

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	St Agnes C of E Primary
Number of pupils in school	436
Proportion (%) of pupil premium eligible pupils	28.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-21, 2021-22, 2022-23
Date this statement was published	
Date on which it will be reviewed	Mar '23, Jul '23 (mid-points)
Statement authorised by	Shoab Uddin
Pupil premium lead	Katie Cronin (KS1/2) Rachael McCuthcheon (EYFS)
Governor / Trustee lead	Charlie Mok

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 144,348
Recovery premium funding allocation this academic year	£ 7,794
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 1,600
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	£ 153,742

Part A: Pupil premium strategy plan

Statement of intent

At St Agnes CE Primary School, we intend to:

- Early Years provision: address the school-readiness gaps our EY pupils have, as we recognise that *'the first five years lay down the precious foundations of skills, knowledge and confidence that help navigate future challenges'* (Peter Fonagy, Anna Freud Foundation).
- Reading: build on attainment at EY and KS1 and address any gaps that exist; we want every child to be an able reader.
- Oracy: place a whole-school focus on spoken language (linked with Phonics and Reading), including securing key vocabulary for our disadvantaged learners and curriculum skills for discussion, debate and courteous challenge.
- Invest in Speech and Language support for those disadvantaged pupils with identified needs, including training and skilled delivery of Primary WellComm Language Intervention
- Deliver a wider curriculum offer including visits, WOW events and experiences to build aspiration and increase culture capital.

All of these measures combine to help achieve the objective of increasing the number of disadvantaged pupils achieving 'Expected' and 'Greater Depth Standard' to narrow the gap between/match the attainment of their non-disadvantaged peers. We aim for all disadvantaged pupils to make good progress from their individual starting points.

Challenges

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

Challenge number	Detail of challenge
1	Nursery and new Reception children not school-ready on entry: physically, socially or emotionally
2	Language acquisition at the level required by 2014 National Curriculum is impacted by proportion of EAL (71.9%)
3	Attainment and progress for disadvantaged pupils is an uneven picture across the school – cohort specific
4	More-able disadvantaged children are not demonstrating skills at Greater Depth Standard – a distinct difference between them and their non-disadvantaged peers.

5	Continuing impact of learning loss consequent to two academic years' disrupted by COVID
6	Paucity of experience resulting in limited cultural capital, impacting understanding of a wide range of topics

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
Build on low entry points for disadvantaged pupils entering EYFS	Disadvantaged pupils will make good progress from their individual starting points across all key areas of development.(Where progress is stalled, prompt action will be taken to provide quality intervention to address difficulties.)
Develop language skills (including vocabulary and oracy)	Disadvantaged pupils will be observed to use a wide range of key vocabulary and communication skills in class/small group discussions, as well as in their writing and response to written texts. Participation in oracy assemblies and in-class activities. Progress of individual and small groups of pupils participating in WellComm interventions Focus on reading at KS1 – improved engagement of disadvantaged pupils, reading a book, sharing enjoyment of a book, recommending a book to others, as well as opportunities to read to an adult in school.
Diminish the attainment gap of disadvantaged pupils in comparison with their non-disadvantaged peers, at key points across primary education through: Provision of small group targeted interventions 1:1 tuition/mentoring	Children will show good progress from their starting points Proportion of children achieving GLD, ELG and Specific Learning Goals at end of EYFS will increase toward matching their non-PPG peers compared with previous set of validated data. (disadvantaged 29%, non- disadvantaged 50%,) Proportion of disadvantaged pupils passing the phonics screen at Y1 (or repeat at Y2) will improve in relation to that of non-disadvantaged peers and with previous set of validated data (disadvantaged 29%, non- disadvantaged 40%). Proportion of disadvantaged pupils achieving 'Expected' standard in Reading, Writing and Maths at end of KS1 will improve in relation to that of non-disadvantaged peers and with previous set of validated data (Rdg disadvantaged 40%, non-disadvantaged 54%, Writing disadvantaged 27%, non- disadvantaged 56%, Maths disadvantaged 33%, non - disadvantaged 58%, R/W/M disadvantaged 20%, non- disadvantaged 49%). Proportion of disadvantaged pupils achieving 'Expected' standard in Reading, Writing and Maths at end of KS2 will improve in relation to that of non-disadvantaged peers and with previous set of validated data (Rdg disadvantaged 57%, non- disadvantaged 57%, Writing disadvantaged 43%, non- disadvantaged 56%, Maths disadvantaged 44%, 49% non- disadvantaged).

<p>Increase the proportion of disadvantaged pupils achieving at Greater Depth Standard at end of KS2</p>	<p>Disadvantaged children will show good progress from their individual starting points. The gap will narrow between the proportion of disadvantaged children and their non-disadvantaged peers achieving at GDS at end of KS2 compared with previous set of validated data (Rdg -7%, Writing -5% and Maths -2%)</p>
<p>Deliver a range of wider curricular opportunities for disadvantaged pupils, including participation in trips, visits, WOW events, experiences intended to build aspiration and culture capital</p>	<p>Disadvantaged pupils will participate in a range of activities across the academic year, linked to their curriculum, and will be able to talk about their experiences, what they have learned, and how they see things differently as a result.</p>

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: £10, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of new Government-approved Phonics Scheme, including staff training, with Phonics Lead having release time to oversee implementation, provide staff support and monitor progress/capture impact. Program to be delivered across whole school as needed	<p>Little Wandle (Letters and Sounds Revised) is on the Dfe's list of validated Systematic Synthetic Phonics programmes (SSP).</p> <p><i>High-quality training is an essential element of an SSP programme and is key to ensuring it is effectively implemented with fidelity and consistency within settings. A comprehensive programme of training must ensure continuous professional development of all those leading or delivering phonics teaching, assessing children's progress and supporting children who are at risk of falling behind the expected pace of the programme.</i></p> <p>https://www.gov.uk/government/publications/phonics-teaching-materials-core-criteria-and-self-assessment/validation-of-systematic-synthetic-phonics-programmes-supporting-documentation#:~:text=High-quality%20training,of%20the%20programme.</p>	1, 2, 3, 4, 5
Primary WellComm training for staff, package + 2 terms' dedicated HLTA time	<p>According to the latest data released by the DfE (24 June 2021), speech, language and communication needs (SLCN) are the most common type of primary special educational need (SEN) in state schools. Almost 295,000 children were listed as having SLCN as a primary SEN in early 2021.</p> <p>This predominance of need is true for St Agnes. This programme developed in conjunction with Speech and Language therapists – and training provided by our SaLT – enables us to respond to these needs from early starting points and across the school. Tackling gaps in speech, language and communication skills, allows our disadvantaged</p>	1, 2

	pupils to increase their chances of making improved progress across the curriculum.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 135, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
2 x TAs (including 1 additional EYFS and 1 at KS2) + 1 Teacher (KS2) for delivery of small group interventions	<p><i>Evidence shows that where teaching assistants are trained to deliver an intervention to a small group or individual it has a higher impact, where deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes. Studies show that learners made typically a little higher than +5 months progress. (Teaching Assistant led Interventions, EEF)</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>EEF: +5 months additional progress/year for small group interventions</p>	1, 3, 4, 5
Individual Tutoring Program	<p><i>Research has shown that one to one tuition can be effective, providing approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. (One-to-one Intervention, EEF)</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>EEF: +5 months additional progress/year</p>	4, 5,
Intervention resources-Century	The online resource - Century - will be delivered as part of the targeted academic support to help address the identified challenges and allow for individualised learning to take place on specific targets for pupils (Y3-6).	3, 4, 5

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

Budgeted cost: £ 10, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trips, visits, WOW events, experiences to build aspiration and culture capital.	<p>Many of our pupils, including – but not exclusively - our disadvantaged pupils, have limited experiences outside our immediate locality. They do not necessarily visit places of interest that would broaden their experience and understanding of the wider world.</p> <p><i>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they would otherwise might not be able to access. Through participation in these physical and emotional activities, outdoor learning can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</i></p> <p>(Outdoor Learning, EEF). https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/outdoor-adventurelearning</p>	2, 4, 6,

Total budgeted cost: £153,742

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.

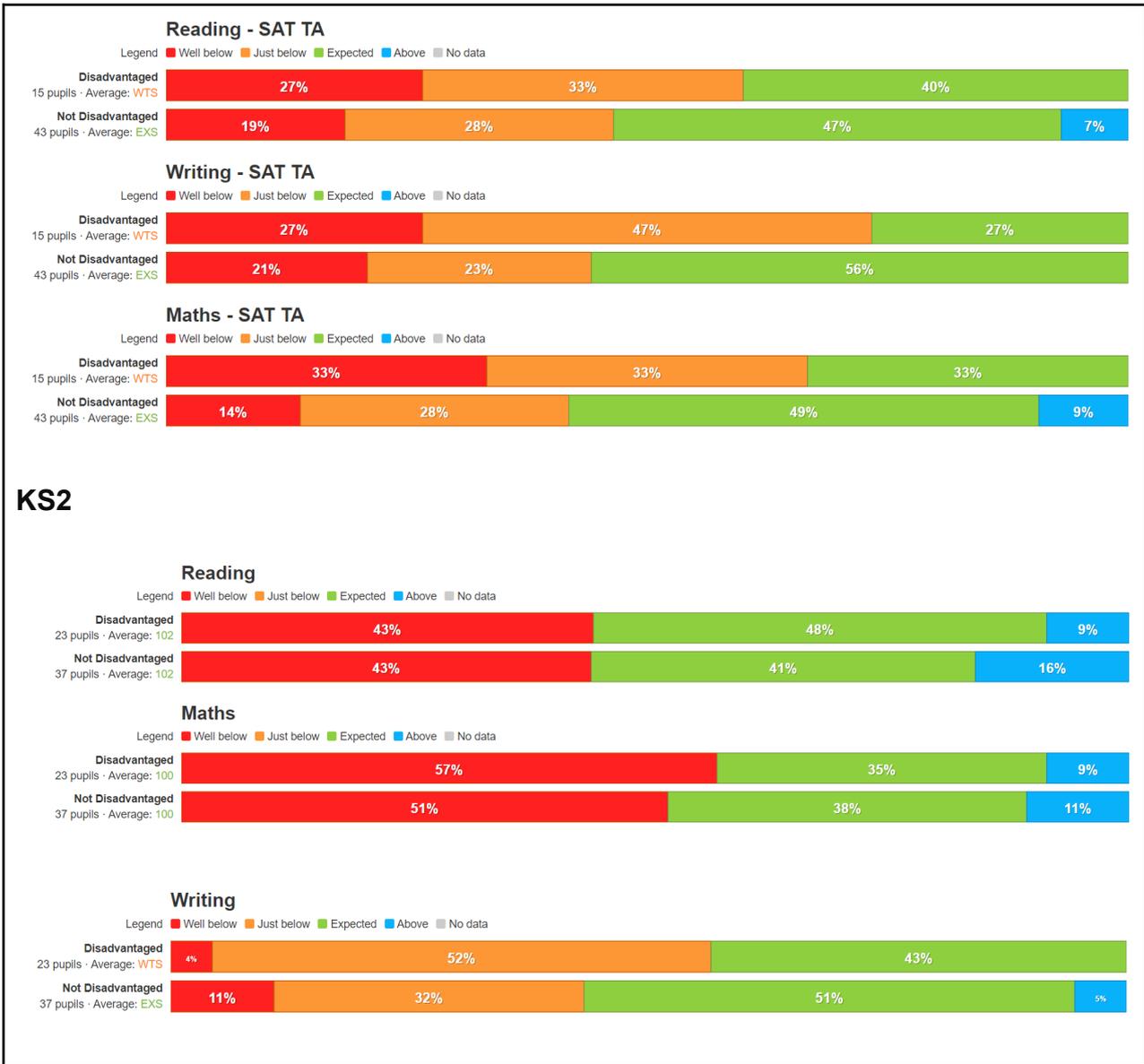
A change was made to the purchase of the Phonics programme. Sounds - Write was replaced by Little Wandle (Letters and Sounds Revised), on the Government's approved list of synthetic Phonics programmes. All Teachers and support staff have received training, with the appointment of a Phonics lead to oversee delivery of the programme and monitor pupil progress. Consistency is key to the success of this programme.

During the 2020-21 academic year, learning was greatly disrupted by COVID-19. A balance of home learning (packs and online), in-school bubbles and provision during Lockdown was delivered. Internet access was supported for disadvantaged learners through provision of dongles and/or devices to enable access to learning.

During the 2021-22 academic year, there was far less disruption to learning as a result of COVID-19. There were no school closures, although pupil and staff absences continued to pose some disruption; this included disruption to the support received by pupil premium children.

In 2021, End of KS2 assessment took place using the 2019 STA materials and Teacher Assessment. Data illustrated how much the impact of COVID-19 had on pupil performance, and showed that disadvantaged pupils were more affected. It should be noted that not all pupils were present for assessments. Statutory assessment resumed in 2022, although results were not used to contribute to performance tables. The support for pupil premium children in KS2 proved effective; results were broadly in line for Reading and Maths between them and their non pupil premium peers. The significant gap of -13% in Writing reflected the lack of engagement during the COVID years.

KS1



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