

# Pupil premium strategy statement for Anglesey Primary School

This statement details our school's use of pupil premium 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	728
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	£437,955
Date this statement was published	2023-24
Date on which it will be reviewed	1.12.2023
Statement authorised by	1.12.2024
Pupil premium lead	Head teacher
Governor / Trustee lead	Yasmeen Akhtar

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£416,885
Recovery premium funding allocation this academic year	£38,108
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£454,993

# Part A: Pupil premium strategy plan

## Statement of intent

*At Anglesey Primary School, we want all of our children to achieve and become inquisitive, resilient and independent learners. In order to achieve this, we need to implement additional support, strategies and interventions to remove barriers which can be caused by personal circumstances or learning gaps to ensure that disadvantaged pupils have the same chance of achieving as their non-disadvantaged peers. We promote all students having full access to the rich extra-curricular provision on offer at our school. This ensures we develop positive, hardworking, successful individuals who achieve their ambitions and flourish in life.*

### Our ultimate objectives are:

- to eliminate the attainment gap between disadvantaged and non-disadvantaged pupils at Anglesey Primary School
- for all disadvantaged pupils in school to meet or exceed nationally expected progress rates
- for all disadvantaged pupils to access to the rich extra-curricular provision on offer and be well-rounded, positive global citizens who achieve their ambitions and flourish in each stage of their life and futures.

### We aim to do this through:

- frequent monitoring of qualitative and quantitative data to ensure accurate and timely identification of pupils in need of support
- high quality first teaching for all pupils to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice.
- meeting individual learning needs
- ensuring that teaching and learning opportunities meet the needs of all the pupils and that where pupils have specific needs that these are addressed through high quality, evidence based interventions led by appropriately trained staff
- close monitoring of attendance at extracurricular provisions along with promotion and support to increase the attendance of vulnerable learners
- ensuring that vulnerable learners have access to high quality pastoral and mental health support
- effective deployment of staff- providing small group work with experienced teacher focussed on overcoming gaps in learning
- when making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged and that

not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.

#### Achieving these objectives:

The range of provisions available at Anglesey include but are not limited to:

- frequent monitoring and intervention of progress and needs
- tracking and monitoring attendance to provide intervention and support where a need is identified
- Contact and support with parents regarding uniform, extracurricular activities, trips and homework
- allocating high quality, well-trained staff to support wellbeing

To ensure the approaches are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## 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
3	Lower attainment on entry of Pupil Premium cohort Assessments, observations, staff feedback and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many

	disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. Baseline data in reception has identified disadvantaged pupils have lower levels of oracy and communication skills which will require specific intervention to catch up.
4	Attendance is often below the school's ambitious target of 96% which limits learning opportunities, although it is in line with our non-pupil premium pupils
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	Assessments indicate that attainment in reading, writing and maths among disadvantaged pupils is below that of non-disadvantaged pupils and National. Early identification is vital to ensure disadvantaged pupils succeed.

## 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 oracy skills for pupils across the school	Pupils confident to talk and discuss their learning. Pupils using a wide range of vocabulary.
Increased number of children achieving expected standard in reading, mathematics and writing at KS1	Phonics awareness and outcomes increasing in Y1 and 2. Pupils using their decoding skills to read more fluently. Pupils able to use and apply maths skills across a range of problems. Pupils demonstrating stronger writing skills.
Increased number of children achieving expected standard in writing by the end of KS2 and the number of pupils achieving GDS in reading and mathematics. Increase in R, W, M combined.	Pupils able to use and apply maths skills across a range of problems at age expected and GDS. Pupils demonstrating stronger writing skills by applying their basic skills and GPS to their writing genres.
Continue for disadvantaged learners achieving at least in line with, or above national progress measures in maths	PP achieve at least in line with national. Rigorous, robust monitoring process in place to identify any needs for intervention.

writing and reading at end of: EYFS KS1 KS2.	
Learners achieving at least in line with, or above national progress measures in writing at end of KS2.	PP achieve at least in line with national. Rigorous, robust monitoring of TWS in place to identify any needs for intervention.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	PP participate and engage well in all learning activities PP pupils and parent feedback is positive Teacher observations is positive about behaviour and attitude to learning Attainment of PP is in line with NPP and pupils achieve well and make good progress in all their learning a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
PP attendance meets the school's attendance target of 96% and above	The attendance of PP learners meets the school target of 97% and is not lower than NPP. Pastoral team and Phase leaders identifying pupils with low attendance and having clear guidelines on what needs to be done to improve attendance

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: £ 126,840

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	2, 3
Improved quality of Teaching and Learning consistently	Pupils are aware of expectations and standards and teachers can identify pupils at risk of falling behind	1, 3, 6

across the school, by introducing WalkThrus		
On going training and CPD for teachers and classroom based staff	Ensuring all teachers and classroom staff are equipped with the high quality teaching skills through effective CPD, team teaching, observations, mentoring by subject leads to be an effective teacher which supports pupils to close gaps and move learning on.	2, 3, 6
Improve attainment in writing	Ensure all teachers are able to plan, deliver, teach and assess TWS writing effectively from reception to year 6 so gaps are closed between disadvantaged pupils and their peers and all pupils make good progress and are at ARE or above. This will be done with support from the subject lead/SLT who will monitor, observe, team teach and mentor teachers.	1, 3, 6
Ensure Curriculum helps develop a rich knowledge base and is planned sequentially	Use of these will help ensure Subjects are focussed on developing secure skills in Music, DT, Art and Computing and will further develop vocabulary.	1, 3, 5
Subject leads for Reading, Writing, Maths and Phonics to: closely monitor and intervene where the progress of PP learners is below that of NPP learners or below that of their expected attainment pathway. Cover needed for subject leads to do monitoring and analysis	Subject Leads to: -monitor progress and attainment of PP vs NPP through book looks, learning walks, data analysis -track PP students progress and attainment – they help signpost needs for targeted intervention. This will ensure PP will have targeted academic support to improve outcomes and close any gaps so pupils keep up with their learning.	1, 2, 3, 6
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	5, 3, 2

	aspiration and help develop a sense of community	
Develop strategies to ensure challenge for more able children and develop independence for children	Amount of disadvantaged children achieving at greater depth is historically low and pupils can be over reliant on adults for support. Staff trained in how to scaffold and reduce scaffolding	1, 2, 3, 5
Further enhance quality of provision in EYFS	Children have limited school opportunities prior to starting. Research has shown that quality provision has a significant positive impact on a child's development.	3
Use of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Analysis of assessments will identify gaps and next steps which staff will close with targeted interventions This will increase reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	3, 4, 6
Purchase of DFE validated phonics scheme and training for all staff in Wandle Letters and Sounds and corresponding reading books to secure stronger phonics teaching for all pupils. Training of staff to use Keep Up Strategy to close gaps and to be utilised daily for Keep Up Sessions	More PP pupils did not pass their phonics test in year 1 which impacted on their ability to read at the correct level. This will increase pupils' phonics skills and have a positive impact on the accuracy of word reading. Trained staff will close gaps using the Keep Up Strategy on a daily basis so pupils do not fall behind.	1, 2, 3, 6
Parental workshops to help early years reading and phonics	This will help parents to support their children and also build up stronger relationships with parents at school.	1, 2, 3, 5
Become members of the English and Maths Hub	Supports staff to deliver quality Maths, reading and writing	3, 6

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

Budgeted cost: £205,153

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, 2, 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, 6
Employment of a Raising Achievement Assistant	Targeted early intervention for disadvantaged pupils to raise standards and support individual needs in the classroom	3, 6
Keep Up and Catch Up programme from Little Wandle Phonics, followed by staff	Structured consistent approach for any pupils at risk of falling behind.	3, 6

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

Budgeted cost: £ 123,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase punctuality and attendance rates.	Improving attendance and punctuality will have improved outcomes in school and in later life. Parents will value education and ensure they support their children in attending school.	4
Subsidised Trips and Residential Costs	Children from some families may not be able to attend school trips which will disadvantage their access to a broad and balanced curriculum. The activities are designed to improve well-being, collaborative learning, knowledge and cultural capital which	5



	will have improved outcomes in school and in later life, for all pupils	
Remove barriers to learning through use of Pastoral Director, Learning Mentor and School Nurse	<p>The employment of a school nurse to improve attendance and support parents to manage illnesses</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> <p>Access to Malachi for families</p> <p>Weekly food bank for disadvantaged families</p>	5
Collaborate with Aspire and Succeed to run a Summer club for 60 pupils	Identifies disadvantaged pupils to take part in activities and trips during the holidays	5

**Total budgeted cost: £419,000**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using reception, key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Data from the KS2 assessments suggest that the progress of disadvantaged pupils in Reading and Maths is above national, but well below in writing.

Attainment data for disadvantaged pupils is below national in reading, writing and mathematics across all key stages.

Some of the assessment data shows that our disadvantaged pupils perform just below NPP or above in some areas. It is significantly lower in:

- End of key stage 1 phonics outcomes
- KS1 expected reading and maths
- Progress in KS2 writing

EYFS data shows that disadvantaged pupils make good progress and better than NPP in some areas from very low starting points. Attainment is often in line with NPP pupils or not significantly lower. However, the % reaching the GLD is well below National.

EYFS	APS	APS	N
	Yes %	No %	
%GLD	53.6%	67.2%	67.3%
% Prime Learning Goals	64.3	69%	75%
% Specific learning goals	57.1	67.2	67%
% Average number of ELG achieved	11.8	12.8	14.1
% C&L	67.9	72.4	79.7
% PD	67.9	75.9	85.2
% PSED	71.4	74.1	83.2
% Literacy	57.1	67.2	68.8
%Mathematics	60.7	70.7	77.2
%U the W	67.9	70.7	80.3
% Ex A & D	75	77.6	85

PHONICS Y1	APS	APS	N
	Yes	No	
% Working Towards	26.3	11.3	
% Working At	73.7	79.7	78.9%

PHONICS end of KS1	APS	APS	N
	Yes	No	
% Working Towards	25	5.8	
% Working At	72.2	92.3	88.6%
KS1	APS	APS	N
	Yes	No	
READING			
% At least expected	51.4	71.7	68.3
% GDS	5.4	9.4	18.8
WRITING			
% At least expected	51.4	69.8	60.1
% GDS	0	1.9	8.2
MATHEMATICS			
% At least expected	54.1	75.5	70.4
% GDS	5.4	5.7	16.3
SCIENCE			
% At least expected	59.5	73.6	78.7
RWM			
% At least expected	45.9	60.4	56
% GDS	0	1.9	6.2
KS2	APS	APS	N
	Yes	No	
READING Test			
% At least expected	56.8	68	72.6
% higher standard	13.6	18	29
Scaled Score	101.4	101.8	105.1
WRITING			
% At least expected	36.4	40	71.5
% GDS	0	2	13.3
MATHEMATICS			
% At least expected	63.6	80	72.9
% higher standard	13.6	28	23.8
Scaled Score	101.9	104.1	104.2
GPS			
% At least expected	61.4	68	72.3
% High score	20.5	32	30.1
Scaled score	101.5	104.3	104.9
RWM			
% At least expected	36.4	36	59.5
% GDS	0	2	8
Progress Reading	3.82	-0.5	0.04
Progress Writing	-2.02	-5.71	0.05
Progress Mathematics	4.22	2.8	0.04

## Externally provided programmes

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)**