

Creative Children's Academy Trust

Pupil premium strategy statement

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	Anston Greenlands Primary School
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	Alex Wirth (head teacher)
Pupil premium lead	Alex Wirth
Governor / Trustee lead	Steph Parmenter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24140 (£22140 direct + £2000 out of authority)
Recovery premium funding allocation this academic year	£2030
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	£26170

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate aim is for our disadvantaged pupils to achieve both academically and socially in line with their peers. To achieve this, we endeavour to provide the bespoke support necessary for them to access the same holistic, nurturing education we aim to provide for all children.

We recognise that our numbers of children accessing the Pupil Premium are generally lower than the national average and that they vary from cohort to cohort, with the nature and depth of need also varying significantly. This means that in some cases it may be necessary to provide a high degree of 'hands-on' support to address specific barriers and challenges (see below), whereas in other cases, our aim may be to equip children with the tools they need to succeed independently.

In order to deliver this bespoke support, we will:

1. Provide financial support to vulnerable groups to ensure that they can access the wider curriculum, ensuring equal opportunities for all children, including:
 - Breakfast Club/After School Club;
 - After school clubs;
 - Off-site visits subsidy to vulnerable groups or families in need;
 - Residential visit subsidy to vulnerable groups or families in need;
 - Membership in local sports / arts clubs.
2. Raise attainment of vulnerable children in all year groups. Identify groups or individuals to receive bespoke intervention support, particularly in English and/or mathematics. Review children at pupil progress meetings termly.
3. Provide specific support programmes, including through buy-back of Specialist Inclusion Team and Educational Psychologist (as required).
4. Work closely alongside parents to make them aware of the way in which Pupil Premium can be used.

Challenges

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

Challenge number	Detail of challenge
1	Financial / social exclusion (e.g. reduced likelihood of partaking in paid non-curricular activities) leading to reduced engagement. This may have been exacerbated as a result of lockdown.
2	Attainment gap on entry.
3	Lower confidence.
4	Some parents may have negative experiences of school and be school-phobic.

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
Financial / social exclusion nullified.	Attendance at extra-curricular clubs / on class visits / on residential visits etc. demonstrates that no children have experienced a barrier to engagement due to financial limitations or social issues.
On entry attainment gaps have been closed.	Tracking shows that children have made accelerated progress across the three year cycle of the Pupil Premium Strategy Plan.
Low confidence does not disproportionately present a barrier to learning for disadvantaged children, when compared with non-disadvantaged children.	During Pupil Progress Meetings, issues around confidence are not disproportionately identified as a barrier to learning for disadvantaged pupils.
Where there is any anxiety around school for parents or carers, this has been addressed sensitively and positively, leading to positive relationships between school and home.	Interactions between school and home are positive and productive.

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: **£5700**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Introduction of new Systematic, Synthetic Phonics Programme, including acquisition of programme and resources, delivery of whole-school training and communication with parents</p>	<p>The DfE Reading Framework (July 2021) (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July_2021.pdf) states that “<i>There is convincing evidence of the value of systematic synthetic phonics</i>”.</p> <p>The Education Endowment Foundation’s Teaching and Learning Toolkit (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) describes investment in phonics teaching as “<i>high impact for very low cost based on very extensive evidence</i>”.</p>	<p>2, 3, 4</p> <p>(School Improvement Plan Reference - Priority 1)</p>
<p>Contribution towards buy-back of specialist services (e.g. Specialist Inclusion Team and Educational Psychology), providing support for staff to best meet the needs of children</p>	<p>The Education Endowment Foundation’s SEND Evidence Review (2020) (https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/send/EEF_SEND_Evidence_Review.pdf) describes “<i>the effectiveness of collaborative and team-working approaches in supporting pupils’ progress</i>” in relation to work with professionals from specialist services.</p>	<p>2, 3</p> <p>(School Improvement Plan Reference - Priority 4)</p>

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

Budgeted cost: **£19500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional hours for teaching assistants to support children in the classroom, both academically and in terms of their social and emotional development, by following structured, high quality programmes</p>	<p>Education Endowment Foundation – Making the Best Use of Teaching Assistants (2015) (https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable.pdf) states that:</p> <p><i>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training.</i></p>	<p>2, 3</p> <p>(School Improvement Plan Reference - Priority 1, 4)</p>
<p>Additional TA hours to support Talk Boost Intervention Programme</p>	<p>See above.</p>	<p>2, 3</p> <p>(School Improvement Plan Reference - Priority 1, 4)</p>
<p>Targeted intervention towards end-of-KS2 SATs from members of leadership team, in after school booster sessions</p>	<p>See above. This strategy involves members of the leadership team, but follows the same principles of using targeted intervention in a 1:1 or small group setting.</p>	<p>1, 2, 3</p> <p>(School Improvement Plan Reference - Priority 1, 4)</p>

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

Budgeted cost: **£1200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staffing for targeted after school / lunchtime clubs aimed at providing extra-curricular opportunities for specific Pupil Premium children (including both academic and social activities)</p>	<p>The Education Endowment Foundation's Teaching and Learning Toolkit (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) states that:</p> <ul style="list-style-type: none"> • <i>“Programmes that extend school time have a positive impact on average”</i> • <i>“Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.”</i> • <i>“Enrichment activities without a specific focus on learning ... (may be) beneficial for their own sake outside of any attainment impacts.”</i> 	<p>1, 2, 3</p> <p>(School Improvement Plan Reference - Priority 1, 4)</p>
<p>Attendance at breakfast and afterschool club and contributions to optional visits (including residential visits)</p>	<p>See third bullet point above. In addition, Yes Futures (https://www.yesfutures.org), a young people's charity with a focus on disadvantaged children, states that <i>“Research conducted by Learning Away found that residential trips are critical in the development of primary and secondary students. They lead to improved relationships, development of important skills, improved achievement and progress and a greater sense of belonging. Students are exposed to new opportunities for success, new ways of learning and are challenged to reach their full potential.”</i> (Research document link: http://learningaway.org.uk/wp-content/uploads/LA-Final-Report-May-2015-1-1.pdf)</p>	<p>1, 3</p> <p>(School Improvement Plan Reference - Priority 4)</p>

Total budgeted cost: £26400

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. *Please note that some activities which have historically been present in our Pupil Premium spending, such as subsidised attendance on visits (including residential visits) were not possible in 2020-21 due to national restrictions. These have returned to our strategy in the budget for 2021-22.*

Activity	Cost	Impact
Additional hours for teaching assistants to support children in the classroom	<p>£16019.93 additional Pupil Premium targeted TA cost:</p> <p>15% x TA at £3467.52 = £520.13 10% x TA at £14836 = £1483.60 30% x TA at £14470 = £4341 25% x TA at £14676 = £3669 20% x TA at £17148 = £3429.60 20% x TA at £12883 = £2576.60</p>	Greater ability for children to access classroom-based learning.
Cover TA to provide enhanced provision for Pupil Premium child on a relief basis.	<p>£2740.65 (50% x TA at £5481.30)</p>	Greater ability for children to access classroom-based learning.
TA training, preparation and delivery of Talk Boost programme (targeted at PP children)	<p>£1447 (10% x TA at £14470)</p>	Analysis of this package would suggest that continuing, sustained improvement should be expected for the PP children targeted by the programme.
Enhanced provision / 1:1 support linked to emotional wellbeing / support to access curriculum alongside peers	<p>£3366.45 (15% x HLTA at £22443)</p>	Providing social and emotional support and access to the curriculum.

Creative Children's Academy Trust

Contribution towards Specialist Inclusion Team buy back	£2148 (cost based on proportion of children accessing SIT who received Pupil Premium (60%))	As well as providing specialised support for individual children (and advice to teaching staff), professionals from these services provided detailed reports for an EHC Plan for a Pupil Premium child.
Contribution towards Educational Psychologist buy back	£1897 (cost based on proportion of children accessing EPS who received Pupil Premium (50%))	
Provision of resources for nurture sessions (e.g. baking ingredients)	£82.05	Access to structured, high quality social and emotional support.
Acquisition of Pearson Bug Club online reading scheme	£577	Access to high quality texts for all children during lockdown and school closures; this was particularly important for disadvantaged children who research (Literacy Trust 2017) shows are less likely to access books at home.
Subscription to White Rose online maths resource programme	£99	Access to high quality maths resources to augment quality first maths teaching during lockdown and school closures, mitigating the impact of lockdown on disadvantaged children.

Although there were no statutory assessments in 2020-21, internal tracking shows that through school, 71% of children in receipt of the Pupil Premium made expected or accelerated progress in maths, 65% of PP children made expected or accelerated progress in reading and 65% of PP children made expected or accelerated progress in writing, across the year.

Total Pupil Premium Grant Received	£28285 (£24485 direct + £4000 out of authority)
Total PPG Expenditure	£28377.08
PPG Remaining	£0

Externally provided programmes

Programme	Provider
N/A	N/A