

St Agnes RC Primary School
Pupil Premium Strategy 2019 -2020

Headteacher: Ms Brid McDaid

Chair of Governors: Mr Enda Austin

Pupil Premium Link Governor: Alexandra Ploussard

Pupil premium Profile 2019 - 2020

Number of eligible pupils: 68

Amount per pupil: £1320

Total pupil premium budget: £89, 760

Barriers to educational achievement faced by eligible pupils at the school

- The significant majority of children enter the school with skills and knowledge below those typical for their age;
- A large % of children enter the school with low levels of spoken English and language skills well below those expected for their age. Approx 42% of children in the school have English as an additional language;
- Over a third of children currently in school are in receipt of pupil premium. This may rise when the funding is allocated to the Reception children in April;
- Parental support for their children is not consistent throughout the school;
- Home visits have shown that there is a lack of reading material in many children's homes;
- Despite the school's robust procedures in monitoring attendance, there is still a small minority of children who are persistently absent, which impacts negatively on their achievement;
- We recognise that social and emotional wellbeing is all important, not only for our children's welfare (many of whom come from chaotic and stressful homes) but has a direct impact on their learning.

We will ensure that the Pupil Premium allocated to us has an impact on narrowing the attainment gaps, raising attainment and improving progress of disadvantaged pupils through:

- Effective interventions and 1 to 1 tuition to improve achievement in English and mathematics
 - Implementation of a range of evidence based interventions targeted at children's specific needs
 - Targeted one to one and small group speech and language therapy
 - Further development of reading comprehension approaches to improve reading focussed on learners' understanding of text using Alan Peat resources across the school
 - Additional professional development of teaching of phonics and early mathematical development and flexibility to raise rates of progress and improve outcomes for Year 1

- Targetted teaching in upper KS2 to enable increased feedback on learning, adapted teaching styles and more flexibility in organisation of learning to meet needs.
- Teaching Assistants impact on raising standards
 - Sustained professional development (alongside class teachers) to ensure high quality feedback on learning impacts on raising achievement
 - High quality professional development for TAs that mirrors that for teachers so staff work effectively together to further raise the quality of teaching, leading to increases in attainment. Training to deliver one to one and small group support
- Minimising barriers to learning and achievement
 - Active engagement of parents in supporting their children's learning
 - Interventions which target social and emotional learning
 - Interventions to improve attainment by reducing challenging behaviour through specialised programmes and CPD
- Meeting individuals' particular needs
 - Residential opportunity to help transition to Y7
 - Provision of artistic, sporting and creative extra-curricular activities, such as dance, drama, music

Area 1 : Effective interventions and 1 to 1 tuition to improve achievement in English and mathematics

Rationale: Sutton Trust/EEF Toolkit 2015

“Greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains the impact....that small tuition is effective” (+4 months)

“On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress” (+5 months)

“When a change in teaching approach does accompany a class size reduction (...smaller than about 20) then benefits on attainment can be identified, in addition to improvements on behaviour and attitude. The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality of feedback pupils receive” (+3 months)

“Oral language interventions consistently show positive benefits on learning, including oral language skills. On average, pupils who participate in oral language interventions make approximately five months' progress over the course of a year” (+5 months)

Area 2: Teaching Assistants

Rationale: Sutton Trust/EEF Toolkit 2015

TAs can have a positive impact on academic achievement. One to one or small group support shows a stronger positive benefit of between three and five additional months on average.

Best practice adopted using class based TAs and Nursery Nurses

All teaching support staff will work with children in the morning – not making resources etc

With training they will deliver brief, intensive structured interventions – providing SLT with feedback on impact

Investment in improvement of TAs talk to pupils support the development of independent learning skills associated with improved learning outcomes. Task completion is not always the goal.

TAs liaising with the class teacher understand the essentials a) concepts, fact and information being taught b) skills to be learned, applied, practised or extended c) intended learning outcomes, expected frequent feedback

Area 3: Minimising barriers to learning and achievement

Rationale: Sutton Trust/EEF Toolkit 2015

“Parental involvement is consistently associated with pupils’ success at school. The impact of parents’ aspirations is also important (+3 months)

“SEL (Social emotional learning) interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself, on average around 3 to 4 months additional progress

“Evidence suggests that behavioural interventions can produce a large improvement in academic performance along with a decrease in problematic behaviours” (+4 months) – Play therapist, CPD Bill Rogers, Outside agencies including Cherrytrees, Behaviour Support team, Mental health first aid x 2 TAs, SENCo Mental Health Training, SEAL programme

Area 4 : Residential/Enriched Curriculum

Rationale: Sutton Trust/EEF Toolkit 2015

“Studies of adventure learning interventions consistently show positive benefits on academic learning and wider outcomes such as self-confidence. On average, pupils who participate in adventure leaning interventions appear to make approximately three additional months progress” (+3 months)

“Specific arts activities have been linked with benefits on particular outcomes. For example, there is some evidence of a positive link between music and spatial awareness. Wider benefits on attitudes to learning and well-being have also been consistently reported.” (+2 months)

Area 5 : Monitoring and evaluation of the impact of spending/ Active involvement of Governors

“Governing Bodies offer heads challenge as well as support. They are increasingly aware of their responsibility to evaluate how the Pupil Premium funding is used and monitor the school’s performance management process.” Michael Wilshaw – OFSTED

Outcomes for Pupil Premium will be reviewed on a termly basis by the SLT

An annual Pupil Premium review will take place, including a health check undertaken by an LA advisor

The Pupil Premium Link Governor will make at least one link visit to the school, updating the link governor report and sharing with Governors

Governors will undertake a learning walk focussed on provision funded by the Pupil Premium.

Area: Working Walls

What’s a working wall and what’s its role in a primary classroom?

As its name denotes, it’s a working document and by its very nature, it’s ever changing. The purpose of a working wall is to support the children in their current learning and enable them to become more independent. Both aspects are of utmost importance in the primary classroom. An effective working wall – when children are taught how to use it and when a teacher keeps it up to date – is, without a shadow of a doubt, a useful learning tool. The most effective working walls should contain the following:

A unit title

Learning objectives and the success criteria for the whole unit with one clearly marked (eg by an arrow). The string of objectives and the success criteria could be displayed in a wide variety of ways, but they should enable the child to track the whole unit, see where their learning started, where on this learning journey they are and what their ultimate end goal is.

Immersive examples eg the text type – annotated with key features and questions for the children to consider and respond to; this could be using post-it notes or (recordable) speech bubbles

Key vocabulary and images as appropriate

Examples of the learning outcome/end goal. This allows the children to experience, analyse and evaluate pieces as well as use them as a model or basis for their work

Key questions or other forms of **interactive** aspects as means for the children to respond eg post-it notes and pencils

Examples of the teacher's work/modelling from the lesson. This should be accompanied by annotation, mapping of the success criteria and other supportive commentary as necessary. Producing this and putting it up in the lesson aids memory and encourages the children to engage immediately with the wall as a useful tool for learning and independence

Examples of children's work. Comments, questions and aspects matching the success criteria supports the children's use of peer work

Appropriate accompanying physical resources eg a maths table underneath the working wall with equipment appropriate to the current learning, or a text and prop table underneath the English working wall to enable the children to see other examples of the desired writing and spark their imagination.

When used as a supportive learning tool, the working wall will play a central role in the input. The teacher will use it explicitly to recap previous learning, locate pupils' current knowledge in the learning journey and produce models for the working wall. Additionally, the children will be encouraged to use it as a supportive tool during independent work and interact with it effectively during this time.

Strategy – Area 1	Outcomes and success criteria	Owner	Milestones (date to be completed)	Monitoring & Evaluation When, by Whom? How will it be evidenced	Total Cost
Early Intervention: English Early Words (EW) Early Literacy Support (ELS) Catch Up Reading	Support pupils at danger of falling behind in reading and writing Accelerate progress to narrow gap between lowest and highest attaining pupils	AK	See Intervention Timetables	Entry and Exit assessments Peer review of interventions Impact of interventions review – Termly PP Meetings	£14,000
Early Interventions: Maths 1 st Class@Number 1 1 st Class@Number 2 8 week programme for groups of 4 children Delivered by trained TAs Success at arithmetic KS2	Address identified gaps in basic skills Raised attainment – increased % of children meeting age related expectations Accelerated progress Increased confidence as more flexible with number	MS	See Intervention Timetables	Sandwell Early Numeracy tests on entry and exit Impact of intervention PP meetings Pupil Voice	£10,000

Strategy – Area 1	Outcomes and success criteria	Owner	Milestones (date to be completed)	Monitoring & Evaluation When, by Whom? How will it be evidenced	Total Cost
12 week programme for groups of 3 children Delivered by trained TAs	Improved language skills				
Phonics and Early Reading Additional professional development to raise the quality of teaching of early reading leading to raised achievement Model lessons, team teach, lesson observations with feedback, lesson studies, share information with other schools, CPD Additional tracking and early intervention for target groups to raise outcomes in phonics Accelerated Reading – KS2	Increase in % of children achieving the Y1 phonics check Significant majority of children making sufficient progress in reading in Y1 over the course of the year Quality of teaching of phonics and guided reading judged to be at least good in Y1 Alan Peat aps used in class and shared with parents	AK	(Sept 2019) Every half term Termly at pupil progress meetings	Lesson observations of phonics and guided reading (Sept 2016) Half-termly tracking of phonics and book bands KS2 ZPDs Target groups identified and interventions put in place (PP Meetings termly)	£5,000
Year Six Maths Split Y6 class for Maths 4-5 days per week with Dep Head and class teacher who is Maths Co teaching children working at developing stage and below at end of Y5 Use PIXL resources e.g. personalised learning checklists leading to diagnosis then therapies, tests and tracking for Y3-Y6 Gaps analysis to target areas for CPD, revision	Raised attainment increased % of children meeting age related expectations Accelerated progress 100% make at least expected progress from end of KS1 85%+ reaching age related expectations Narrow gap between highest and lowest attainment pupils	MS/AK	Identify target children (Aug 2019) Split and teach in smaller groups (Sept 2019 onwards) Review target group following half-termly assessment and adjust as appropriate	Lesson observations – T & L Review PIXL Tracking Data for Y6 shows progress Planning and work surveys – cross schools moderation ASP data 2019	£12,000 (includes £6,000 PIXL)
Year Six Reading, Writing, GSP Split Y6 class for Maths 4-5 days per week with Dep Head (Lit Co) and class teacher teaching children working at developing stage and below at end of Y5 Use PIXL resources e.g. personalised learning checklists	Raised attainment increased % of children meeting Age Related Expectations Accelerated progress 100% to make at least expected progress from end of KS1 85% reaching age related expectations	MS AK	Identify target children (Aug 2019) Split and teach in smaller groups (Sept 2019 onwards) Review target group following half-termly	Lesson observations – T & L Review PIXL Tracking Data for Y6 shows progress Planning and work surveys – cross schools moderation for Writing Accelerated Reader tracking increase in ZPDs (Zone of proximal development) ASP data 2019	£15,000

Strategy – Area 1	Outcomes and success criteria	Owner	Milestones (date to be completed)	Monitoring & Evaluation When, by Whom? How will it be evidenced	Total Cost
leading to diagnosis then therapies, tests and tracking for Y3-Y6 Gaps analysis to target areas for CPD, revision Booster classes Talk for Teaching brought in across the school	Narrow gap between highest and lowest attaining pupils		assessment and adjust as appropriate		
Speech & Language Therapy Weekly 1:1 Speech and Language Therapy for identified children, provided by Speech and Language Therapist Targetted group Speech & Language support carried out by trained TAs in EYFS KS1 and KS2 monitored weekly be SALT. SALT parent workshop led by SALT parents – powerpoint on shared drive EYFS	Identified speech and language needs addressed Raised attainment Accelerated progress Improved communication and language skills Increased confidence Increased independence	CD	Identify target children Sept 2019 Organise TA targeted groups Sept 2019 Review progress of targeted groups and individuals (Dec 2019, March 2020, July 2020)	Entry and exit assessments Impact of interventions review (Dec 2019, March 2020, July 2020)	£15,000
				Total Cost for Area	£71,000

Strategy – Area 2	Outcomes and success criteria	Owner	Milestones (date to be completed)	Monitoring & Evaluation When, by Whom? How will it be evidenced	Total Cost
CPD All class based TAs with M O Reilly planning topic approach to teaching All TAs involved in training linked to flexibility in number All TAs involved in Talk for Writing INSET SALT to deliver appropriate delivery of number in All class based TAs HLTAs or Nursery Nurses from Y1-Y6 Support Staff meetings have a training focus	Raised attainment increased % of children meeting Age Related Expectations Accelerated progress 100% to make at least expected progress from end of KS1 85% reaching age related expectations Narrow gap between highest and lowest attaining pupils	BMD AK	Target children identified (Aug 2019) Split and teach in smaller groups (Sept 2019 onwards) Ensure TA does not have same groups throughout Review target group following half-termly assessment and adjust as appropriate	Lesson observations – T & L Review Assessment using White Rose Y1-Y6 and Nfer for Reading, Writing moderated Book looks show mix of fluency, problem solving and reasoning Y3-Y6 Progress using accelerated reader Pupil Voice – clear about next steps Drop ins show good practise	Cost of Marion Reilly SLA time for TFW adviser Extra TA time

Strategy – Area 2	Outcomes and success criteria	Owner	Milestones (date to be completed)	Monitoring & Evaluation When, by Whom? How will it be evidenced	Total Cost
Support Staff have performance targets linked to outcomes for pupils including PP pupils					
				Total cost for area	£25,200.00

Strategy – Area 3	Outcomes and success criteria	Owner	Milestones (date to be completed)	Monitoring & Evaluation When, by Whom? How will it be evidenced	Total Cost
Parental Involvement Parent Workshops Parent Voice Engagement via website Maths Fluency Books	Workshops for parents to enable them to support their children at home Parental survey demonstrates that parents know what children are learning and ways they can support their child at home including maths via maths fluency books Accelerated reader gives parents more detailed report of progress in reading	BMD	Establish parental involvement programme for the year (Sept 2019) Implement programme (October 2019 onwards)	Individual course evaluations (oral) Parent Voice Survey (Summer 2020)	
Mental Health Play Therapist Provide individualised tailored programmes to vulnerable pupils Provide targeted support to pupils who are disengaged Provide targeted support to address identified barriers to learning for vulnerable pupils Behaviour Cherry Trees Outreach CAHMS referrals Rainbow training for 2 TAs Link governor for Behaviour – Fr Javier works with targeted classes – pupil voice SEAL programme taught in class	Targetted plans in place to meet the individual needs of children and groups of children and their families Improved outcomes linked to identified needs Accelerated rates of progress Raised attainment Increase in the percentage reaching nationally expected standards Diminish difference between highest and lowest attaining pupils Improved learning behaviours – independence, belief, persevere, confidence and willingness to contribute	AK/CD	Vulnerable children identified by SLT and HT in her role as SENCo and plans put in place to meet needs PP Meetings and as appropriate Additional, immediate referrals made in response to concerns	PP Meetings termly SENCo review provision mapping termly Lesson observations termly to include focus of behaviour for learning Data analysis to track progress and attainment towards ARE. Reports to Governing Body via Fr Javier Review impact of provision including play therapist.	Tracking system costs = Ruth Cowderoy Training courses Cover

Strategy – Area 3	Outcomes and success criteria	Owner	Milestones (date to be completed)	Monitoring & Evaluation When, by Whom? How will it be evidenced	Total Cost
	Children’s social and emotional needs are met Support provided for parents and children with mental health needs and/or those facing challenging circumstances				
				Total cost for area	£10,500

Strategy – Area 4	Outcomes and success criteria	Owner	Milestones (date to be completed)	Monitoring & Evaluation When, by Whom? How will it be evidenced	Total Cost
<p>Studies of adventure learning interventions consistently show positive benefits on academic learning and wider outcomes such as self-confidence. On average, pupils who participate in adventure leaning interventions appear to make approximately three additional months progress” (+3 months) “specific arts activities have been linked with benefits on particular outcomes. For example, there is some evidence of a positive link between music and spatial awareness. Wider benefits on attitudes to learning and well-being have also been consistently reported.” (+2 months)</p>					
<p><u>Subsidise for residential trips</u> Fully funded places on School Journey to Isle of Wight or Bournemouth for Y6</p> <p><u>Enrichment within school setting</u> Drama</p> <p><u>Extra-curricular clubs & activities</u> Boosters linked to English and Maths Sports, Art,</p>	<p>All children able to attend the residential trip Improved social skills, emotional development, developed relationships with peers Increased confidence, resilience and problem solving</p> <p>Greater enjoyment, harness children’s capacity for make-believe and extend it into other areas of knowledge</p> <p>Increased participation in wide range of activities Increased level of physical activity</p>	BMD	<p>Pupils made aware of opportunity to discuss funding with HT All pupils encouraged to take up place and attend the residential journey</p> <p>Termly Programmes established Autumn 19, Spring 20 Summer 20 Provision Map established and used to track uptake by PP children (Termly) Children targeted to take up clubs (Sept onwards)</p>	<p>Review of attendance and take up of places Pupil voice on impact of school journey</p> <p>Pupil Voice Register reviews, tracking of uptake of activities</p>	
				Total cost for this area	£4000

Strategy – Area 5	Outcomes and success criteria	Owner	Milestones (date to be completed)	Monitoring & Evaluation When, by Whom? How will it be evidenced	Total Cost
Outcomes for Pupil Premium will be reviewed on a termly basis by the SLT	All SLT will be more aware of the differences in attainment and progress for pupil premium children	BMD	At the end of every term	Brief analysis of the data to be shared with interested stakeholders	
The Pupil Premium Link Governor will make at least one link visit to the school, updating the link governor report and sharing with Governors	Pupil Premium Link Governor will have completed a report to be shared with the governing body	CoG	To be checked termly	BMD - To ensure the visits happen termly and that they are evidenced in the Governor minutes	
Governors will undertake a learning walk focussed on provision funded by the Pupil Premium (annual)	Governors will have completed a learning walk to increase their understanding/awareness of the provision provided by the school	CoG	By end of Spring 2020	BMD - To ensure the learning walk happens annually and that they are evidenced in the Governor minutes	
An annual Pupil Premium review will take place, including a health check undertaken by an LA advisor					1 day SLA time
				Total cost for this area	£1500

Areas	Expenditure
Area 1: Effective interventions and 1 to 1 tuition to improve achievement in English and mathematics	£71,000.00
Area 2: Teaching Assistants	£25,200.00
Area 3: Minimising barriers to learning and achievement	£10,500.00
Area 4 : Residential/Enriched Curriculum	£4000.00
Area 5 : Monitoring and evaluation of the impact of spending/ Active involvement of Governors	£1500.00
Total pupil premium expenditure	£112,200.00

Impact of Pupil Premium Spending 2018/19

St Agnes KS2 SATs results 2019	Reading			Writing (TA)			Mathematics		
		St Agnes '19	Nat '19		St Agnes '19	Nat '19		St Agnes '19	Nat '19
% of children achieving the expected standard	All	82%	73%	All	79%	78%	All	89%	79%
	Disadvantaged	78%	62%	Disadvantaged	67%	68%	Disadvantaged	89%	67%
% of children achieving a high level of attainment	All	14%	27%	All	14%	20%	All	14%	22%
	Disadvantaged	11%	17%	Disadvantaged	11%	11%	Disadvantaged	0%	16%
Average Scaled Score	All	105	104	All			All	106	104.1
	Disadvantaged	105	102	Disadvantaged			Disadvantaged	104	103
Average Progress measure	All	3.0	0.0	All	1.91	0.0	All	3.2	0.0
	Disadvantaged	4.5	-0.6	Disadvantaged	0.1	-0.5	Disadvantaged	2.5	-0.7

- There is very little difference in attainment in reading between pupil premium children and their peers. The school worked very hard last year to ensure that all children were able to access the reading test and demonstrate their skills in comprehension;
- There is a larger differential in reading and writing for the pupil premium children; however, each pupil premium child is worth over 11% so that the difference would not be a whole child;
- Attainment at expected or above in maths is exactly comparable; however no pupil premium child attained at the higher level. This was extremely disappointing and will be a focus for this year;
- As no child attained the higher attaining combined measure there can be no difference. Of the 4 children who attained GDS in writing, 1 was pupil premium and missed the higher attaining level in mathematics. This would have meant a score of 11%;
- The progress is broadly similar in mathematics and in reading the progress of the pupil premium children was better. Disappointing was the progress score of the pupil premium children in writing. This was due to the negative progress of 1 SEN child working at pre key stage 2. If the child had been assessed at WTS the score would have been 1.4, exactly that of 2018 and above average.
- However, it should be noted that the progress measures for disadvantaged children naturally are all negative.

KS2 SATs results 2018 & 2019		St Agnes 2018	St Agnes 2019	National 2019
% of children achieving at least the expected standard in R, Wr & Ma	All	76%	71%	65%
	Disadvantaged	60%	67%	51%
% of children achieving the high standard in R, Wr & Ma	All	7%	0%	11%
	Disadvantaged*	0%	0%	5%

- In the combined measure the difference has been almost completely diminished. The % of pupil premium children attaining the combined measure rose from 60% to 67%;
- As mentioned above, as no child attained the higher attaining combined measure there can be no difference. Of the 4 children who attained GDS in writing, 1 was pupil premium and missed the higher attaining level in mathematics. This would have meant a score of 11%. Only 5% of disadvantaged children nationally attained the higher combined measure.

St Agnes KS1 TA results 2019	Reading			Writing			Mathematics		
		St Agnes '19	Nat '19		St Agnes '19	Nat '19		St Agnes '19	Nat '19
% of children achieving the expected standard	All	66%	75%	All	66%	69%	All	72%	76%
	Disadvantaged*	50%	78%	Disadvantaged	50%	73%	Disadvantaged	64%	79%
% of children achieving GDS	All	17%	25%	All	24%	15%	All	21%	22%
	Disadvantaged	14%	28%	Disadvantaged	21%	17%	Disadvantaged	7%	24%

- There is a difference between the attainment of PP children and their peers at KS1, especially for reading and writing;
 - The other main area for development we would like to improve moving forward is the % of PP children attaining GDS in maths.
- *NB the ASP data does not let you change the comparator for the disadvantaged children at KS1 and therefore is compared to the national non-disadvantaged children.

Y1 Phonics screening test		St Agnes 2018	National 2018	St Agnes 2019	National 2019
Attained the required standard	All	72%	83%	93%	82%
	Disadvantaged	62%	85%*	80%	84%

- The school's results in the phonics screening test were well above the national;
- The difference in attainment between the pupil premium children and their peers was 16% - 80% compared to 96%. However, there were only 5 PP children in this cohort so each child counted for 20%. The PP children did nearly as well as the non-PP children nationally.

Reception – EYFS	GLD	National 2019
All	63%	72%
Disadvantaged	57% (4/7)	56%
Non-disadvantaged	65% (15/23)	74%

- There is little difference between the attainment of pupil premium and non-pupil premium children as each PP child is worth 14%;
- The PP children compare favourably with their counterparts nationally.