**Pupil premium strategy statement (primary)**

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| 1. **Summary information** | | | | | |
| **School** | Anglesey Primary School | | | | |
| **Academic Year** | 2020-21 | **Total PP budget** | £341880 | **Date of most recent PP Review** | Sept 2020 |
| **Total number of pupils** | 784 (inc N) | **Number of pupils eligible for PP** | 259 | **Date for next internal review of this strategy** | Sept 2021 |

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| 1. **Current attainment (2019 DATA – No 2020 DATA DUE TO COVID-19)** | | |
| *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 |

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| 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 oral skills for children in reception and Y1 |
|  | Increased number of children achieving expected standard in reading and writing at KS1 | | Increased number of children achieving expected standard in reading and writing at KS1 |
|  | Increased number of children achieving expected standard in reading by the end of KS2 | | Increased number of children achieving expected standard in reading by the end of KS2 |
|  | All children eligible for PP will be supported to ensure attendance meets the National expectations. | | All children eligible for PP will be supported to ensure attendance meets the National expectations. |
|  | All children eligible for PP will make at least expected progress and interventions will be but in place to narrow the gap. | | All children eligible for PP will make at least expected progress and interventions will be but in place to narrow the gap. |
|  | All children eligible for PP will have access to high quality pastoral support | | All children eligible for PP will have access to high quality pastoral support |
|  | Support for educational visits and transport | | Support for educational visits and transport |
|  | High-quality curriculum opportunities to close gaps in children’s limited sphere of experience | | High-quality curriculum opportunities to close gaps in children’s limited sphere of experience |
|  | Improved identification of children on entry into Nursery and Reception and high-quality provision to close gaps rapidly | | Improved identification of children on entry into Nursery and Reception and high-quality provision to close gaps rapidly |

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| 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. * Introduce WELCOM into KS1 | * 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  Embedding WELCOM approach from EYFS through transfer of knowledge from existing practitioners | AHT (English)  SENDCO | July 2021 |
| Improved reading skills | * Staff in YR-Y3 to become familiar with new Big Cat Phonics resources and produce resources to support delivery * Staff in YR-Y3 to receive training in decoding/comprehension/prosody structure of Guided Reading sessions * Intervention training for TAs for ‘bottom 20%’ | * Research has shown that fidelity to one scheme aids progress in Phonics. * More structured approach to Guided sessions focussing on key skills will aid progress. * Focus on ‘bottom 20%’ will increase catch-up for this group. | Effective training programme and producing question stems to help support delivery  Guidance for teachers on identifying ‘bottom 20%’ | AHT (English) | July 2021 |
| Ensure Curriculum helps develop a rich knowledge base | * Creation of skills-knowledge organisers to help assess current and future learning | * Use of these will help ensure Topics are focussed on developing secure skills and will further develop vocabulary. | Training and support for teachers | DHT (Curriculum) | July 2021 |
| Ensure programme of life skills, raising aspirations and working with the wider community is built into curriculum | * Ensure programme for developing life skills is implemented, including communicating to parents through newsletter/Parents’ evenings * Develop links for business engagement and devise whole-school programme for business engagement as a vehicle for raising aspirations including Enterprise Week * Develop links with community and voluntary organisations and devise programme for school involvement | * Children from disadvantaged backgrounds will typically have a limited range of life experience. This will provide the opportunity to develop basic life skills, raise aspiration and help develop a sense of community | Development of life skills programme  Business engagement programme  Community involvement programme | AHT (Wider Curriculum) | July 2021 |
| 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 2021 |
| Enhance quality of outdoor provision in EYFS | * Ensure outdoor environment is effectively tailored towards all areas of learning * Introduce Forest School | * Children have limited opportunities to access the outdoors out of school. Research has shown that quality outdoor provision ha a significant positive impact on a child’s development | Initial audit of provision  Purchase and organisation of resources | AHT (EYFS) | July 2021 |
| **Total budgeted cost** | | | | | £245,306 |
| 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?** |
| Expand and develop provision for KS1 children with additional needs – Willow Hub | * Identify children leaving Reception and children in current KS1 cohort that would benefit from provision * Employ specialist staff for the provision * Ensure provision is stocked with appropriate resources and materials * Identify training needs with staff and organise training if required (Sept 2020) | * PP children with additional educational needs are at more significant risk of falling behind   . | Provide training for specialist staff as required | AHT (SENCO) | July 2021 |
| **Total budgeted cost** | | | | | £53, 824 |
| 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. | * Provide incentives to encourage pupils to attend. * Further develop relationships with parents to encourage attendance in a time of COVID-19 | * 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, eg. bus passes for families who live a distance away. | * 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. |
| Develop wider opportunities | * 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. | AHT (Wider Curriculum) | Termly |
| **Total budgeted cost** | | | | | £42,750 |

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| 1. **Review of expenditure** | | | | | | | |
| **Previous Academic Year** | | **2019-20** | | | | | |
| 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 speaking and listening skills | Continue with tiered vocabulary to ensure the children have sufficient tier 2 words to be able to reach their potential. | No data available due to COVID-19. However, whole school approach to tiered vocabulary is now in place. | | To be continued this academic year when external data will be available to help gauge impact. | | £46,923 | |
| Improved reading skills | Introduce the concept of Reading Domains use the VIPERS to support the development. | No data available due to COVID-19. However a systematic approach to teaching the skills of identifying and answering different question types is now in place. | | To be continued this academic year when external data will be available to help gauge impact. | |
| Develop independent, inquisitive, resilient learners | Redevelopment of Curriculum to include opportunities these key themes | Planning support has been provided for Year Groups to implement this within the Curriculum.  Reward systems have been developed based around the 3 key areas. ‘Inquisitive, resilient, independent’ has been developed as a slogan within the school and is supported by new signage. | | Will continue to embed | | £46,923 | |
| Develop curriculum of enrichment which offers educational experiences beyond those of PP children | Redevelop Curriculum in conjunction with Year Groups | Planning support has been provided for Year Groups to implement this within the Curriculum and whole school INSET provided.  This is present in our Curriculum Statement:  “Independent, Inquisitive, Resilient”  At Anglesey, we are a vibrant and nurturing school community, where children are given the skills to become independent, inquisitive, resilient learners.  Our curriculum provides a range of creative and inspiring experiences for all.  This equips our children with the life skills to be happy, flourish and be successful…  Today, tomorrow and in the future | | Will continue to embed | | £46,923 | |
| 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 | Initial audit of T&L was carried out to identify areas of outstanding practice, and bespoke system of CPD for all staff members to observe and assimilate examples of outstanding practice. This was successful until the school closed in March, as evidenced in CPD reflection logs for teachers. | |  | | £46,923 | |
| 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 | No data available due to COVID-19. However a system of identification and support is now in place. | |  | | £46,923 | |
| 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** | |
| Improve oral language | * Training for staff on tiered words introduce a systematic approach across the school. * 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 | | £16,200 | |
| Improve attainment and progress in reading. | * Training for all staff on reading domains and VIPERS. * Improve class libraries and library in KS1 | No data available due to COVID-19. All staff have received training and VIPERS is being used consistently across the school. 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. | | £16,200 | |
| 1. **Other approaches** | | | | | | | |
| 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. | | Attendance was maintained at 95.8% in the academic year prior to lockdown. | | Continue rewards strategies as well as ensuring support is available to encourage attendance post-COVID19. | | £95,785 |
| 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. | | Continue these support mechanisms to ensure PP pupils are being given every chance of attending school every day | |
| Raise aspirations | * Opportunities to attend a variety of experiences. | | Planned programmes introduced e.g. WNO working with Y5, Shakespeare experience in Y6. Choir performing at the Genting Arena. | | Continue these experiences where possible in line with current COVID-19 guidelines. | | £10, 000 |

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| 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. |