



# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 School
Number of pupils in school	107
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sarah Butterworth, Headteacher
Pupil premium lead	Sarah Butterworth
Governor / Trustee lead	Sue Gittins

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 72,405
Recovery premium funding allocation this academic year	£ 5,655
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	£ 78,060

## Part A: Pupil premium strategy plan

### Statement of intent

At St Agnes Primary School, we have high expectations for all pupils in our school and believe that with high quality teaching, effective engagement with parents and a personalised approach to meet children's individual needs, every child can fulfil their individual potential, both academically and socially. Our intent is to close the gap by the end of Year 6 for our disadvantaged children. In order to achieve this, early identification right from the onset in EYFS is key. From here quality first teaching and interventions are precisely mapped out to ensure the gap narrows over time. Building upon early interventions in EYFS and KS1 means that this can continue for individuals throughout their journey in KS2. We aim to provide the opportunities for all of our children so that they leave us in Year 6 as well-rounded, independent, resilient and confident children.

In order to do this, we engage in a range of strategies to issue challenge at an appropriate level and provide support to overcome barriers to learning. We provide a rich and varied curriculum, which makes an exceptional contribution to pupils' outcomes so that children are engaged in all areas of the curriculum and achieve well.

Key interventions and approaches are adopted on a whole school level and are not restricted to pupils eligible for the Pupil Premium. Some specific interventions and whole school initiatives have been made possible by allocating the Pupil Premium and/or recovery funding. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who are not eligible for the Pupil Premium.

At St Agnes Primary School, we are committed to ensuring that all of our disadvantaged pupils, including those who are able (Greater Depth) receive teaching which is at least good in every lesson and that disadvantaged children who have 'fallen behind' their peers with similar starting points, receive frequent intervention and daily support. Funding is allocated within the school budget by financial year. The budget enables us to plan our interventions and support programmes year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding. When making decisions about allocating our Pupil Premium Funding, we have analysed our data thoroughly and have made use of a range of research, such as the Education Endowment Foundation and The Sutton Trust. Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan.

### Challenges

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

Challenge number	Detail of challenge
1	The impact of COVID-19 has created lower attainment and slower progress rates for pupil premium/disadvantaged children. Overall, PP children have knowledge gaps and find it difficult to retain/recall prior knowledge further widening the gap between their peers.
2	Pupils have limited parental support and engagement in school and learning resulting in reduced homework completion, a lack of readiness for school and, for some, reduced ambition. The impact of COVID-19 and lack of parental engagement during lockdown has meant that the gap has widened for a number of PP children.
3	Lower attendance and higher rates of persistent absenteeism and lateness of PP/disadvantaged children. COVID-19 has caused this gap to further widen.
4	Poor language skills. This includes speech and language difficulties and a lack of exposure to a wide range of vocabulary.
5	Some pupils in receipt of PP funding show weaknesses in learning behaviours. These pupils physically and emotionally lack self-belief, determination, resilience and readiness to learn. They can struggle to reflect and evaluate their own learning and often lack self-motivation and confidence to improve.

## 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
<p>Disadvantaged pupils make at least expected progress from their individual starting points in all areas of the curriculum and especially in Reading, Writing and Maths. The gap is narrowed in the progress and attainment of PP and non-PP children.</p>	<p>Those pupils who have 'fallen behind' are supported and tracked closely to ensure they make accelerated progress and 'catch-up' or exceed prior attainment standards.</p> <p>Children who need to make accelerated progress, receive targeted high-quality intervention which is monitored by school leaders.</p> <p>Pupils have regular/weekly opportunities to rehearse, practice and consolidate key skills in reading, spelling, handwriting as well as mental and written arithmetic.</p> <p>Support staff and class teachers support learning effectively and quickly identify and address learning gaps and misconceptions.</p> <p>Additional intervention sessions take place based on gaps in learning and with reference to previous key stage data.</p>
<p>All parents have aspirations for their children and support them to achieve.</p> <p>All pupils are exposed to a breadth of experiences that enable them to contextualise their learning both in school and at home.</p> <p>Pupils love learning and have access to an engaging, broad and varied curriculum.</p> <p>All children have access to appropriate technology at home.</p>	<p>The curriculum offer provides children with an exciting, varied curriculum.</p> <p>Teachers and support staff will plan a wide range of visits, events and experiences to inspire and enhance learning and to make it memorable.</p> <p>All parents will be offered support to develop their children's skills and enable them to achieve more.</p> <p>Parents will have more opportunities to work with staff to develop their own confidence with key skills to inspire their children.</p> <p>Parents and children will access the 9-grid home learning matrix to support the link between home and school to further enrich the children's learning experiences.</p> <p>Children and parents will take ownership of their learning and will develop and consolidate their learning further at home.</p> <p>Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day.</p>
<p>All disadvantaged pupils will meet national expectations for attendance and persistent absence.</p>	<p>Disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils (96+%).</p> <p>Monitoring of attendance by Headteacher and pastoral support brings about an increase in PP pupils' attendance and a decrease in persistent absence and late marks.</p> <p>Staff are aware of attendance and punctuality difficulties that may impact PP learners and have plans in place to support these.</p>
<p>The language deficit for pupils in receipt of pupil premium funding is diminished.</p> <p>A reading culture that ensures all pupils read regularly and develop a love of books is embedded throughout the school community.</p>	<p>All pupils are exposed to 3-tiered and high quality vocabulary throughout the curriculum.</p> <p>Targeted pupils receive additional speech and language therapy and intervention.</p> <p>Parents are engaged in the development of their child's speech and language. Pupils read regularly at school and at home. They have access to high quality books for individual and guided reading.</p>

	<p>Consistent implementation of excellent practice and high expectations across the school for reading.</p> <p>Increased % of PP pupils are working at ARE or above across the school in phonics and reading.</p>
<p>All pupils will have good self-organisation skills, resilience and determination. They will be able to work independently with confidence. They will have good attitudes to learning and be motivated to achieve. They will have high aspirations for themselves and their future.</p>	<p>Children know and understand the meaning of our 'Great Expectations'. Teachers teach and model these behaviours. Children demonstrate these behaviours throughout the school day and in their lives outside of school. Monitoring tasks, such as learning walks and pupil chats evidence that they have appropriately aged self-organisation and are being encouraged to be independent by all staff.</p> <p>Pupils show that they are resilient and able to learn from mistakes. Teachers model these skills and attitudes in all aspects of their teaching.</p> <p>Support staff are used effectively to challenge and guide children without creating an over reliance on adult support. The Commando Joe programme of study and outdoor learning experiences are used effectively to develop these learning behaviours.</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: £ 21,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral lead recruitment and training to work with parents effectively to promote engagement and support children to develop resilience and aspirations. (£15,000)	Evidence from Education Endowment Foundation – Working with parents to support children’s learning. Evidence suggests that by engaging parents in their children’s learning they will be able to succeed. Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.	All
Coaching training and support for staff (£1,500)	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach to Spending. Enabling staff to develop their own actions and strategies will ensure that staff are able to tackle issues and problems more systematically and effectively.	All
Phonics training – all staff receive updated training for synthetic phonics and developing early reading (£3,000)	DFE – Improving Literacy in KS1 and EEF Reading framework. Sutton Trust research suggests: Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. The teaching of phonics should be matched to children’s current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). As a result, our Systematic, Synthetic Phonics Programme (SSP) is high quality and robust in its purpose. With a clear structured route, it allows all our pupils in meeting or exceeding the expected standard. However, St Agnes school is continually striving to ask the question: what more can we do? Therefore we are investing in high quality phonics CPD for staff, to ensure that all our children receive quality first teaching of phonics.	1,2,4
Metacognition – training staff to enable all children to develop improved learning strategies. (£500)	EEF – Metacognition - Evidence suggest that explicit teaching of the strategies to help plan, monitor and evaluate can be effective. It also suggests that these approaches are more effective when applied to challenging tasks that are already rooted into the school curriculum. Metacognition and Self-Regulated Learning Guidance Report – Education Endowment Foundation reports that teachers should acquire the professional understanding and skills to develop their pupils’ metacognition knowledge. Set an appropriate level of challenge to develop pupils’ self-regulation and metacognition and promote and develop metacognition talk in the classroom.	1,5
Early Careers Teacher training – to take part in the 2-year training (cover costs additional)	UCL – Early careers teacher programme is now a nationally funded approach to retain and upskill new teachers. Research and statutory guidance ensures that schools provide ECTs with a supportive	All

(£1,000)	environment that develops them and equips them with the tools to be effective and successful teachers.	
Subject leader training (£500)	EFF – Subject leader and curriculum research and EEF Guide to Pupil Premium spending. Upskilling all teachers in their subject area will ensure that high quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.	All

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

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 teacher or small group led tuition for targeted children. (£25,000)	<p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: -</p> <p>Individualised instruction = + 4 Months</p> <p>One-to-one tuition = +5 months</p> <p>Metacognition &amp; self-regulation = +7 Months - Small group tuition = +4 Months</p> <p>Teaching assistant supervision = +4 Months</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Having analysed our cohorts of children through Pupil Progress data, we have identified that the Year 6 cohort need support to address gaps in writing and maths.</p> <p>Due to COVID 19, through data analysis and pupil progress meetings, we have also identified that Years 1 and 2 has some gaps that could be effectively addressed through intensive tuition. We have also identified some children in the Year 3/4 cohort as needing intervention and therefore will access 1:1 tutoring for Maths and Writing.</p>	All
Teaching assistant support for targeted EYFS intervention (£5,000)	Pupil data demonstrates an exceptionally low on entry baseline data within EYFS – small group support will target key skills including Literacy. Interventions provided include, fine motor skills group, social skills groups, WELCOMM programme to support Early Language development.	1,2,4,5
Phonics one-to-one intervention – 5 TAs delivering 30 minutes per day (£5,000)	EFF Research shows that - One-to-one tutoring catches children before they fall behind therefore, all children learn to read the first time they are taught. It prevents the need for any later intervention. Although children are placed into homogeneous groups, the 'lowest' attaining groups have the widest variety of needs and are therefore the least homogeneous group of all (bottom 20% per cohort). In order that these children can receive the same carefully targeted phonics teaching as all the other groups of children, some may need one-to-one tutoring for 10 to 20 minutes a day – on top of their group session in the morning. This will enable the children to catch-up and	All

	keep up after COVID disruption to learning and to then maintain accelerated progress in phonics. In turn, this will further develop better reading skills.	
Additional teacher in Year 5/6 (targeted teaching to close the gap for identified children) (£10,000)	<p>The EEF emphasises: International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers.</p> <p>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each child will receive will increase, improving outcomes for children. We have analysed the needs of our Year 5/6 cohort and have identified that some additional teacher support would allow teachers to increase the amount of attention each child will receive. There will be a greater emphasis on children 'keeping up' and in particular, our lower attaining children.</p>	All

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

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing support for vulnerable children Daily support Bespoke counselling if required (£6,000)	<p>NFER 7 Building Blocks 4 - Meeting individual needs Metacognition and Self-Regulated Learning Guidance Report – Education Endowment Foundation 1- Developing self-regulating learners Developing children who are resilient, confident learners and have strong attachments.</p> <p>As a school, we know that if our children are in the right frame of mind to learn (positive attitude, self-confidence) and everything clicks into place, then learning will take place. We have to get this right first to give our children every opportunity for success.</p> <p>Teaching assistants work with our children to support individual needs. This ranges from behaviour support in school within the classroom setting, to grief and emotion coaching to the delivery of a range of therapies including therapeutic sand play and Lego therapy. The teaching assistant is a proactive escalation tool used right across the school to support our children to make the right/positive choices in a variety of situations. Additional interventions focus on the ways in which children work with (and alongside) their peers, teachers, family and community. These include: specialised counselling interventions which are tailored to meet children's particular social or emotional needs.</p>	All
Parent Support Adviser to work with parents to improve attendance, home learning and engagement. Budget already allocated in teaching – see above.	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending. Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement = + 4 Months.</p> <p>It has been consistently reported that there are wider benefits on attitudes to learning and well-being to the child when accessing the wider curriculum. We develop the relationship between school and parents to ensure effective relationships when working with parents to support their children's learning. Schools and parents have a shared interest in doing the best for their children. We aim to continue to work on our effective relationships with parents, particularly those parents who find it more difficult to engage with school and members of the team. Whilst we recognise that different</p>	All

	<p>approaches will be better suited to different age groups and different families, we will strive to ensure effective working relationships. We support families in a range of situations, particularly attendance and home learning completion. Additionally, we support our families in building trusting relationships and links with other providers (outside agencies eg Social Care) by facilitating appropriate meetings with someone with whom they already have a good relationship.</p>	
<p>Enabling children to access all areas of the wider curriculum – providing school uniform, breakfasts, equipment, trips and ICT where required. (£6,000)</p>	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending. Suggests removing barriers to learning will have an overall impact on attainment and wellbeing. At St Agnes we ensure every child is confident to come to school and has all their basic needs met, we enable every child to have the same opportunities and aspirations regardless of starting points or background.</p>	All

**Total budgeted cost: £ 78,500**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. The below evaluation of last years Pupil Premium strategy is detailed using internal school data.*

#### **Academic support**

##### **Intervention – Reading and Phonics intervention – EYFS / KS1**

Aim - To narrow the gap due to COVID 19. Pupils targeted for this intervention to make good progress. All children to make progress at least in line with national expectations. To aim for PP children to be in line with National Expectations.

Outcome - EYFS – 75% (3/4 children) KS1 – 80% (4/5 children)

##### **Intervention – PSHE Intervention**

Aim - Ensure children are able to emotionally cope after COVID-19 and pupils targeted for this intervention to learn to employ strategies that help children to handle their emotions and therefore be more equipped to access learning successfully.

Outcome - EYFS – 80% (1/5 children)

Outcome - KS1 – 75% (3/4 children)

##### **Intervention – KS1 Group Tuition - Maths and Writing**

Aim - Pupils targeted for this intervention to make good progress and plug any gaps left after school closure due to COVID 19. All children to make progress at least in line with national expectations. To aim for PP children to be in line with National Expectations.

To aim for targeted children to achieve greater depth – specific interventions to plug gaps after COVID 19.

Outcome - KS1 Maths – 5/5 (100%)

Outcome - KS1 Greater Depth – 2/3 (66%)

Outcome - Catch Up – 3/3 (100%)

##### **Intervention –KS2 Group tuition Reading and Maths**

Aim - Children becoming competent readers of a variety of texts and comprehension skills developing. Reading levels to be in line or above national expectations.

Children to be given extra support to develop Mathematical skills and become more competent Mathematicians. Ensure non-negotiables are met and gaps are plugged due to after school closure.

Outcome - KS2 Reading – Year 3 – 3/3 (100%), Year 4 – 2/2 (100%) Year 5 – 3/4 – 75%, Year 6 – 2/3 - 66%

Outcome - KS2 Maths – Year 4 – 4/4 (100%), Year 5 – 3/3 (100%), Year 6 – 2/3 - 66%

**Intervention - Additional lunchtime support for pupil premium child to ensure access to social times.**

AIM - Pupil premium child is able to access social situations.

To enable children to deal with emotional and traumatic difficulties and be able to access learning more successfully. To ensure pupils are able to work together and develop relationships that have been stopped due to COVID 19.

Outcome - All 3 children have shown improvement in behaviour at lunchtime with additional support – see behaviour logs

**Intervention - Commando Joe RESPECT programme**

The Pupil Premium children will gain a range of resilience, perseverance and team building skills to develop EHW and enable them to be more successful learners.

Continued in bubbles throughout COVID and children have developed skills around RESPECT.

**Staff Training**

Coaching - To develop staff to ensure that any issues around child wellbeing are addressed promptly and effectively.

Mental Health First Aid - To ensure staff are able to support children who have emotional health and wellbeing needs surrounding the aftermath of COVID 19 and school lockdown.

Pastoral Lead Training - To work with families who have attendance issues or wellbeing issues to improve quality of life for children and families. To improve attendance.

SB and MM trained by DLP to further develop relationships with parents – attendance has been internally monitored and has improved excluding COVID.

**Wider Curriculum**

Funding of after school clubs eg craft clubs, sports clubs, Karate.

Subsidised funding for Robinwood residential to allow all pupil premium children in Year 6 to attend.

Subsidised transport cost for trips to allow pupil premium children to attend.

To allow PP pupils to fully access the curriculum and enrichment activities.

To provide PP pupils with the opportunities to develop important life and social skills.

To allow PP pupils to fully achieve their potential and to achieve success in their areas of strength.

All children attended Robinwood – July 2021.

See attendance registers for clubs – all children have attended at least 1 after school club from March to July 2021.