

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 Catholic Primary School
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (4 year plan)	2021/2022 to 2024/2025
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Brid McDaid (Headteacher)
Pupil premium lead	Brid McDaid (Headteacher)
Governor / Trustee lead	Father Javier

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2021/22)	£87425
Recovery premium funding allocation this academic year (2021/22)	£11000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Pupil premium funding allocation this academic year (2022/23)	£96950
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	N/A

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 good progress and attain highly 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.

We ensure that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of the socially disadvantaged pupils are adequately assessed and addressed. In making provision for socially disadvantaged pupils we recognise that not all pupils who receive school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

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're set
- act early to intervene at the point needed 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	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. We have also found in observations and discussions with pupils that reading for enjoyment is an area of concern.
3	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils were impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing, and we are still finding this true at the beginning of this academic year 2022/23.
4	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Attendance data demonstrates that many disadvantaged pupils have low levels of attendance and rates of persistent absence for this group are high. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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.

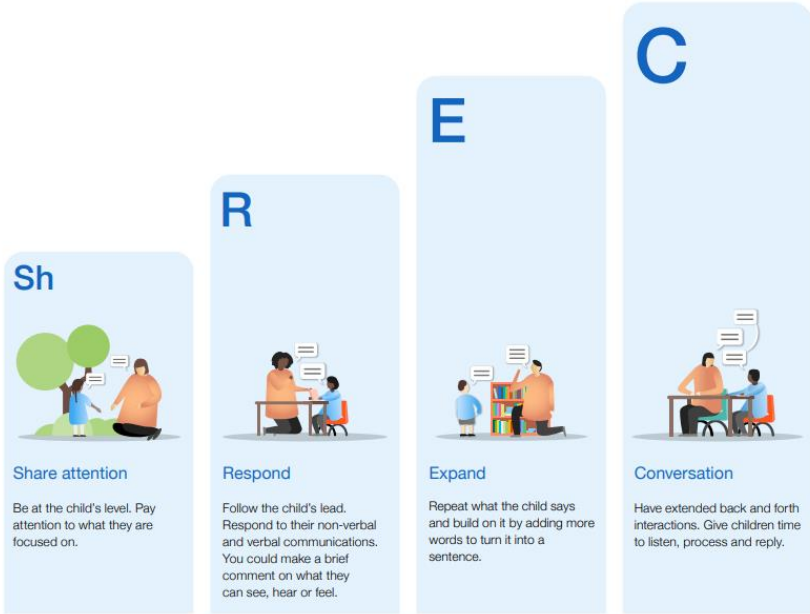
Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils	The gap between outcomes for disadvantaged pupils and their non-disadvantaged peers are reduced. Outcomes in the phonics check are at least in line with national levels. Interviews with pupils will show that a growing percentage of children talk positively about reading.
Improved writing attainment among disadvantaged pupils	KS2 writing outcomes in 2024/25 will show that the % of disadvantaged pupils attaining at least the expected standard is above the national average. We also aim for the % of disadvantaged children working at greater depth to increase.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than national levels, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. • the percentage of all pupils who are persistently absent being reduced to at least national levels and the figure among disadvantaged pupils being no more than 0.5% lower than their peers

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: £ 47,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time. Vocabulary acquisition – a focus.</p> <p>Poetry Club targeted towards KS2 children with a vocabulary deficit.</p> <p>SHRECC approach implemented in EYFS setting.</p>  <p>The infographic illustrates the SHRECC approach through four vertical bars of increasing height, each with an illustration and a brief description:</p> <ul style="list-style-type: none"> Sh (Share attention): Be at the child's level. Pay attention to what they are focused on. R (Respond): Follow the child's lead. Respond to their non-verbal and verbal communications. You could make a brief comment on what they can see, hear or feel. E (Expand): Repeat what the child says and build on it by adding more words to turn it into a sentence. C (Conversation): Have extended back and forth interactions. Give children time to listen, process and reply. 	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Ensuring the school is following a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Ensure all relevant staff (including new staff) have received training to deliver the phonics scheme effectively.</p>	Phonics approaches have a strong evidence base that indicates a positive impact	2

<p>Ensure all pupils have access to a varied range of purchased classroom books and home-readers to encourage a continued passion for reading inside and outside of school as well as further support the progress of reading across the school.</p>	<p>on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Teachers to download and consider KS2 QLA document for reading.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and where there are further areas for development.</p>	2
<p>Provide the children with both the opportunities and valid reasons to want to write in a variety of situations. Provide high quality support for the secretarial skills. Speech and Language Therapist and Eng Lead to train staff on use of Colourful Semantics.</p>	<p>What is the Research Evidence on Writing report from the DfE</p>	3
<p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>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</p>	4

	relationships with peers): IMPROVING SOCIAL AND EMOTIONAL LEARNING IN PRIMARY SCHOOLS Guidance Report	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £25,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language 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: Oral language interventions EEF (educationendowmentfoundation.org.uk) And in small groups https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 3, 4.
Provide targeted, structured interventions to children across the school.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 2, 3

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

Budgeted cost: £23,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>5</p>
<p>Improving real life experiences for our children. School trips to have a purpose and be closely linked to the curriculum and the culture capital of London.</p> <p>If trips remain difficult post Covid, ensure that children still have access to relevant and stimulating virtual visits, experiences and visitors.</p>	<p>A well-chosen trip has the power to breathe new life into a classroom topic. Activities and interactive tasks add an element of excitement to learning, which are especially effective in engaging visual or hands-on learners.</p>	<p>3, 4 and 5</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £ 96,950

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 2021 to 2022 academic year.

Phonics					
Group	No	Y1P School 22	National 22	Y1P School 19	National 19
All	29	75.9%	75.5%	92.9%	81.9%
PP	14	71.4%	62.5%	80.0%	70.8%
Non-PP	15	80.0%	79.0%	95.7%	84.4%

As you can see from the data above, PP children actually attained slightly higher than pre-covid 2019. The difference is now only 8.6% while the gap nationally has widened slightly.

KS2

	No	Re EXP+	Re GDS	Wri EXP+	Wri GDS	Maths EXP+	Maths GDS
All	23	95.7%	65.2%	91.3%	21.7%	95.7%	30.4%
PP	9	88.9%	33.3%	77.8%	0.0%	88.9%	11.1%
Non-PP	14	100%	85.7%	100%	35.7%	100%	42.9%

Pupil premium children attain very well at EXP+. However, diminishing the difference in the % of PP children and their non-PP peers at GDS is our priority for the academic years 2022 - 25.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

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.