**Pupil premium strategy statement (primary)**

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| 1. **Summary information** | | | | | |
| **School** | Anglesey Primary School | | | | |
| **Academic Year** | 2017/18 | **Total PP budget** | £390 720 | **Date of most recent PP Review (internal)** | July 2017 |
| **Total number of pupils** | 687 | **Number of pupils eligible for PP** | 44% | **Date for next internal review of this strategy** | April 2018 |

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| 1. **Current attainment** | | |
|  | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| **% achieving in reading, writing and maths** | 40% | 46% |
| **% making progress in reading** | 48% | 53% |
| **% making progress in writing** | 56% | 58% |
| **% making progress in maths** | 86 | 84% |

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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)* | | | | |
|  | | Oral language skills in English are poor in reception 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 expectaions. | | |
| **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 in line with family group particularly CAL |
|  | Increased number of children achieving expected standard in reading and writing at KS1 | | Over a 3 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 3 year period and RWM in line with the Birmingham Average over the same period. |
|  | 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. |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** |  | | | | |
| 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 | Introduce 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. Also the majority of children speak English as a second language. | Systematic whole school approach. Each phase having tailored CPD | AHT Inclusion manager. | July 2018 |
| Improved reading skills | Introduce the concept of Reading Domains  TL3 to focus on reading in KS1 | Raise profile of reading in KS1 to develop a love of books. | Systematic approach to teaching the skills of answering questions.  Monitoring, regular updates and conversations. | Ms Houston  TLR3 | July 2018 |
| **Total budgeted cost** | | | | | £59000 |
| 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 develop of language and critical thinking. | AHT’s will attend planning meetings to ensure it remains a focus for learning.  Work with WNO, CBSO Shakespeare Trust theatre companies and a programme of visits to support curriculum development. | AHT Inclusion manager.  Year Managers | July 2018 |
| Improve attainment and progress in reading.  Continue to develop the whole school approach in maths. | 1. Training for all staff on reading domains and VIPERS. 2. Improve class libraries and library in KS1 3. Curriculum AHT to support in Y6 4. Curriculum AHT to support with planning.   Maths programme with Sense of number.  AHT to support maths across the school.  HLTA to support pp children in Y5 and Y6 who need to develop further understanding. | 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. 2. Exposure to good quality texts will encourage children to read. 3. Y6 have had less time with the new curriculum expectations, therefore additional expertise used to accelerate their learning. | Focus for training then AHT and Year Managers will ensure its part of weekly planning. | AHT English Lead  TLR3 Project Manager  KS AHT |  |
| **Total budgeted cost** | | | | | £207000 |
| 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 step. | Regular monitoring of attendance data which is reported to Governing Body. | Head of School | Termly |
| 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 |
| Provide additional support were a specific need has been identified. | Bus fare for children living a distance who are having difficulty.  Support for cost of trips.  Support with school meals.  Nurture groups for those struggling with behaviour or social skills. | Children cannot get the most out of school if they are hungry or worried about families paying for trips etc.  Some children struggle with appropriate learning behaviours and by having some small group support can develop strategies to help. | Assessed by need through SLT |  |  |
| **Total budgeted cost** | | | | | £1240720 |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2016 to 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** |
| Improved academic progress. | 1. Whole school approach to maths mastery. 2. Targeted approach for children who need to close the gap. 3. A more strategic approach to reading. | Progress for all pupils was significantly above the national average +4.1 (floor -5) and was in the top 10% in the country. Disadvantaged pupils 3.86  (As above)  Progress for all pupils in reading was above the national average -0.4 (floor -5). For disadvantage pupils -1.48 | Whole school approach has significantly improved progress in mathematics supported by targeted support by specialist HLTA.  A complete review required for teaching of reading particularly around the develop and understanding of tier 2 vocablulary. |  |
| 1. **Targeted support** | | | | |
| **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 attainment in mathematics for disadvantaged children. | 1. Targeted approach for children who need to close the gap. | School results 84% National Average 77% | HLTA specialist maths target has made a significant impact. Children targeted in Y5 after SAT’s continued through Y6 until SAT’s. Each class has a target group 1 half hour session at lunchtime and an hour after school once per week. HLTA supports in Y5 and Y6 during lessons. | £ HLTA salary |
| 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** |
| Remove barriers to learning. | Individual basis e.g. bus pass to get to school, hot meal, breakfast, support with uniform, equipment for school. | Support for individual family dependent on need. |  |  |