

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Anglesey Primary School
Number of pupils in school	674
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	04/12/21
Date on which it will be reviewed	06/12/22
Statement authorised by	Governing Body
Pupil premium lead	Head Teacher
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 391,395
Recovery premium funding allocation this academic year	£38,135
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£429,530

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Challenges

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

Challenge number	Detail of challenge
1	Higher than average levels of EAL (97%) means accelerated language acquisition is key to achieving expected standards.
2	Limited access to reading/numeracy resources at home for some PP pupils.
3	Lower attainment on entry of Pupil Premium cohort, particularly in terms of language and communication skills.
4	Attendance is often below the target of 96% which limits learning opportunities.
5	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.
6	Social-emotional gaps in early development.
7	Limited experiences of the wider world due to socioeconomic factors

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
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 put in place to narrow the gap.	All children eligible for PP will make at least expected progress and interventions will be put 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

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: £259,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
Devise post-COVID acceleration programmes in Reading, Writing, Maths and Phonics	Research has shown that the disadvantaged gap grew during the COVID pandemic.	1,5
Ensure Curriculum helps develop a rich knowledge base	Use of these will help ensure Topics are focussed on developing secure skills in Music, DT, Art and Computing and will further develop vocabulary.	1
Use the principles of dialogic teaching to develop reasoning skills	Reasoning skills have been historically been limited by language acquisition	1
Ensure programme of life skills, raising aspirations and working with the wider community is built into curriculum	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	5
Develop strategies to ensure challenge for more able children and develop independence for SEND children	Amount of disadvantaged children achieving at greater depth is historically low, also SEND children are at times over-reliant on adult support	1
Further enhance quality of outdoor provision in EYFS	Children have limited opportunities to access the outdoors out of school. Research has shown that quality outdoor provision has a significant positive impact on a child's development	3

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

Budgeted cost: £81,470

Activity	Evidence that supports this approach	Challenge number(s) addressed
WELCOMM interventions	Targeted early intervention is an effective strategy in helping disadvantaged children to catch up and develop their language skills. This was an effective strategy last academic year (see below)	1,3
Staff provision for KS1 children with additional needs – Willow Hub	PP children with additional educational needs are at more significant risk of falling behind	1,3
1-to-1 and small group tuition (KS2)	Targeted intervention is an effective strategy in helping disadvantaged children to catch up, particularly following the disruption to education caused by the COVID pandemic	1,3
Provision of resources to support effective home learning, particularly access to technology	The COVID pandemic highlighted the 'digital poverty' gap and children require resources to help support their learning from home	2,5

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

Budgeted cost: £88,820

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase attendance rates.	NFER has identified attendance as a key barrier to learning.	4
Remove barriers to learning through use of Pastoral Director, Learning Mentor and School Nurse	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	5

	<p>mental health support. This is especially true in disadvantaged communities.</p> <p>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.</p> <p>On occasions incidental costs occur that families on limited income find difficult. For example replacing lost or worn out PE kit.</p>	
Develop wider opportunities through financial support for educational visits	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	7

Total budgeted cost: £429,530

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.

<p><i>Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.</i></p> <p><i>If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?</i></p>		
Activity	Evidence that supports this approach	Impact
Improved speaking and listening skills – WELCOMM interventions	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.	<p>Nursery: On entry, 81% were on the programme, this had reduced to 18% by July.</p> <p>Reception: On entry, 96% were on the programme, this had reduced to 25% by July.</p>
Improved reading skills	<p>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.</p> <p>Focus on 'bottom 20%' will increase catch-up for this group.</p>	Teachers now have a consistent Phonics scheme which builds on previous learning, with tailored activities for each text.
Ensure Curriculum helps develop a rich knowledge base via development of Skills Knowledge Organisers	Use of these will help ensure Topics are focussed on developing secure skills and will further develop vocabulary.	Topics securely build on previous knowledge in History, Geography and Science, and children are exposed to Topic-specific vocabulary.
Ensure programme of life skills, raising aspirations and working	Children from disadvantaged backgrounds will typically have a limited range of life experience. This will provide	Children are demonstrating more independence via the

with the wider community is built into curriculum	the opportunity to develop basic life skills, raise aspiration and help develop a sense of community	introduction of life skills. Community work has been delayed due to COVID restrictions but we will be developing this next academic year.
Ensure the quality of educational provision in the school is at least good, with mechanisms in place to embed outstanding practice	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.	All teaching at the school is at least good.
Enhance quality of outdoor provision in EYFS	Children have limited opportunities to access the outdoors out of school. Research has shown that quality outdoor provision has a significant positive impact on a child's development	EYFS Curriculum has been enhanced by the purchase of high-quality resources.
Expand and develop provision for KS1 children with additional needs – Willow Hub	PP children with additional educational needs are at more significant risk of falling behind	Number of children attending full-time in the Willow Hub has increased from
Increase attendance rates.	NFER has identified attendance as a key barrier to learning.	Attendance was 93.0% for 2020-21. This was above the National Average.
Remove barriers to learning	<p>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.</p> <p>Significant amount of children experiencing emotional/behavioural difficulties and mental health support. This is especially true in disadvantaged communities.</p> <p>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.</p> <p>On occasions incidental costs occur that families on limited income find difficult. For example replacing lost or worn out PE kit.</p>	Attendance was 93.0% for 2020-21. This was above the National Average.
Develop wider opportunities	Disadvantaged children should be provided with wider opportunities in their learning to help broaden experiences	Educational visits and residential were severely limited due to COVID. However, this

	that may be limited in the home environment	approach will continue next academic year.
Best practice guide developed by staff on best approaches to teaching within COVID restrictions	'Normal' teaching practices were impaired during COVID.	Teachers were more confident and better equipped with different teaching styles to use during COVID restrictions
1-to-1 and small group tuition (KS2)	Research shows that targeted interventions are an effective strategy to improve rates of progress	56% of children in these groups made accelerated progress in their learning to catch-up previously missed Curriculum elements
Supporting parents and carers with home learning resources during lockdown and bubble closures	Children who are equipped with resources are better able to support home learning	Good level of engagement during lockdown and bubble closures

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
none	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.