**Pupil premium strategy statement (primary)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Summary information** | | | | | |
| **School** | Anglesey Primary School | | | | |
| **Academic Year** | 2019-20 | **Total PP budget** | £382800 | **Date of most recent PP Review** | Internal 2019 |
| **Total number of pupils** | 784 (inc N) | **Number of pupils eligible for PP** | 290 | **Date for next internal review of this strategy** | Sept 2020 |

|  |  |  |
| --- | --- | --- |
| 1. **Current attainment** | | |
| *Measure* | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| **% achieving in reading, writing and maths** (non PP in brackets) | 56% | 68% |
| **Progress in reading** (non PP in brackets) | +2.1 (2.0) | 0 |
| **Progress in writing** (non PP in brackets) | -0.5 (-1.1) | 0 |
| **Progress in maths** (non PP in brackets) | +4.0 (+2.9) | 0 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | |
|  | | Higher than average levels of EAL (97%) means accelerated language acquisition is key to achieving expected standards. | | |
|  | | Limited access to reading/numeracy resources at home for some PP pupils. | | |
| **C.** | | Lower attainment on entry of Pupil Premium cohort, particularly in terms of language and communication skills. | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **D.** | | Attendance is often below the target of 96% which limits learning opportunities. | | |
| **E.** | | The school serves an area of high deprivation and is in the 10% most deprived in the country. Associated with this are complex external social and environmental issues including poverty, homelessness, instability and poor mental health and wellbeing. | | |
| **F.** | | Social-emotional gaps in early development. | | |
| **G.** | | Limited experiences of the wider world due to socioeconomic factors | | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Improved oral skills for children in reception and Y1 | | Improved GLD score and achieving increased number achieving CLL |
|  | Increased number of children achieving expected standard in reading and writing at KS1 | | Over a 2 year period reduce the gap between Anglesey and National to below 10%. |
|  | Increased number of children achieving expected standard in reading by the end of KS2 | | Reading to be in line with National over a 2 year period and RWM in line with the Birmingham Average. |
|  | All children eligible for PP will be supported to ensure attendance meets the National expectations. | | Improve the attendance figure to be in line with national. |
|  | All children eligible for PP will make at least expected progress and interventions will be but in place to narrow the gap. | | More children will achieve age related expectations at Y2 and Y6. |
|  | All children eligible for PP will have access to high quality pastoral support | | Improved levels of emotional health and well being support |
|  | Support for educational visits and transport | | Children have greater access to a variety of learning opportunities |
|  | High-quality curriculum opportunities to close gaps in children’s limited sphere of experience | | Children are exposed to enriched curriculum which provides an opportunity to develop resilience and the promotion of positive mental health |
|  | Improved identification of children on entry into Nursery and Reception and high-quality provision to close gaps rapidly | | Any attainment gaps identified at an early stage and suitable provision created |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Planned expenditure** | | | | | |
| **Academic year** | The Governing body have decided to combine deprivation funding and pupil premium funding to ensure all of the pupils are able to benefit from the planned additional support. | | | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | |
| 1. **Quality of teaching for all** | | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Improved speaking and listening skills | * Continue with tiered vocabulary to ensure the children have sufficient tier 2 words to be able to reach their potential. | * Research shows that children from deprived backgrounds hear far less words than those from other backgrounds. The majority of children speak English as an additional language therefore the majority of children hear even less English. | Systematic whole school approach each phase having tailored CPD | AHT (English) | July 2020 |
| Improved reading skills | * Introduce the concept of Reading Domains use the VIPERS to support the development. | * The children are developing strategies to recognise different types of questions and how to answer them. The evidence shows that where children understand that there are different types of questions they are able to learn and apply different strategies. | Systematic approach to teaching the skills of answering questions. | AHT (English) | July 2020 |
| Develop independent, inquisitive, resilient learners | * Redevelopment of Curriculum to include opportunities these key themes | * These are key areas in which our children have been identified as needing support from staff, governors and parents. | Planning support for Year Groups  Reward systems based around these areas  Signage | AHT (Wider Curriculum) | July 2020 |
| Develop curriculum of enrichment which offers educational experiences beyond those of PP children | * Redevelop Curriculum in conjunction with Year Groups | * Children from disadvantaged backgrounds will typically have a limited range of life experience. The redeveloped curriculum will redress this balance and provide children a rich range of experiences to help inspire their learning. | Planning support for Year Groups  Whole school iNSET  Development of Curriculum Statement | DHT | July 2020 |
| Ensure the quality of educational provision in the school is at least good, with mechanisms in place to embed outstanding practice | * Appoint specialist Teaching and Learning lead to improve standards of teaching and learning across the school | * High-quality teaching and learning is essential to underpin the redeveloped curriculum and ensure it is delivered in a way that is stimulating and engaging for disadvantaged pupils. | Initial audit of T&L carried out to identify areas of outstanding practice  Bespoke system of CPD for all staff members to observe and assimilate examples of outstanding practice | AHT (Teaching & Learning) | July 2020 |
| Improved identification of children on entry into Nursery and Reception and ensure high-quality provision to close gaps rapidly | * AHT out of class to lead on early identification of need, lead WELCOM speech and language programme and ensure effective deployment of staff | * Children enter EYFS with skills significantly below National levels. Early identification and support is key in helping to ensure any gaps children have are closed during EYFS | Initial audit of need  Training of staff on WELCOM  Monitoring of children’s progress using WELCOM toolkit | AHT (EYFS) | July 2020 |
| **Total budgeted cost** | | | | | £234, 615 |
| 1. **Targeted support** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Improve oral language | * Training for staff on tiered words introduce a systematic approach across the school. * Develop practical experiences, visitors into school, trips etc. | * Research shows that children from deprived backgrounds are exposed to far fewer words. By having a systematic approach we aim to close the gap. * Our children have less opportunities to experience theatre, music, sport etc. all of which will support the development of language and critical thinking. | Planning support for Year Groups from AHT (Wider Curriculum) and AHT (English) | AHT (Wider Curriculum)  AHT (English)  Year Group Managers | July 2019 |
| Improve attainment and progress in reading. | * Training for all staff on reading domains and VIPERS. * Improve class libraries and library in KS1 | * Research and our own analysis of assessments show that children struggle with inference type questions. Therefore we are planning on using the reading domain theory to systematically teach different types of questioning technic. | Focus for training then AHT and Year Managers will ensure its part of weekly planning. | AHT (English) | July 2019 |
| **Total budgeted cost** | | | | | £32, 400 |
| 1. **Other approaches** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Increase attendance rates. | * Pastoral Director to develop strategies to improve attendance with support from Pastoral Care Facilitator * Remove barriers e.g. by providing bus passes for families who live a distance away. * Provide incentives to encourage pupils to attend. * Support families with medical needs. | * NFER has identified attendance as a key barrier to learning. | Regular monitoring of attendance data which is reported to Governing Body. | Pastoral Director | Termly |
| Remove barriers to learning | * School nurse employed 1 day per week. * Funding for transport where necessary. * Malachi employed 1 day per week. * Contingency funding for incidental items. | * Some Children suffer from poor management of asthma, eczema and other ailments. The school nurse will run workshops for parents and children on how to manage these conditions. The employment of a school nurse has been shown to improve attendance. * Significant amount of children experiencing emotional/behavioural difficulties and mental health support. This is especially true in disadvantaged communities. * Parents being evicted and temporarily rehoused at a distance from school has become increasingly more common. Parents struggle to find bus fare for themselves and the children therefore children’s attendance becomes erratic. * On occasions incidental costs occur that families on limited income find difficult. For example replacing lost or worn out PE kit. | Timetable of workshops which will aim to target those children who are most in need.  Provide support parents to apply for bus passes these take a long time to process and supporting costs on a case by case basis if there is a delay in the process  The HT will have access to £5000 per year to support families in need | Pastoral Director | Through attendance monitoring. |
| Raise aspirations | * Opportunities to attend a variety of experiences. | * Raise aspirations | Planned programmes introduced e.g. WNO working with Y5, Shakespeare experience in Y6. Choir performing at the Genting Arena. | HT | Termly |
| **Total budgeted cost** | | | | | £105, 785 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. **Review of expenditure** | | | | | | | |
| **Previous Academic Year** | | **2018-19** | | | | | |
| 1. **Quality of teaching for all** | | | | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | | **Lessons learned**  (and whether you will continue with this approach) | | **Cost** | |
| Improved oral skills | Continue with tiered vocabulary to ensure the children have sufficient tier 2 words to be able to reach their potential. | CLL 78% (non-PP 70%) – PP group significantly higher for language development.. | | Although attainment of PP children was lower than non-PP children, progress was slightly higher (and above National Averages) – this indicates the approaches are being successful and will be continued into next academic year.  Tiered vocabulary approach has been instrumental in improving oral skills in EYFS, reflected in the stronger performance of PP children in CLL. | | £230,000 | |
| Improved reading skills | Introduce the concept of Reading Domains use the VIPERS to support the development.  Training for teaching assistants in supporting reading.  Timetabling of teaching assistants to support reading groups | Phonics 71% (non-PP 80%)  KS1 Reading 52% (non-PP 58%)  KS2 Reading 68% (non-PP 72%)  KS2 Reading progress +2.1 (non-PP +2.0) | |
| 1. **Other approaches** | | | | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | | **Lessons learned**  (and whether you will continue with this approach) | | **Cost** | |
| Wider range of experiences for disadvantaged pupils | Develop practical experiences, visitors into school, trips etc. | Termly Topic-linked trips for all Year Groups  At least 1 visit for each class during the Academic year | | Significant level of Curriculum enhancement and positive feedback from pupils and parents | | £32,400 | |
| Improve attainment and progress in reading. | Training for all staff on reading domains and VIPERS.  Improve class libraries and library in KS1 | Phonics 71% (non-PP 80%)  KS1 Reading 52% (non-PP 58%)  KS2 Reading 68% (non-PP 72%)  KS2 Reading progress +2.1 (non-PP +2.0)  Children now have access to a wider range of texts and library uptake has increased as a result | | Although attainment of PP children was lower than non-PP children, progress was slightly higher (and above National Averages) – this indicates the approaches are being successful and will be continued into next academic year. | |  | |
| 1. **Other approaches** | | | | | | | |
| Increase attendance rates. | Head of School to focus on attendance with support from a trained member of the support staff.  Remove barriers e.g. by providing bus passes for families who live a distance away.  Provide incentives to encourage pupils to attend. | | Attendance rose from 95.3% in 2017-18 to 95.8% in 2018-19 | | Continue rewards strategies as well as ensuring rigorous systems are in place for tackling persistent absence. New Pastoral Director appointed Sept 2019 with this as a specific focus for this role. | | £67,000 |
| Remove any additional barriers to learning  Support families with medical needs | School nurse employed 1 day per week  Funding for transport where necessary.  Contingency funding for incidental items. | | Continue these support mechanisms to ensure PP pupils are being given every chance of attending school every day | |

|  |
| --- |
| 1. **Additional detail** |
| A large proportion of funding is used to employ additional staff to support the children. The additional staffing includes a proportion of AHT’s time and teaching assistant time. We also employ a school nurse 1 day per week to support families with medical needs, and Malachi to support children with emotional issues. |