

Pupil premium strategy statement

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

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

St Agnes' RC Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	191
Proportion (%) of pupil premium eligible pupils	13 pupil (7%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	Reviewed December 2022
Date on which it will be reviewed	Reviewed June 2023
Statement authorised by	Governing Body
Pupil premium lead	Joanne Woods
Governor / Trustee lead	Patrick Garraghan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17081
Recovery premium funding allocation this academic year	£2000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£19081

Part A: Pupil premium strategy plan

Statement of intent

Our vision at St Agnes' is to create a creative, caring school community in which every child can achieve their learning potential, develop their unique talents and become the very best they can be in preparation for the next stage in their lives.

St Agnes' is a learning community in which all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including maximising progress for those who are already high attainers.

We will consider the various challenges faced by vulnerable pupils and through our broad and challenging curriculum, we will strive to create an environment and culture where all children can flourish, regardless of whether they are disadvantaged or not.

Quality-first teaching is at the root of our approach, with a focus on areas in which disadvantaged pupils require the most support. Carefully planned and sequenced lessons ensure that prior learning is embedded and then built upon. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through additional and/or bespoke intervention for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged through an exciting, broad and balanced curriculum
- provide those who work directly alongside pupils with the skills to help them reach their full potential through carefully tailored CPD
- quickly identify pupils who need extra intervention and support

- continue our whole school approach in which all staff take responsibility for disadvantaged and SEND pupils' outcomes and set high 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	Some disadvantaged pupil's speech and language development has been adversely affected by the pandemic due to reduced exposure to new vocabulary and conversation or experiences outside of the home.
2	A number of our disadvantaged pupils are also SEND.
3	Many disadvantaged pupils have access to a narrower breadth of books outside of school compared to their non-disadvantaged peers. This limited exposure to reading results in poorer fluency, comprehension and enjoyment for disadvantaged pupils.
4	A significant number of our disadvantaged pupils have been identified as having social and emotional issues, some of which have been exacerbated by the pandemic. 40% of disadvantaged pupils currently require additional support with their social and emotional needs.
5	Some disadvantaged pupils do not access after-school enrichment opportunities.

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 language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Basic and essential skills in number, reading and writing are securely	The majority of pupils will reach age-related expectations by the end of each

embedded following intervention and targeted support.	key stage and will have the appropriate knowledge and skills to prepare them for the next phase of their learning.
All pupils with SEND have action plans in place which follow the Plan, Action, Do & Review model. The curriculum is successfully adapted and ambitious to meet their needs and develop skills, knowledge and understanding of all pupils.	A greater number of disadvantaged pupils with SEND reach age related expectations. Progress for all pupils with SEND is rapid and they are able to achieve, accessing the full curriculum with increasing success and independence. Where an individualised timetable is required, pupils achieve very well from their starting points.
Disadvantaged pupils have access to a wide variety of books which will result in full engagement across the curriculum and foster a culture of reading for pleasure that will prepare them for their next academic step.	Disadvantaged pupils read a wide range of texts/genres which improves their reading fluency and comprehension resulting in them achieving at least age-related expectations. Pupils will develop a love of reading and be able to flourish in other curricular areas as a result of their exposure to an increased breadth of knowledge and vocabulary.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by qualitative data from pupil voice, pupil and parent questionnaires/surveys and teacher observations and a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

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: £505

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase RWI books to support the	Phonics approaches have a strong evidence base that indicates a positive	1, 2, 3

RWI Systematic Synthetic Phonics programme to secure strong phonics teaching for all pupils.	impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: phonics toolkit	
Improve the quality of social and emotional learning.	Develop the role of mental health lead within the school setting. Invest in CPD to develop the range of social and emotional support needed within the primary setting. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.Pdf	4, 5

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

Budgeted cost: £ 12230

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional 'Essential phonics sessions targeted at disadvantaged pupils who require further phonics support on a 1 to 1 or small group basis	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: EEF Phonics toolkit strand.	2, 3
Use of the The Nuffield Early Language Intervention (NELI) programme for children in Reception which has been found to improve children's language and early literacy skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: EEF: Oral Language Intervention Oral Language Intervention	1

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

Budgeted cost: £ 6306

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop programmes and allow time as required to discuss emotions and feelings to help relieve any anxieties and worries (Rainbows, Mindset, Anxiety, Depression, Gender Difference, Emotional Coaching)	PSHE/SEAL interventions in education are shown to improve SEAL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	4
Ensure children are provided with a variety of enriching experiences, linked to Spiritual, Moral, Social & Cultural (SMSC) development and the wider curriculum, with a focus on the promotion of effective collaborative learning. Commando Joe 'Survival' days to develop team-building skills and social interaction. After-school Stomping Ground (Forest School) club introduced Spring 2022	Disadvantaged children should be as able to access and benefit from these experiences as their peers so residential and after-school clubs that incur a cost will be paid for. EEF toolkit acknowledges that collaborative learning which promotes interaction between learners is a highly effective way of improving outcomes. Residential experiences enable team building and promote confidence and self-esteem.	6

Total budgeted cost: £19044

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The number of disadvantaged pupils at the end of KS1 (1) and KS2 (3) in 2021/22 was small therefore a percentage of those reaching the expected standard or above is not statistically significant. Disadvantaged children continued to make progress despite the pandemic but the amount of progress made would not be as had been hoped back in 2018/19. COVID-19 and the resulting lockdowns impacted learning and progress in all schools nationwide. The extent of the impact at St Agnes' was mitigated by our resolution to maintain a high quality, broad curriculum, including during periods of partial closure. In Maths, some content had been missed leading to gaps in learning and interrupted sequencing. Recall of basic skills suffered, particularly for some disadvantaged pupils – some children were not able to recall addition facts, times tables and had forgotten calculation strategies. Children had not had the same amount of exposure to areas of Maths such as reasoning and problem solving that they would have ordinarily had in school. However, online Maths programmes – Times Table Rockstars and Mathletics – supported children throughout. In regard to Writing, children lost essential practise of writing skills and the very important sequential learning and intervention programme that had been in place. Grammar and Punctuation-specific knowledge suffered, leading to a lack of fluency in writing. Those who evidently didn't write much have had to work exceptionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. The quality of presentation and handwriting had also been adversely affected during lockdown. Children accessed reading during lockdown more than any other subject largely due to the online Reading programmes that had already been introduced in school. Reading was more accessible for families and required less teacher input. However, when school re-opened, we found children were less fluent in their reading and some lacked reading stamina, resulting in the gap between those children that read widely and those children who didn't becoming wider. The introduction of RWI, early reading programme is showing signs of narrowing the gap in phonics and fluency.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Read Write Inc.	Ruth Minskin
Accelerated Reader	Renaissance Learning
Reader Plus (Y5/Y6)	Pearson English

TTRock Stars	Times Table Rock Stars
Mathletics	3P Learning
Maths Seeds	3P Learning

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
<p>The impact of that spending on service pupil premium eligible pupils</p>

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.