



# St Agnes Catholic Primary 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 and progress of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the impact that last year’s spending of pupil premium had within our school.

## School overview

| Detail  | Data                                |
|---|-------------------------------------|
| School name   | St Agnes’ Catholic Primary          |
| Number of pupils in school  | 417                                 |
| Proportion (%) of pupil premium eligible pupils   | 26%                                 |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-2022<br>2022-2023<br>2023-2024 |
| Date this statement was published   | December 2021                       |
| Date on which it will be reviewed   | July 2022                           |
| Statement authorised by   | Susan O’Reilly (Headteacher)        |
| Pupil premium lead  | Stephanie Moran                     |
| Governor / Trustee lead   | Lisa Pate                           |

## Funding overview

| Detail   | Amount   |
|--|----------|
| Pupil premium funding allocation this academic year                                    | £131,697 |
| Recovery premium funding allocation this academic year                                 | £15,805  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0       |
| TOTAL  | £147,502 |



# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make at least good progress and achieve high outcomes across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

*Our ultimate objectives for our disadvantaged pupils:*

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- For all disadvantaged pupils in school to make or exceed nationally expected progress
- To support our pupil's health and wellbeing to enable them to access learning at an appropriate level
- Ensure all pupils have a rich and diverse range of cultural experiences as part of their curriculum offering

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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 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 in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise 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, observations and discussions with pupils indicated under developed oral <b>language skills</b> and limited range of vocabulary of disadvantaged pupils compared to other pupils particularly in EYFS.  |
| 2                | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with <b>phonics</b> than their peers. This negatively impacts their development as readers.                                      |
| 3                | Internal and external (where available) assessments indicate that <b>reading, writing and maths</b> attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils  |
| 4                | Pupils shared access to <b>technology</b> at home means they cannot fully utilize all online learning opportunities.   |
| 5                | Pupils from disadvantaged backgrounds have <b>limited experiences</b> beyond their home life and local community compared to pupils from non-disadvantaged backgrounds impacting on their cultural capital.  |
| 6                | Individual barriers to learning because of: family circumstances, lack of parental support, social or emotional <b>wellbeing</b> difficulties (low self-esteem and confidence) and attitudes to learning.  |
| 7                | Our <b>attendance</b> data over the last 2 years indicates that attendance among disadvantaged pupils has been between on average 1.5% lower than for non-disadvantaged pupils.<br>50% of the pupils classed as being persistently absent are PP pupils. |

## 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 will 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. |



|  |  |
|--|--|
| <p>Internal data showing increased scores in phonics screening check for pupil premium children.</p>                       | <p>Increased results from internal phonics data collection, and children read more confidently and fluently.<br/>Increased % of pupil premium pupils achieving the phonics screening check.</p>                      |
| <p>Attainment:<br/>Increase the attainment of disadvantaged pupils across all key stages in reading, writing and maths</p> | <p>% of disadvantaged pupils achieving age related expectations increasing from their starting points.<br/>Reduction in attainment gap between disadvantaged pupils and non-disadvantaged.</p>                       |
| <p>Progress:<br/>Increase % of pupils making at least good or rapid progress from their previous key stage</p>             | <p>% of disadvantaged pupils making at least good progress from their starting point / previous key stage<br/>Reduction in progress gap between disadvantaged pupils and non-disadvantaged pupils</p>                |
| <p>Able to apply experiences to their learning and forge aspiration for the future.</p>                                    | <p>All disadvantaged pupils have the opportunity to take part in the full range experiences to build their cultural capital.</p>   |
| <p>All pupils including disadvantaged have good mental health and positive learning behaviours</p>                         | <p>Qualitative data from pupil and parent surveys, conversations with pupils and behaviours in lessons demonstrate good mental health and positive learning behaviour.</p>   |
| <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>                   | <p>Disadvantaged pupil's attendance is inline with or exceeds the national average for disadvantaged pupils.<br/>The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced</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: £45,000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Purchase of standardised diagnostic assessments.  | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:<br><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a> | 3                             |
| Staff CPD (subscription to BPSI)<br><br>ELKAN Communication Counts training for EYFS & Practitioner level 3<br>'Speech & language support for 3-5s' | High quality staff CPD is essential. Information is then disseminated and followed up during Staff meetings and INSET.<br><br>ELKAN training for all EYFS staff   | 1, 2,                         |
| Purchase revised Letters and Sounds DfE approved phonics scheme to secure stronger phonics teaching for all pupils.                                 | Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.  | 2                             |
| Online home learning opportunities: TT Rockstars, MyMaths, Reading Eggs, Letter Join, Spellzone, Accelerated Reader                                 | Opportunities for chn to consolidate learning at home and parents to support home learning.   | 3                             |



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

Budgeted cost: £60,000

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Speech and Language screening and targeted interventions LEP & Language Link | Children have been identified and receive tailored support to help with speech and language difficulties and strategies put in place to support pupils within the classroom setting and at home.   | 1, 3                          |
| PIXL approach  | Targeted intervention to address gaps identified through assessments.  | 3                             |
| NTP Catch-Up   | EEF Rationale 'There is extensive evidence supporting the impact of high quality 1:1 and small group tuition as a catch-up strategy.'  | 3                             |
| Teacher led tuition  | EEF key findings ' <i>Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended provision.</i> ' | 3                             |
| Small group intervention   | EEF Rationale ' <i>In order to support pupils who have fallen behind the furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary</i> '   | 3                             |
| Conferencing   | Teachers have clearer understanding of how to personalise the curriculum for disadvantaged pupils and provide enhanced learning opportunities.   | 3                             |
| EYFS/KS1 Reading Books to ensure the books link to the new phonics scheme    | An investment of new books and resources undertaken to ensure that early reading is directly aligned to the teaching of phonics and enables pupils to make good progress in reading and reach the age related expectations.                            | 2                             |



|  |   |   |
|--|---|---|
| EYFS Resourcing to meet the needs of the new EYFS Curriculum | In order for pupils in EYFS to achieve a Good Level of Development by the end of the Foundation Stage we will invest in new resources to ensure the needs of the new curriculum will be met.  | 1 |
| School counsellor  | Children identified with social and emotional needs receive support from the school counsellor.   | 5 |
| Educational Psychologist (extra support days from BPSI)      | The proportions of children with SEND support, including the allocations of EHCPs has steadily increased. Buying into the Educational Psychologist service allows the school to ensure we can fully meet the needs of our children. | 3 |

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

Budgeted cost: £40,000

| Activity                               | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| School experiences to remove barriers. | EEF Guidance Report - Implementation We will provide a reduction in payments for school visits and residential visits with links to the National Curriculum. Ensure all children have access to cultural capital and the wider experiences the curriculum has to offer | 5                             |
| Parent App                             | Improved communication between home and school to improve level of engagement for disadvantaged pupils.  | 6                             |
| Ipads                                  | More devices in school will enable chn to access resources to support in school.   | 4                             |
| Parent workshops                       | Parents are more equipped to support pupils with their learning through the involvement of parents in their children's learning activities (parent workshops).<br><i>'Parental engagement has a positive impact on average of 4 months' additional progress.'</i>      | 6                             |



|  |   |   |
|--|---|---|
| Breakfast club   | To aid with concentration and be ready to learn, children have access to breakfast club to help families give children a nutritious meal before school. | 5 |
| Afterschool sports clubs   | To provide not only academic but wider curriculum experiences to nurture children's natural talent and ability.   | 5 |
| Safeguarding team to analyse attendance and contact low attenders.<br>Office staff to complete First Day Call and support families to raise attendance/punctuality | Support in place for families who need extra support.   | 7 |
| Rewards to increase attendance   | Increased attendance improves outcomes for all pupils.  | 7 |

**Total budgeted cost: £ 145,000**



## 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.

School based teacher assessment indicates that:

#### 2021 EYFS Outcomes

50% of pupil premium children achieved a GLD.

#### Yr 1 phonics 2021 summer

75% of pupil premium assessed the internal phonics screen in summer 2021.

#### Yr 2 Phonics 2020 autumn

93% (14 out of 15 children) passed the phonics screening in Autumn 2020.

#### 2021 KS1 Outcomes:

|         | Expected | Exceeding |
|---------|----------|-----------|
| Reading | 50%      | 13%       |
| Writing | 50%      | 13%       |
| Maths   | 38%      | 13%       |

#### 2021 KS2 outcomes:

|         | Expected+ | Exceeding |
|---------|-----------|-----------|
| Reading | 100%      | 29%       |
| Writing | 100%      | 29%       |
| Maths   | 97%       | 36%       |



## 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*

| <b>Programme</b> | <b>Provider</b>       |
|------------------|-----------------------|
| Reading Eggs     | 3P Learning           |
| Spellzone        | Spellzone limited     |
| Letterjoin       | Green and Tempest Ltd |
| Number stacks    | Number stacks         |