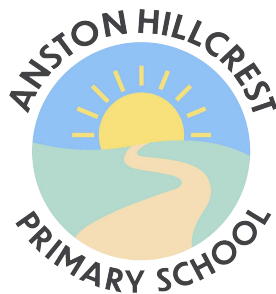


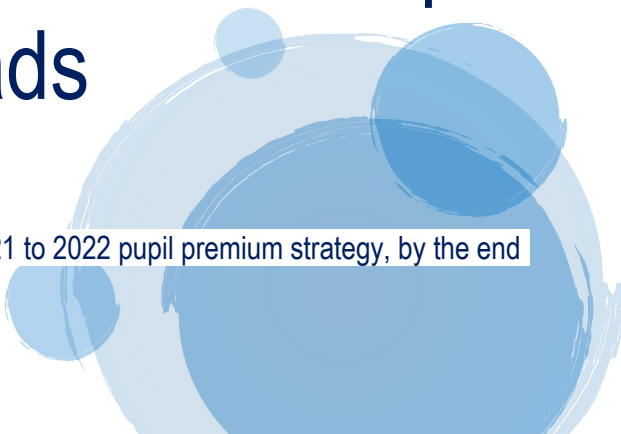


The James Montgomery Academy Trust



Anston Hillcrest Primary

Pupil Premium Strategy Statement incorporating the Recovery Premium Information for Headteachers and Pupil Premium Leads



All schools must use the templates available on GOV.UK to publish their 2021 to 2022 pupil premium strategy, by the end of December 2021.

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 Hillcrest Primary
Number of pupils in school	235
Proportion (%) of pupil premium eligible pupils	10.6% (21 pupils Ever 6) 13.6% (24 inc LAC/PLAC etc)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Emma Hill
Pupil premium lead	Emma Hill
Governor / Trustee lead	Mrs G Foster

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,665 TOTAL 21 x Ever 6 £29,085 1 x LAC £2460 2 x Post LAC £4,920 1 x Emergency £200
Recovery premium funding allocation this academic year	£3035 TOTAL £145 x 21
School Led-Tutoring Grant	£3,015 TOTAL
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£42,715 TOTAL

Part A: Pupil premium strategy plan

Statement of intent

<p>Pupils at Anston Hillcrest Primary will make expected progress in reading, writing and maths, through quality first teaching and increased opportunities for reinforcement of learning at home. We aim for disadvantaged pupils to have access to a wide range of interventions in schools to meet their needs.</p> <p>We will provide an intensive pastoral support service for pupils and parents, identified by school as vulnerable or in need. We will aim for disadvantaged pupils to increase their attendance at school, therefore closing the gap between themselves and non-disadvantaged pupils and thus enabling them to experience the full learning experience at Anston Hillcrest Primary We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.</p>
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Challenges

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

Challenge number	Detail of challenge
1	Our pupil premium children as a group are not making as rapid progress in their Writing as non-pupil premium children.
2	Some of our pupil premium children are not making as rapid progress in their Maths as non-pupil premium children.
3	Many of our pupil premium children do not have the rich and varied experiences as non-pupil premium children seem to have meaning knowledge of the world and vocabulary acquisition is limited
4	Many of our DP pupils have struggled during the pandemic to self-regulate their emotions and behaviours
5	The attendance of our DP children as a group is lower than that of the whole school

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
Pupil Premium children will make good or better progress in writing –	<p>PP children will pass the Phonics screening in line with non PP children.</p> <p>PP children will develop a love of reading and will read for pleasure. They will engage in the termly reading challenges set . They will be regularly heard read by an adult at home and an adult in school</p> <p>They will have improved vocabulary acquisition</p> <p>PP children will apply skills and knowledge from reading ,SPaG and phonics into their independent writing.</p>
Pupil Premium children will make good or better progress in Maths and Y4 PP children will pass the MTC in line with non-DP pupils.	<p>PP children will pass the Multiplication Table Check in line with non PP children.</p> <p>PP children will make expected progress by the end of KS2.</p>

<p>For pupil premium children to enjoy the wide range of enrichment activities we have on offer.</p> <p>For Pupils premium children to have the strategies required to develop their self-esteem and be confident learners.</p>	<p>A wide range of extra-curricular activities will be offered to tap into our children's passions</p> <ul style="list-style-type: none"> · Discounts in line with our charging policy will continue to apply to pupil premium families for all enrichment opportunities to include trips and visits, music lessons, residential etc · Children become confident learners and can access the curriculum independently and increase their self-esteem.
<p>For Pupil Premium pupils to have the strategies to self-regulate their emotions and behaviours</p>	<p>A Mental Health and Well Being framework will be established for the school by the new Mental Health and Well Being lead.</p> <p>Staff will be able to signpost and support children and families to strategies and agencies that can help.</p> <p>Pupil Premium pupils will be able to manage and self-regulate their emotions and behaviours both independently and with support.</p> <p>PP pupils will engage with their learning and feel happy and safe.</p>
<p>For attendance of our PP children to be no lower than the attendance for non-PP children. For attendance to be 'good' compared to national attendance (96%)</p>	<p>There will be quick identification of those families who require support to improve attendance where it falls below 96%</p> <p>The Attendance Lead will proactively support families where attendance is falling below 96% (Attendance panels, incentives, clinics, referrals to early help, following LA pathways).</p>



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: **£ 9, 020**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching for all pupils.</p> <p>CPD and Resource cost: £4,325</p> <ul style="list-style-type: none"> Teacher & TA CPD is ongoing for Maths and English by leads Maths and English are high priority on school development plan and CPD plan. Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place. 	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>EEF Improving Maths in KS1/2</p> <p>EEF Improving Literacy in KS1/2</p> <ul style="list-style-type: none"> Sutton Trust – quality first teaching has direct impact on student outcomes. Training and supporting highly qualified teachers deliver targeted support 	1, 2
<p>HLTA</p> <p>HLTA delivers interventions 0.4 days -£4695</p> <p>a week to pupils identified as in need eg:</p> <ul style="list-style-type: none"> Lego Therapy Speech and language Social skill 	<p>EEF-Guide to Making the Best Use of Teaching Assistants</p> <p>EEF – oral language interventions consistently show positive impact on learning.</p> <ul style="list-style-type: none"> ➤ High quality small group interventions <p>Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health.</p> <ul style="list-style-type: none"> EEF – social and emotional learning – improves interaction with others and self -management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment 	1, 2

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

Budgeted cost: **£ 10, 615**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Academic Mentor (£19,000)</p> <p>DfE 60%-£11,400</p> <p>School Cost 40% -£7600</p>	<p>EEF Teaching and Learning Toolkit</p> <p>5+ month progress for 1: 1 tuition</p> <p>Effective strategy for providing targeted support</p> <p>Effective is in addition to and QfT in normal lesson time</p> <p>EEF Toolkit-Small Group tuition 4+ months progress</p>	1,2,3

<p>TA hours using School Lead tutoring GRANT</p> <p>11.27 per hour (L3)</p> <p>255 hours (17 pupils x 15 hours tutoring)</p> <p>£3,015</p> <p>15 hours allocated per PP child</p>	<p>DfE-School Led Tutoring Guidance</p> <ul style="list-style-type: none"> -Tutoring is one of the most effective tools for helping pupils recover lost education -Pupils receiving more feedback, being more engaged and completing work tailored to their specific needs. Tutoring can also help pupils to build resilience. Research shows that individual tuition builds pupils' confidence and provides opportunities for staff to identify areas requiring specialist support. Many pupils find that tutoring offers a safe space to talk about concepts they have struggled with in the classroom. Clear, positive and encouraging communication between tutors, staff and pupils is important. An evaluation which found that pupils who received tuition made +3 months additional progress. It also found that tuition was particularly effective when there was good communication between the tutor and school staff and between the tutor and pupil. 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£17,030**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cultural capital experiences promoted in the curriculum	<ul style="list-style-type: none"> • Learning is contextualised in concrete experiences and language rich environments. • Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. • Pupil surveys reflect greater enjoyment and engagement in school 	3,4,5
<p>To ensure there is equality of opportunity so DP pupils can access clubs and wider curriculum experiences.</p> <ul style="list-style-type: none"> ➤ Half price residential, visits and free clubs for FSM <p>£1224 allocated to ensure pupils can attend clubs (17 pupils @ £2 per club=34 x 36 wks a year)</p> <p>£260 allocated for visits in the Spring and Summer term (26 pupils x £10=2 half price trips per year)</p>	<ul style="list-style-type: none"> • Enrichment activities offer children a context for leaning and a stimulus to trigger their interest which can be evidenced in pupil books and data. <p>EEF – sports participation increases educational engagement and attainment.</p> <p>EEF – outdoor adventure learning shows positive benefits on academic learning and self - confidence.</p>	3,4,5

<p>£378 residential contributions (2 x pupils @ £189)</p> <ul style="list-style-type: none"> ➤ PLAC / LAC to have access to music tuition. <p>£495 allocated (3 x £55 x 3 terms)</p> <ul style="list-style-type: none"> • Sports events promoted to PP are encouraged to attend • Outdoor learning encouraged 		
<p>To raise attendance of DP pupils to be in line with national.</p> <ul style="list-style-type: none"> ➤ Quick identification of families where attendance is falling below 97% (Letters / supports / communication). ➤ Attendance lead to proactively support families where attendance is falling below 97% (Attendance panels, incentives, clinics, referrals to early help, following LA pathways). <p>Allocated budget to support priority: £2448</p>	<p>EEF toolkit– Parental engagement</p> <p>Data shows pupils with highest attendance make the most progress at AHP, due to increased opportunities for overlearning and access to a personalised curriculum</p> <p>Dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance.</p>	5
<p>To ensure that DP have a targeted approach to support their emotional health and wellbeing</p> <ul style="list-style-type: none"> ➤ Pastoral Support lead employed to work across the whole school to support need with DP pupils, families and school staff. 	<p>EEF-Improving Social and Emotional Learning in Primary schools</p> <p>EEF-Improving Behaviour in Primary Schools</p> <p>Social and Emotional Learning (SEL) intervention to improve pupils decision making skills, interaction with others and self-management of emotions</p> <p>+4 months progress</p> <p>Pupils/staff surveys</p> <p>EEF toolkit– Parental engagement</p>	4

Including Engagement with Early Help/ ELSA/1:1/groups support and intervention HLTA salary costs £9861	Dedicated person in the role, who builds a relationship where the pupils/parents trust them and feels they will listen to them and provides them with the support they require, leads to improved relationships with school and home lives for the whole family. Ensuring pupils have the necessary strategies for them manage their emotions/self-regulate and to be ready to learn.	
myHappymind for Schools Subscription - 197 pupils at £10 per pupil in nursery thru Year 5 (exc Yr 6 which is funded by Rotherham MBC) £2,364.00	EEF-Improving Social and Emotional Learning in Primary schools EEF-Improving Behaviour in Primary Schools Social and Emotional Learning (SEL) intervention to improve pupils decision making skills, interaction with others and self-management of emotions +4 months progress Whole school investment in My Happy Mind	4

Total budgeted cost: £36,665 TOTAL

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 2021 to 2022 academic year.

Reading Summer 2022

	FS2	Y1		Y2		Y3		Y4		Y5		Y6	
	EXS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
Yr	90% (27/30)	82.76% (24/29)	27.59% (8/29)	82.6% (19/23)	39.13% (9/23)	92.85% (26/28)	42.86% (12/28)	70% (21/30)	36.67% (11/30)	75.86% (22/29)	34.48% (10/29)	89.6% (26/29)	48.27% (14/29)
DP	N/A	0% (0/1)	0% (0/1)	100% (1/1)	0% (0/1)	80% (4/5)	20% (1/5)	50% (1/2)	0% (0/2)	83.33% (5/6)	33.33% (2/6)	66.67% (2/3)	33.33% (1/3)
Non DP	N/A	85.7% (24/28)	28.5% (8/28)	86.3% (19/22)	40.19% (9/22)	95.6% (22/23)	47.8% (11/23)	71.42% (20/28)	39.2% (11/28)	73.91% (17/23)	34.7% (8/23)	92.3% (24/26)	50% (13/26)

Reading data shows that the implementation of the new phonic programme (Little Wandle) and intervention was successful as all DP children in KS1 successfully made accelerated progress in phonics. Based on in school standardised assessment test and teacher assessment data and Y2 SATs, 100% of DP children achieved age related expectations.

The previous years targeted staffing used to split the class for reading to support the children in making rapid progress from starting points and support the pastoral needs with in the class continued where appropriate. Intervention for these children continued to be addressed during this following academic year. In KS2, the Hertfordshire fluency project and targeted feedback and intervention from the Academic Mentor, through 1:1 and group tutoring, meant that 66.7% of DP pupils met the expected standard and 33.33% achieved Greater depth based on Y6 SAT Reading tests.

Writing Data 2022

	FS2	Y1		Y2		Y3		Y4		Y5		Y6	
	EXS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
Yr	80% (24/30)	79.31% (23/29)	34.48% (10/29)	75% (18/24)	25% (6/24)	75% (21/28)	3.57% (1/28)	66.66% (20/30)	20% (6/30)	75.86% (22/29)	10.34% (3/29)	93.1% (27/29)	13.7% (4/29)
DP	N/A	0% (0/1)	0% (0/1)	100% (1/1)	0% (0/1)	60% (3/5)	0% (0/5)	0% (0/2)	0% (0/2)	83.33% (5/6)	0% (0/6)	100% (3/3)	0% (0/3)
Non DP	N/A	82.14% (23/28)	35.7% (10/28)	73.91% (17/23)	26.09% (6/23)	78.26% (18/23)	4.3% (1/23)	71.4% (20/28)	21.4% (6/28)	73.91% (17/23)	13% (3/23)	92.31% (24/26)	15.38% (4/26)

Writing standards across school were significantly effected as a result of lockdown in particular for DP in Y2 and Y3 and those who have more than 2 siblings. During the last academic year, an additional teacher was used in the summer term to support and allow smaller group targeted teaching in Y2, this impacted on progress of those with DP. Enhanced verbal feedback with the class teacher or TA did result in an improvement in standards and progress. This was most successful in Year 4 and Year 6 where all PDP children achieved age related expectations.

In 2022, based on in school standardised assessment test and teacher assessment data and Y2 SATs, 100% of DP children achieved age related expectations. In KS2, with quality first teaching, enhanced feedback and intervention from the Academic Mentor, through 1:1 and group tutoring, meant that 100% of DP pupils met the expected standard and 33.33% achieved Greater depth based on Y6 Teacher assessment.

Writing is a whole school target on this year's School Improvement Plan.

Maths Data 2022

	FS2	Y1		Y2		Y3		Y4		Y5		Y6	
	EXS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
Yr	90% (27/30)	82.76% (24/29)	27.59% (8/29)	82.6% (19/23)	39.13% (9/23)	92.85% (26/28)	42.86% (12/28)	70% (21/30)	36.67% (11/30)	75.86% (22/29)	34.48% (10/29)	89.6% (26/29)	48.27% (14/29)
DP	N/A	0% (0/1)	0% (0/1)	100% (1/1)	0% (0/1)	80% (4/5)	20% (1/5)	50% (1/2)	0% (0/2)	83.33% (5/6)	33.33% (2/6)	66.67% (2/3)	33.33% (1/3)
Non DP	N/A	85.7% (24/28)	28.5% (8/28)	86.3% (19/22)	40.19% (9/22)	95.6% (22/23)	47.8% (11/23)	71.42% (20/28)	39.2% (11/28)	73.91% (17/23)	34.7% (8/23)	92.3% (24/26)	50% (13/26)

In 2022, based on in school standardised assessment test and teacher assessment data and Y2 SATs, 100% of DP children achieved age related expectations.

Third Space Maths tuition was used to in the previous academic year to support DP children across KS2. This impacted positively on outcomes and progress alongside enhanced feedback and ensured targeted pupils achieved GD standard. Building on that, with quality first teaching, enhanced feedback and intervention from the Academic Mentor, through 1:1 and group tutoring, in 2022 66.7% of DP pupils in KS2 achieved the expected standard, alongside 33.33% achieving Greater Depth. In KS2.

Overview

During the academic year, there has been a focus on supporting DP pupils with SEMH needs and the Trust appointed a learning mentor who supported targets DP pupils. The school has embedded further support with Mental Health and well being to support pupils and families. This has included establishing a Well Being Framework for Staff and Pupils and investing in a further Mental health programme this year for Pupils, parents and staff. (see statement above for this years Wider Strategies and targeted funding support)

DP pupils were supported financially to attend the Y6 residential and this was well received by families and the children and provided them with the opportunity they would not have had access to.

