roll. It is situated in an area of deprivation. Annfield Plain Junior School's location deprivation indicator is in quintile 4 (more deprived) of all schools; the pupil base is in quintile 5 (most deprived) of all schools. Our current pupil premium is significantly higher than national at 55% (national 29%). Our gap between disadvantaged and non-disadvantaged pupils, in all subjects, widened in 2022, but in 2023 narrowed.

Pupil Premium is designed to support schools to raise the attainment of socially disadvantaged children and is ringfenced for this purpose. 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. School uses ongoing high-quality CPD for staff and continuing tutoring/catch-up to target PP pupils who are struggling to make satisfactory progress. 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 2023-24 we will focus on:

High -quality CPD: the use of ongoing curriculum training to provide the most up to date catch-up materials, re-visiting aspects of the core curriculum and and for new staff to access previous training, to ensure whole school approaches are consistent and delivered with consistency by new staff. Staff know which of their pupils are PP and the appropriate targets and targeted intervention needed to support each PP pupil, regardless of their ability.

High-quality intervention and support for pupils needing additional academic intervention, small group support in class and to support catch-up for reading fluency using FFT Lightning Squad. Pupils accessing intervention are accurately identified using the school's tracking system and are monitored at regular intervals for the impact of the intervention.

Reducing barriers to learning, through SEMH support and intervention, including delivery of in-school intervention, use of specialist services and ensuring persistent absenteeism for 2023-24 is reduced.

Pupil premium 2022-23 £101,048

Pupil premium 2023-24 £78,570

Below is the Pupil Premium Strategy Statement which includes the details of how we are improving outcomes for PP pupils. The statement also reviews expenditure and the impact of this for 2021-23

## Challenges

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

Challenge number	Detail of challenge
	<b>Covid lockdowns and covid absences have increased the challenge of each of the challenges itemised below.</b>
1	Oral language skills are often lower for disadvantaged children than non-disadvantaged children which slows reading progress/vocabulary development in subsequent years. Pupil premium is higher than national in all current year groups 2023-24: Year 3 (58%), Year 4 (65%), Year 5 (42%), Year 6 (57%) School 55%, (national 29%)
2	On entry PP pupils have often attained below non-PP in all core subjects and in some cohorts PP attainment at KS1 places them in the lower ability, catch-up and SEND groupings.
3	Higher percentage of PP children experiencing social and emotional barriers to learning. Prior to and during KS2 many PP children are already working with external services and often present with complex social and emotional needs.
4	High levels of deprivation results in children having limited opportunities to access experiences which enhance their vocabulary development for reading and writing.
5	Attendance is usually in line with national. In 2022-23 it was 94.1% (DFE), slightly above national. As national figures, school's persistent absenteeism was 20% with national at 19%. (FFT data – 5/9/22 to 21/7/23 school: 94.2%, national 93.8%)

## 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	Progress 2021-23
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.	As in national results, PP and non PP gap widened in KS2 SATs 2022. In 2023 SATs tests school's narrowed in all but Maths still shows a gap.  See tables below for cohorts and subjects to be monitored closely in 2023-24 (highlighted red) and

		comparison of school to national for SATs 2023
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.	Pupils accessed FFT Lightning Squad catch-up tuition. Maths tuition targeted catch-up. Other English interventions supported pupils to keep up. <b>This meant progress was accelerated from the previous year by all cohorts, as seen in school data.</b>
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 and continued covid disruption have proved an additional barrier.	Pupils with significant barriers for learning: 9 pupils receive 1 to1 Listening matters intervention. 12 pupils received socially speaking intervention. 18 pupils received EWEL (emotional wellbeing and effective learning) support. 10 pupils received school counselling support. 11 pupils accessed educational psychologist. <b>This meant pupils were supported effectively for their social and emotional needs, leading to effective learning taking place.</b>
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.	<b>Staff completed vocabulary training 2021-22 and fluency training for reading 22-23. Pupils were exposed to a rich range of vocabulary across all curriculum areas. Visitors and school improvement partners recognised the quality of discussion and conversation led confidently by pupils.</b>
For all pupils to attend school regularly to achieve their full potential.	Persistent absenteeism is reduced to be in line with national 2022-23.	<b>Attendance officer was in place from January to July 2023 each morning, which encouraged and supported families to value attendance and ask for additional support when needed. Attendance (although high 20%) was in line with national, rather than above national as it was the previous year.</b>  Persistent absentee pupils were monitored closely and the attendance officer quickly responded to continued persistent absenteeism on a daily basis in 2022-23. SLP schools 2022-23 have a consistent attendance policy shared with all parent/carers in the SLP schools, starting in September 2022. LA develop closer working with schools, to support improved attendance.

<u>June 2023</u>	Year 3 (PP 61%) <u>Y4 2023-24</u>		Year 4 (PP 42%) <u>Y5 2023-24</u>		Year 5 (PP 57%) <u>Y6 2023-24</u>		Year 6 (pp 50%)	
<u>EXS</u>	<u>Dis</u>	<u>Non-dis</u>	<u>Dis</u>	<u>Non-dis</u>	<u>Dis</u>	<u>Non-dis</u>	<u>Dis</u>	<u>Non-dis</u>
R	38%	88%	93%	88%	70%	80%	60%	67%
W	46%	88%	64%	68%	60%	80%	67%	73%
GPS	46%	100%	57%	68%	60%	73%	67%	67%
M	92%	100%	86%	79%	70%	87%	53%	73%

2023 SATs <b>EXS standard</b>	Reading		Writing (Moderated)		GPS		Maths		RWM	
	APJS	N	APJS	N	APJS	N	APJS	N	APJS	N
Disadv 15	<b>60%</b>	60%	<b>67%</b>	58%	<b>67%</b>		<b>53%</b>	59%	<b>47%</b>	44%
Non-disadv 15	<b>67%</b>	78%	<b>73%</b>	77%	<b>67%</b>		<b>73%</b>	79%	<b>67%</b>	66%

2023 SATs <b>Higher standard</b>	Reading		Writing (Moderated)		GPS		Maths		RWM	
	APJS	N	APJS	N	APJS	N	APJS	N	APJS	N
Disadv 15	<b>27%</b>		<b>20%</b>		<b>44%</b>		<b>20%</b>		<b>13%</b>	3%
Non-disadv 15	<b>33%</b>		<b>27%</b>		<b>27%</b>		<b>47%</b>		<b>27%</b>	10%

## Activity in this academic year 2023-24

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

**Total budgeted cost: £125,038 (This cost is higher than the income due to the significant need for support in school currently.)**

**Teaching: £5,728**

**Targeted academic support: £81,000**

**Wider strategies: £38,310**

**Allocated budget £78,570**

## Teaching (for example, CPD, recruitment and retention)

**Budgeted cost 2022-23: £5,728**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths whole staff CPD for core subjects -Maths hub LH £1200 ( 1 PD day and 3 twilights) Metacognition training with research hub (SLP priority) £750</p>	<p>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></p>	1,2
<p>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 £2550 (FFT LS paid by tuition) Spelling Shed £398 Plazoom word whoosh vocabulary £250 Sumdog numeracy £580</p>	<p>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></p>	1,2,4

**Total cost: Total:£5,728**

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

**Budgeted cost: £81,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching assistants to support pupils with significant catch-up need through structured interventions: RWI; Reciprocal Reading; Reading Plus; FFT Lightning squad. (RWI home books paid for by St Michael's English Hub fund)</p>	<p>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></p> <p>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></p> <p>Small group work: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,4
<p>FFT Lightning Squad subscription to support reading fluency catch-up. (Paid for by tutoring funding)</p>	<p>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></p>	1,2,4
<p>TAs to support pupils within classroom to catch-up through individual support &amp; feedback focusing on vocabulary &amp; smaller Maths support groups.</p>	<p>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></p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,4

**Total budgeted cost: £81,000**

**TA Intervention equivalent & support in class Maths 3.0 = £81,000**

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

**Budgeted cost: £38,310**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>LSA social and emotional interventions:                      -one-to one Listening Matters;                      -small groups Getting Along, Socially Speaking, Relax Kids, Talkabout, Rainbows Bereavement Counselling, supervision of mediators &amp; buddies. 0.3 TA</p> <p>Service Level Agreements for external services to support social and emotional interventions:                      -EWEL early Intervention Service (£8,900)                      -Counselling Services (£8,640)                      -Education Psychologist (£6,000)                      Total = £23,540</p>	<p>EEF teaching and learning toolkit - review of evidence of impact of social and emotional learning:</p> <p><i>Moderate impact for low cost based on extensive evidence. (+5)</i></p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF social and emotional learning pdf  <a href="http://educationendowmentfoundation.org.uk">EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3,5</p>
<p>Employment of attendance officer by trust to complete face to face work with families -paid for by SLP this year 0.25 £6,680</p>	<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6</p>

### **Total budgeted cost for wider strategies:**

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

External SLAs £23,540

Attendance Officers £6,680

**Total: £38,310**



## 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 2021-23 – see above.**

**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*

<b>Programme</b>	<b>Provider</b>
Reading Plus	Reading Solutions UK
DB Primary Learning Platform	New Era Technology
Plazoom	The Teach Company Brands
Spelling Shed/Maths Shed	Ed Shed
Sumdog	Sumdog Ltd.