

Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

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	
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-23
Date this statement was published	06/12/22
Date on which it will be reviewed	06/12//23
Statement authorised by	Governing Body
Pupil premium lead	Head Teacher
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
Total budget for this academic year	£

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.

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

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Devise systems to better measure impact of individual interventions	Evidence of impact ensures that some interventions can be prioritised over others	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
Further develop Oracy skills by introduction of Year Group specific targets	Oracy 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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic Mentor through National Tutoring Programme	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
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: £ *[insert amount]*

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.	5

	<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>	
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Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Aim	Outcome
Improved oral skills for children in reception and Y1	WELLCOMM data shows 87% of children in Reception and 77% of children in Nursery no longer require WELLCOMM intervention
Increased number of children achieving expected standard in reading and writing at KS1	Cohort achieved 36% in Reading and 41% in Writing in 2022. This cohort was particularly affected by gaps in learning due to the COVID-19 pandemic
Increased number of children achieving expected standard in reading by the end of KS2	Cohort achieved 76% in Reading and 60% in Writing in 2022.

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.