**Pupil premium strategy statement (primary)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Summary information** | | | | | |
| **School** | Anglesey Primary School | | | | |
| **Academic Year** | 2018 | **Total PP budget** | £386000 | **Date of most recent PP Review** | Internal 2018 |
| **Total number of pupils** | 784 (inc N) | **Number of pupils eligible for PP** | 290 | **Date for next internal review of this strategy** | Sept 2019 |

|  |  |  |
| --- | --- | --- |
| 1. **Current attainment** | | |
|  | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| **% achieving in reading, writing and maths** | 65% | 53% |
| **% making progress in reading** | 77% | 62% |
| **% making progress in writing** | 67% | 55% |
| **% making progress in maths** | 88% | 85% |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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)* | | | | |
|  | | Oral language skills in English are poor in reception and nursery due to English being a second language for a substantial number of children (almost all) This takes time to address. | | |
|  | | Parents often are unable to support the development of reading in English at home. Children have less access to books at home | | |
| **C.** | | A number of children eligible for pupil premium enter school considerably below age related expectations. | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **D.** | | Attendance is often below the target of 96% which affects the number of hours the children are in school learning. This is significantly worse in the infant department. | | |
| **E** | | The school serves an area of high deprivation and is in the 10% most deprived in the country | | |
| 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 CAL |
|  | 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. |
|  |  | |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 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 oral 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 Inclusion manager. | July 2019 |
| 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 to answer them. | Systematic approach to teaching the skills of answering questions.  Support from Welford. | AHT English Ms Houston | July 2019 |
| Improved reading skills | Training for teaching assistants in supporting reading.  Timetabling of teaching assistants to support reading groups |  |  |  |  |
| **Total budgeted cost** | | | | | £230000 |
| 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?** |
| 1. Improve oral language | 1. Training for staff on tiered words introduce a systematic approach across the school. 2. Develop practical experiences, visitors into school, trips etc. | 1. Research shows that children from deprived backgrounds are exposed to far fewer words. By having a systematic approach we aim to close the gap. 2. Our children have less opportunities to experience theatre, music, sport etc. all of which will support the development of language and critical thinking. | AHT’s will attend planning meetings to ensure it remains a focus for learning. | AHT Inclusion manager.  Year Managers | July 2019 |
| Improve attainment and progress in reading. | 1. Training for all staff on reading domains and VIPERS. 2. Improve class libraries and library in KS1 3. Update some of the text in KS2. | 1. 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 Lead  TLR3 Project Manger |  |
| **Total budgeted cost** | | | | | £32400 |
| 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. | 1. Head of School to focus on attendance with support from a trained member of the support staff. 2. Remove barriers e.g. by providing bus passes for families who live a distance away. 3. Provide incentives to encourage pupils to attend. 4. Support families with medical needs. | We cannot improve the attainment of absent pupils. NFER has identified attendance as a key barrier to learning. | Regular monitoring of attendance data which is reported to Governing Body. | Head of School | Termly |
| Removed barriers to learning | 1. School nurse employed 1 day per. 2. Funding for transport where necessary. 3. 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.  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’sattendance becomes erratic.  On occasions incidental costs occur that families on limited income find difficult. For example replacing lost or worn out PE kit. | The inclusion manager will organise a timetable for workshops which will aim to target those children who are most in need.  Staff will support parents to apply for scholar bus passes these take a long time to process. While parents are waiting if they are eligible for pupil premium the school will consider supporting costs on a case by case basis.  The HT will have access to £5000 per year to support families in need | AHT Inclusion manager  Inclusion Manager support application.  Fare costs decided by HT | Through attendance monitoring. |
| Raise aspirations | Opportunities to attend a variety of experiences. | Many pupils are unaware of the opportunities available we want to ensure our children aspire to succeed in later life. | Planned programmes introduced e.g. WNO working with Y5, Shakespeare experience in Y6. Choir performing at the Genting Arena. Book week experience across the school. | HT | Termly |
| **Total budgeted cost** | | | | | £67000 |

Total expenditure £329400 Surplus £56600

Surplus to be used to improve resources to ensure all children have access to high quality educational tools, materials and equipment.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **September 2017** | | |
| 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** |
| Improve oral skills  Improved reading skills. | Introduce tiered vocab’ to ensure the children have sufficient tier 2 words to be able to reach their potential.  VIPERS and improved class libraries in KS1. | GLD improved by 6% Literacy by 9% CAL by 2%  Reading in KS1 increased by 10%  Reading in KS2 improved by 16% | Whole school approach needs to be monitored, both the tiered words and VIPERS will continue. We will review the tiered vocab approach. |  |
| 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** |
| Increase attendance rates | Head of school to focus on attendance.  Incentives for good attendance.  Support for families with medical needs. | Most of the year the attendance was above 95% but during the weeks when we had snow our attendance reduced dramatically dragging our overall attendance figure below 94.83%. We also had issues with taxi transport during this time as they were unable to collect some of the children with transport needs this again impacted on our overall attendance figure.  Attendance improved slightly in a year when we had large quantities of snow which significantly impacted on children who were taxied to school.  Parents are saying they understand better when they need to keep children at home due to illness. | The strong focus of Head of school focusing on attendance did have a significant impact. In relation to the issues around snow we need to continue to insist that children must attend when school is open.  Better liaison with schools transport. |  |

|  |
| --- |
| 1. **Additional detail** |
| A large proportion of funding is used to employ additional staff to support the children. The additional staffing include a proportion of the Head of School’s time AHT’s time, teaching assistant time. We also employ a school nurse 1 day per week to support families with medical needs.  Pupil Premium allocations to staff School Nurse £12000 |