

Pupil premium strategy statement – St Agnes’ RC Primary School

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, if that version was published using the template.

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

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	190
Proportion (%) of pupil premium eligible pupils	12 pupils (6.3%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2024
Date this statement was published	February 2024
Date on which it will be reviewed	February 2025
Statement authorised by	J. Woods Headteacher
Pupil premium lead	J. Woods
Governor / Trustee lead	P. Garraghan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19228
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£21228

Part A: Pupil premium strategy plan

Statement of intent

Our vision at St Agnes' school is to ensure that our children receive high quality education 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 challenges they face, make good progress across all subject areas. The focus of the pupil premium strategy is to support disadvantaged pupils to achieve that goal, including maximising progress for those who are already high attainers.

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

Quality first teaching lies at the heart of our approach, with a focus in areas which disadvantaged pupils require the most support. Carefully planned and sequenced lessons ensure that prior learning is embedded and built upon. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

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

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment.

To ensure they are effective we will:

- Ensure that disadvantaged pupils are challenged through an exciting broad and balanced curriculum with clear end points.
- Provide all staff who work directly alongside pupils with the skills that will support them to meet their full potential through carefully tailored professional development.
- Work alongside SENDCO to identify additional intervention and support.
- Ensure that all staff recognise the whole school approach in taking responsibility for all disadvantaged and SEND pupils' outcomes, setting 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	Assessment outcomes, progress, observations and discussions with teachers indicate that fluency, stamina and key grammatical concepts are under-developed for disadvantaged pupils in writing.
2	Assessment outcomes, progress, observations and discussions with teachers indicate that pupils in KS2 are engaging less with reading which is impacting on speed and fluency in reading.
3	Assessment outcomes, observations and discussions with teachers indicate that the attainment gap in maths has widened for some of our disadvantaged children.
4	Higher incidences of families needing support and involvement from external services such as social care, children's services, speech and language and mental health.
5	Attendance of disadvantaged pupils and non-disadvantaged pupils. 94% v 96.5%.
6	Limited life experiences and opportunities to develop vocabulary and a wider awareness of the outside world.

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
Attainment of disadvantaged pupils will improve across Reading, Writing and Maths. A carefully planned and timetabled TA intervention programme personalised for groups or individuals addressing gaps and ensuring progress.	<p>The achievement gap between disadvantaged and non-disadvantaged will be narrowed.</p> <p>Progress is measured and tracked from pupils' starting points in the Autumn term.</p> <p>Formative and summative assessments take place termly.</p> <p>KS1 and KS2 outcomes show that most disadvantaged pupils meet the expected standard in reading, writing and maths.</p>
Families with extra needs will receive additional support, guidance, intervention and resources from school.	Mental health lead and headteacher will regularly meet with parents to support with any issues that are happening at home.

	<p>Advice and additional support systems will be put in place to alleviate transition from home to school.</p> <p>Regular meetings with parents who receive extra support from school to assess impact and well-being of child and adult.</p>
Disadvantaged pupils will attend school regularly and not miss out on valuable educational and social progress. Ensure that attendance of disadvantaged pupils is at least in line with national average.	Attendance figures for disadvantaged pupils will increase to be in excess of 96% +.
Disadvantaged pupils will engage with a broad and balanced curriculum designed to increase life experiences and a richer vocabulary.	<p>A wider variety of experiences in activities linked the broad and balanced curriculum.</p> <p>More exposure to extra-curricular opportunities without payment.</p> <p>Pupil voice and questionnaires show enjoyment and improved attitudes to learning and access to wider curriculum.</p>
Improved well-being for disadvantaged pupils, resulting in improved self-esteem, behaviour, improved attendance, and therefore academic attainment.	<p>Children are provided with excellent pastoral care, guidance and support to raise self-esteem and develop skills of resilience, independence and perseverance.</p> <p>Our mental health lead will continue to support pupils with specific well-being needs.</p> <p>Pupil and parent questionnaires and pupil voice feedback will reflect enjoyment in school, an open door attitude and improved attitudes to learning.</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: £1000

High quality teaching for all. Teachers and support staff to have continued CPD to support improved teaching and learning, leading to improved outcomes for all pupils.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure Quality First Teaching is effective in ensuring that disadvantaged children learn well and make good progress in reading, writing and maths	<p>Quality First teaching has a direct impact on pupil outcomes. (Sutton Trust)</p> <p>Reading, English and Maths leads share good practice regularly with all staff.</p> <p>Ensure all staff are aware of PP children and their progress is monitored regularly by SLT and T.</p> <p>Use of assessment tools – STA past papers for Y2 and Y6, WRM/NCETM end of term Autumn Assessments, Testbase, Reader plus, RWI, Timestables rockstars, Mathletics</p>	1, 2, 3, 4
CPD embed teaching for mastery across the whole school working with the Maths Hub and BWCET Maths Hub consultants £1000	<p>Since 2019 we have worked alongside the NCETM and the great north maths hub. The NCETM reported that Maths Mastery has a significant, positive impact.</p> <p>This approach helps teachers develop their knowledge and skills, with children learning maths more securely from EY – Y6</p>	3

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

Budgeted cost: £17,320 + £1950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Progress meetings track the progress of disadvantaged pupils	The Education Endowment Foundation states the positive impacts that teaching assistants have in delivering high-quality	1, 2, 3, 6

<p>and appropriate planned and structured interventions are put in place – TAs are trained in the following</p> <ul style="list-style-type: none"> • <i>Number talk, first class in number</i> • <i>Talk boost</i> • <i>NELI</i> • <i>Mathletics</i> • <i>Reader plus</i> • <i>Accelerated Reader</i> 	<p>structured interventions with short sessions, linking the learning to classroom teaching.</p> <p>The Education Endowment Foundation ran a project investigating the impact of 1stclass@number which found it had a positive impact on primary maths.</p> <p>The NELI (Nuffield Early Language Intervention programme) This oral language intervention for early years pupils after research by EEF shows that pupils receiving this programme improved their expressive language (vocabulary and grammar skills)</p>	
<p>L3 teaching assistants deliver 1:1 and small group phonic, reading and spelling interventions</p>	<p>The Read Write Inc programme incorporates fast track intervention bespoke to pupil phonics levels. A specialist RWI practitioner works 2 mornings a week to deliver this intervention across Y1, Y2, Y3.</p>	<p>2</p>

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

Budgeted cost: £1350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training a member of staff as mental health lead across the school</p>	<p>This has enabled the school to develop a whole school coherent and structured approach to addressing and meeting the social, emotional, and mental health needs of children across the school.</p>	<p>4, 5, 6</p>

	Evidence supports the impact that a mental health lead has on increasing attendance for those who have social and emotional anxieties which impact on their attendance.	
Continue to fund or part fund educational visits, enrichment clubs and extra-curricular activities for disadvantaged pupils. £800	The impact of arts and sports participation on other areas of academic learning appear positive, making on average 3 months progress. Based on EEF, improved outcomes have been identified in English, Maths and Science.	2, 5

Total budgeted cost: £ 21,620

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

2023 Y1 phonics School Disadvantaged vs National other (Not Disadvantaged)

Disadvantaged pupils' performance is significantly above that of Disadvantaged pupils Nationally (100% vs 84%)

2023 KS1 Reading, Writing and Maths – School Disadvantaged vs National 'other' (Not disadvantaged)

School disadvantaged pupils' performance is below that of 'other pupils' Nationally in Writing and Maths.

(Reading 100% v 68%, Writing 50% v 60%, Maths 50% v 70%)

2023 KS2 Reading, Writing and Maths – School Disadvantaged vs National 'other' (Not disadvantaged)

Disadvantaged pupils' performance in Reading and Maths is better than 'other pupils' Nationally. (73% v 75%)

Disadvantaged pupils' performance in Writing is below that of 'other pupils' Nationally. (71% v 25%)

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

Service pupil premium funding (optional)

*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***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.