

Pupil premium strategy statement

1. Summary information					
School	St Agnes CofE Primary School				
Academic Year	2020-21	Total PP budget	123, 530	Date of most recent PP Review	July 2019
Total number of pupils	451	Number of pupils eligible for PP	109	Date for next internal review of this strategy	April 2021

Any data is from the end of the academic year 2018 – 2019 (unless otherwise stated) as the last published data available.

2. Current attainment		
Year 6 2018-19	Pupils eligible for PP (your school)	Pupils not eligible for PP (school/national) 2019
% achieving in reading, writing and maths	46.4%	56.3%/71% *
% achieving in reading	57.1%	59.4%/78%**
% achieving in writing (not comparable with 2018 due to changes in TA framework)	67.9%	75%/83%**
% achieving in maths	67.9%	75%/84%**

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Language acquisition at the higher level required by the 2014 curriculum is constrained by proportions of EAL pupils (85.6% as at 16.7.19)
B.	Paucity of experience resulting in limited cultural capital, impacting understanding of a wide range of topics
C.	Nursery and new reception children not school-ready on entry; physically, socially or academically
D.	Attainment and progress for disadvantaged pupils is an uneven picture across the school
E.	More-able disadvantaged children are not demonstrating skills at 'greater depth standard' a distinct difference between them and their peers.
External barriers (issues which also require action outside school, such as low attendance rates)	
F.	Available technology to support children with home learning (eg during periods of closure)/internet connection is restricted for some families, with only one device shared between several siblings
G.	Limited availability of time after school and lack of a high level of support available for homework and enrichment activities

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4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<ul style="list-style-type: none"> To secure first quality teaching for disadvantaged pupils with identified communication and language needs. Screen pupils' language and communication skills upon entry to Early Years, using the WellComm screening toolkit. Disadvantaged pupils are identified in each year group across school within Class Profiles, along with information relating to any identified language needs. Phase Leaders and Class Teachers are aware of progress and trajectory of progress for all pupils in the groups identified in Class Profiles. Disadvantaged children with under-developed language received targeted intervention to accelerate progress. 	<ul style="list-style-type: none"> Attainment gap at key points to be diminished in comparison with in-school and national non-disadvantaged pupils. KS2 Combined Baseline: -10% and -15% (2019) Children who receive targeted intervention for SLCN, make expected progress and maintain the gains after intervention ceases.
B.	<ul style="list-style-type: none"> Continue to offer enrichment experiences for learning that they would not usually experience, including local trips, theatre visits, residential trips and partner working with parents (all subject to health restrictions and availability). Classroom coverage of the curriculum reflects the intent to increase cultural capital. 	<ul style="list-style-type: none"> Maintained and increased access and participation in wider curriculum opportunities, as available. Book looks show that children are using language and vocabulary across the curriculum.
C.	<ul style="list-style-type: none"> Capture of level of development upon entry into Nursery using in-house baseline booklet, Ages and Stages questionnaire to assess across 17 areas, with termly reviews Timely and accurate capture of baseline of learning in language, communication, literacy and mathematics upon entry in Reception class to provide basis for capturing progress for pupils. 	<ul style="list-style-type: none"> At points of review, progress will be captured and monitored leading to appropriate intervention where needed. GLD Attainment of disadvantaged pupils at end of Reception year will be in line with National. Narrowing of gap in attainment between disadvantaged and non-disadvantaged peers in the following areas: Personal, Social and Emotional Development and Literacy - Reading and Writing Baseline (2019) 80%

	<ul style="list-style-type: none"> Individually tailored learning experiences and activities to meet the needs of pupils and move their development forward from their starting points. 	<ul style="list-style-type: none"> Improved progress across all strands for disadvantaged pupils.
D.	<ul style="list-style-type: none"> Target setting reflects prior attainment at key points (Early Years Maths and Literacy, GLD and KS1 results). Effective early interventions are targeted and taking place. Targeted support from leaders and school-based interventions for identified key year groups is effective. 	<ul style="list-style-type: none"> The difference between disadvantaged and non-disadvantaged pupils' attainment is reduced, taking into account the number of pupils and their percentage point equivalent. Accelerated progress for children in receipt of interventions and other targeted support. Greater proportion of disadvantaged children maintaining attainment gains across key assessment points. Diminishing of the attainment gap between disadvantaged and national same.
E.	<ul style="list-style-type: none"> Target setting reflects prior attainment at key points (Early Years Maths and Literacy, GLD and KS1 results). Teachers are ambitious for their more-able disadvantaged pupils and this is evident in their planning and provision. Opportunity for 'boosting' groups to enable achievement of 'greater depth standard' for some disadvantaged pupils. 	<ul style="list-style-type: none"> Greater proportion of disadvantaged children maintaining attainment gains across key assessment points. Increased number of disadvantaged children making good/+ progress from their starting points. At least 5% of more-able disadvantaged children achieving GDS in at least one subject at end of KS2.
F.	<ul style="list-style-type: none"> Working with parents to determine those families who are experiencing technology poverty with insufficient devices and/or internet capacity. Use of Device Loan Agreements to make supportive contracts between school and home. Video training for parents and/or pupils in need of support for accessing online learning. Provision of laptops for home use by disadvantaged pupils. Provision of dongles when needed. 	<ul style="list-style-type: none"> Disadvantage pupils in need of technology devices will be clearly identified and known by relevant staff Increase in numbers of disadvantage pupils accessing online learning provision in times of necessity. Pupil voice will capture greater confidence with online learning and use of technology for education and learning.
G.	<ul style="list-style-type: none"> Provision of opportunities to participate in enrichment activities, including after-school clubs, etc., highly subsidised for disadvantaged pupils. 	<ul style="list-style-type: none"> Increased proportion of disadvantaged children taking up after-school learning and activities.

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5. Planned expenditure					
Academic year	2020-21				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A, C, D, E	Personal target setting across 3 areas with dedicated PP staff 1 dedicated teacher – Y6 1 dedicated TA – Y2, Y3 and Year 4	High quality standard of provision and Quality First Teaching to ensure progress difference is diminished. (Baseline Progress Differences 2019: R 0.6; W 2.7; M 2.6)	PP teachers teach and assess rigorously, recording targets and next steps Half-termly monitoring of teaching and learning by Inclusion Lead, to ensure QFT Tracking of pupils' performance and progress via online Classroom Monitor tracking system, Class action plans, Venn tracking system,	PP staff Inclusion manager- EA SU	Mar 2021 Cost: £98,000
A, C, D, E	Achievement for All 'Achieving Schools' programme	The 2-year programme addresses the issues faced by children and staff, changing lives for the better through the four key areas of: <ul style="list-style-type: none"> - Leadership - Teaching and learning - Wider outcomes and opportunities - Parent and carer engagement Impact measures and evidence of success of programme <ul style="list-style-type: none"> · DfE website · PricewaterhouseCoopers Social Impact Report · 2017 Parliamentary Review 	Ensuring programme criteria are being met Collaborative working with Regional Director and designated Achievement Coach (12 visits over year) Designated member of staff to oversee/manage programme implementation (DHT)	SL EA SU	Mar 2021 Cost: £5,355 (Previously put on hold due to unavoidable circumstances. The costing has been extended until 31 st March)
Total budgeted cost					£ 103,355

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A, C, D, E	<p>Personal target setting across 3 areas with dedicated PP staff 1 dedicated teacher – Y6 1 dedicated TA – Y2, Y3 and Year 4</p> <p>Engagement with tutoring and mentoring providers as well as in-house intervention and enrichment groups.</p>	<p>Range of ability means the challenge is different for each pupil and therefore requires a quality and highly individualised approach to acquire greater depth and mastery.</p> <p>Through highly personalised learning foci, pupils' needs are met through a range of support, including: in-class, small group and withdrawn support, working with guidance from the class teacher.</p> <p>This is confirmed by the success seen in previous years through adopting this approach.</p> <p>Baseline 2019: R 57%, W 68% M 68% RWM 46%</p>	<p>PP teachers teach and assess rigorously with all targets recorded along with next steps in line with school assessment and tracking practice. PP TAs support targeted pupils.</p> <p>The inclusion manager leads and monitors PP staff performance to ensure a high standard is maintained and delivered on a termly basis. PPG staff contribute to pupil progress meetings.</p> <p>Termly review of attainment and progress of pupils and revised target setting in response.</p>	<p>PP staff Inclusion manager- EA SU</p>	<p>Mar 2021</p> <p>(as above in i)</p>
Total budgeted cost					£4, 800
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B, F, G	<p>Provision of services which enrich the curriculum through a variety of approaches and mediums including educational visits, external professional visitors, subscriptions to resources, events and programs; providing transport and educational experience visits with parents accompanying them to ensure home school links are strengthened</p> <p>Provision of technology devices to support access to home/online learning</p>	<p>Pupils will be exposed to a greater degree and breadth of experiential challenges, which they would otherwise not have access to.</p> <p>This provision engages pupils with a greater level of independent learning, having experienced resilience-building skills through enriching experiences.</p> <p>Increased access to online/home learning using technology will build pupil confidence and allow for learning to continue under the direction of teachers even when in-school learning is not possible.</p>	<p>Effective planning and provision from accredited sources and previously successful endeavours.</p> <p>Timetabled and planned in to the school calendar.</p> <p>Careful monitoring of participation and engagement alongside attainment in summative assessments and at key points.</p>	<p>SL EA SU</p>	<p>March 2021</p> <p>Cost:3, 000</p>
Total budgeted cost					3, 000

6. Additional detail

Appendix 1

Pupil Premium Attainment and Progress 2018/19

Headlines on Attainment for PPG compared with Non-PPG and National (where available)

EYFS (**National Data not available until December release)

EYFS	FSM	FSM Ever 6	Whole Cohort	Difference	Headlines
Prime Learning Goals	75%	80%	69%	+11%	<ul style="list-style-type: none"> • Significant improvement in attainment over last 3 years for both PLG and GLD for PPG children • Gap between PPG and Whole Cohort varies year on year – no clear trend • Attainment for SLG for PPG children is up on last year but down on 2017 outcomes • Data for National comparison is not yet available
Specific Learning Goals	50%	60%	63.8%	-3.8%	
Good Level of Development	75%	80%	67.2%	+12.8%	

Actions: Focus on Specific Learning Goals and provision of support to diminish the difference, which is broadly in line.

Year 1 Phonics Check

Year 1	St Agnes			Headlines	National (as at Sept 2019)		
	PPG	Non-PPG	Difference		PPG	Non-PPG	Difference with St Agnes
Expected	62.5%	80.8%	-18.3%	<ul style="list-style-type: none"> PPG attainment is up 12.5% on 2018 and Non-PPG is up 11.7%, showing an in-line improvement, rather than a notable narrowing of the gap Whilst National attainment by group is not yet available, whole cohort attainment is -3.7% in comparison, so broadly in-line. 	Not available		
Actions: Introduction of PPG TA for Year 2 (this cohort) to boost performance in all curriculum areas. Close monitoring of attainment in comparison with prior attainment to ensure parity and accelerated progress. Ongoing use of formative assessment to identify skills gaps and adapt teaching to support acquisition and consolidation of those skills needed to accelerate progress.							

KS 1

KS 1 Outcomes	St Agnes			Headlines	National (as at Sept 2019)		
	PPG	Non-PPG	Difference		PPG	Non-PPG	Difference with St Agnes
Reading	57.1%	75.5%	-18.4%	<ul style="list-style-type: none"> At end of KS 1, the attainment gap between PPG and Non-PPG for Reading is in-line with that for Phonics. Of greater concern is the much wider gap for writing, maths and science. There has been a significant dip in PPG attainment compared with the previous 2 cohorts across all 4 subjects, whilst Non-PPG performance has remained broadly the same, with an improvement in Writing but a dip of -5.8% in Science Whilst National attainment by group is not yet available, whole cohort attainment is -1.7% for Reading, + 4.3% for Writing (Teacher Assessment but 	Not available		
Writing	42.9%	77.4%	-36.5%				
Maths	42.9%	75.5%	-32.6%				
Science	42.9%	84.9%	-42%				

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				externally moderated), -4.3% for Maths and -2% for Science in comparison, so broadly in-line.	
<p>Actions: Recruitment of PPG TA for Year 3 (this cohort) to boost performance in all curriculum areas. Close monitoring of attainment in comparison with prior attainment to ensure parity and accelerated progress. Ongoing use of formative assessment to identify skills gaps and adapt teaching to support acquisition and consolidation of those skills needed to accelerate progress.</p> <p>Objectives: Continue to improve attainment and narrow the gap between PPG and Non-PPG cohorts within school and in comparison with National.</p>					

* Allowance should be made for variation in the composition of different cohorts of children as numbers of SEND children as well as PPG fluctuate and one child can have a greater or lesser impact on overall percentages. **Y2 had 7 PPG children of whom 1 at SEN Support and 1 at EHCP**

KS2

KS2 Outcomes	St Agnes			Headlines	National (as at Sept 2019) 'same'		
	PPG	Non-PPG	Difference		PPG	Non-PPG	Difference with St Agnes
Reading	57.1%	59.4%	-2.3%	<ul style="list-style-type: none"> Attainment between PPG and Non-PPG for Reading is broadly in-line, suggesting that over the course of KS2, the in-school gap is narrowing and almost closed.* Similarly, with Writing and Maths the attainment gap between PPG and Non-PPG is greatly diminished when compared with attainment at KS1 Care should be taken when looking at this narrowing: there has been a <u>downward trend in attainment over the last 3 years</u> - for both groups – in Writing, for Non-PPG in Reading (whilst PPG has stayed in-line), and a somewhat erratic Combined performance with no clear trend Maths attainment for PPG has improved steadily year-on-year There remains a considerable gap between the performance of PPG compared with the National results PPG pupils achieving higher standard compared with Non-PPG for Reading is -4%; for Writing is -4.5%, for Maths is -7.6% and for RWM combined is +1.3% but markedly below National. 	62%	78%	+4.9/18.6%
Writing	67.9%	75%	-7.1%		68%	83%	+0.1/8%
Maths	67.9%	75%	-7.1%		67%	84%	-0.9/+9%
RWM	46.4%	56.3%	-9.9%		51%	71%	+4.6/14.7%
<p>Actions: Deployment of PPG Teacher to target children for additional support – within class and small group – using formative assessment to identify skills gaps and adapt teaching to support acquisition and consolidation of those skills needed to accelerate progress. Appointment of PPG TAs (3) further down school to address the needs of these vulnerable pupils earlier, becoming proactive rather than reactive</p> <p>Objectives: Continue to improve attainment and narrow the gap between PPG and Non-PPG cohorts within school and in comparison with National.</p>							

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* Allowance should be made for variation in the composition of difference cohorts of children as numbers of SEND children as well as PPG fluctuate and one child can have a greater or lesser impact on overall percentages. **Y6 had 28 PPG children of whom 4 at SEN Support and 1 at EHCP**

End of KS2 Outcomes for PPG (Progress from KS1) – from IDP document

	Reading ARE+	Reading Progress	Writing ARE+	Writing Progress	Maths ARE+	Maths progress	RWM ARE+
PPG (Disadvantaged)	57.1%	-1.13	67.9%	-0.28	67.9%	-0.88	46.4%
Non- PPG	59.4%	1.01	75%	3.54	75%	2.52	56.3%