

Pupil premium strategy statement (primary)

1. Summary information					
School	St Agnes CofE Primary School				
Academic Year	2019-20	Total PP budget	123, 530	Date of most recent PP Review	July 2019
Total number of pupils	460	Number of pupils eligible for PP	109	Date for next internal review of this strategy	October 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (school/national) 2019</i>
% 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 (<i>issues to be addressed in school, such as poor oral language skills</i>)	
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
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Limited availability of time after school and lack of a high level of support available for homework and enrichment activities

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved individual attainment across all 3 areas and combined	Attainment gap to be diminished compared with national non-disadvantaged pupils Baseline: -19% (2018) -24.6% (2019)
B.	Greater participation in enrichment opportunities afforded by curriculum, demonstrating resilience and independent learning	Active participation and engagement in pupil learning, utilising the opportunities and experiences provided and able to identify new learning.

*** SIMS confirmation

5. Planned expenditure					
Academic year		2019 - 20			
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?
Improved individual progress across all reading, writing, maths, and combined	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/KC SU	Dec 2019 Cost: £89, 625
To enhance the goals and outcomes of pupils' Teaching and Learning is one area of focus which will provide a whole school impact , additionally this programme specialises in diminishing the difference for disadvantaged learners	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/KC SU	Dec 2019 Cost: £5,355 (Previously put on hold due to unavoidable circumstances. The costing has been extended until 31 st October)
Total budgeted cost					£ 94,980
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?

Improved individual attainment across all reading, writing and maths, and combined	Personal target setting across 3 areas with dedicated PP staff 1 dedicated teacher – Y6 1 dedicated TA – Y2, Y3 and Year 4	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. 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. This is confirmed by the success seen in previous years through adopting this approach. Baseline 2019: R 57%, W 68% M 68% RWM 46%	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. 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.	PP staff Inclusion manager- EA/KC SU	Dec 2019 (as above in i)
Confidence in sharing own voice and opinions with others in all lessons and social situations	Play Therapy – TBC - one day a week	Opportunity for PP with more complex needs to build resilience and independence, overcoming social emotional barriers to learning. This is confirmed by the success seen previously in adopting therapeutic approaches, particularly as a long term process, for those pupils with complex needs, who have struggled with their self-esteem as learners.	High quality 1:1 or 1:2 weekly sessions delivered by qualified and experienced therapist. Half-termly reviews conducted by therapist with teaching staff and parents to highlight progress and development	JC – play therapist EA/KC	December 2019, March 2020 £ 4800
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?
Greater participation in wider range of learning including educational visits, demonstrating resilience and independent learning, experience of wider society and culture.	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	Pupils are exposed to a greater degree and breadth of experiential challenges, which they would otherwise not have access to. This provision engages pupils with a greater level of independent learning, having experienced resilience building skills through enriching experiences. ^	Effective planning and provision from accredited sources and previously successful endeavours. Timetabled and planned in to the school calendar.	SL EA/KC SU	March 2020 Cost: 2, 000
Total budgeted cost					2, 000

6. Reviewed expenditure

Academic year **2018 - 19**

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.

iv. 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?
Improved individual progress across all reading, maths, and combined	Personal target setting across 3 areas with dedicated PP staff 1 dedicated teacher – Y6 1 dedicated teacher - Y5 1 dedicated TA – Y3 and Year 4 1 dedicated TA – KS1 1 dedicated TA - EYFS	High quality standard of provision and Quality First Teaching to ensure progress difference is diminished.	PP teachers teach and assess rigorously with all targets recorded along with next steps. The inclusion manager leads and monitors PP teacher performance to ensure a high standard is maintained and delivered. Pupils will be tracked using online Classroom, Class action plans, Venn tracking system, Monitor tracking system	PP staff Inclusion manager- KC SU	March 2019 Cost: £129, 436
To enhance the goals and outcomes of pupils Teaching and Learning is one of the areas of focus which will provide a whole school impact , alongside this the programme specialises in diminishing the difference for disadvantaged learners	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: - Leadership - Teaching and learning - Wider outcomes and opportunities - Parent and carer engagement Impact measures and evidence of success of programme · DfE website · PricewaterhouseCoopers Social Impact Report · 2017 Parliamentary Review	Through ensuring programme criteria and requirements are being met through network and working with the Regional Director, designated Achievement Coach (12 visits over the course of the year) and appointed staff member to manage programme (DHT)	SL KC SU	March 2019 Cost: £5,355 This has been temporarily put on hold due to unavoidable circumstances. The costing has been extended until 31 st October
Total budgeted cost					134, 791

v. 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?
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Improved individual attainment across all reading, writing and maths, and combined	Personal target setting across 3 areas with dedicated PP staff 1 dedicated teacher – Y6 1 dedicated teacher - Y5 1 dedicated TA – Y3 and Year 4 1 dedicated TA – KS1 1 dedicated TA - EYFS	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. Through highly personalised learning foci, pupils' needs are met through a range of support through in class, small group and withdrawn support working with guidance from the class teacher. This is confirmed by the success seen in previous years in adopting this approach.	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. 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.	PP staff Inclusion manager- KC SU	March 2019 (as above in i)
Confidence in sharing own voice and opinions with others in all lessons and social situations	*Music Therapy – One Education one day a week	Opportunity for PP with more complex needs to build resilience and independence. This is confirmed by the success seen in previously in adopting this approach, particularly as a long term process, for individual pupils with complex needs, who have struggled with their self-esteem, confidence and social skills – which is much needed to succeed academically.	High quality specialist teaching and assessment from One Education Termly reports are provided by therapist highlighting progress and development	Vic Kayee – music therapist KC	December 2018 Not continuing due to insufficient funds

Total budgeted cost £4, 000 spent

vi. 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?
Participation in greater range of stimulating creative and social activities; improve self-reliance and independence, develop social and interpersonal skills	*Therapeutic horticulture one day a week	Pupils to develop skills and experience activities they would not encounter usually. The enrichment aspect contributes to their mental health and well-being.	Termly review of sessions Outcome of activities Pupil feedback	KC	March 2019 Cost: 4, 300 tbc Not implemented due to insufficient funds
Greater participation in wider range of learning including educational visits, demonstrating resilience and independent learning, experience of wider society and culture.	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.	Pupils are exposed to a greater degree and breadth of experiential challenges, which they would otherwise not have access to. This provision engages pupils with a greater level of independent learning, having experienced resilience building skills through enriching experiences. ^	Effective planning and provision from accredited sources and previously successful endeavours. Timetabled and planned in to the school calendar.	KC SL SBM SU	March 2019 Cost: 2, 000

Total budgeted cost 2, 000

^Year 6 residential; enrichment opportunities in each year group - Teaching for Learning Policy

***Clawback of funding £28, 022 (Oct 2018) cancellation of Music Therapy and Therapeutic horticulture**

Confidence in sharing own voice and opinions with others in all lessons and social situations	Music Therapy	<p>Opportunity for PP with more complex needs to build resilience and independence - Criteria was confidently met with pupils demonstrating, in a range of situations and contexts, an increase in confidence, verbal fluency and shining in self-esteem.</p> <p>Pupils not eligible but identified as having a need, have also accessed service and there has been a marked increase in their confidence and social skills</p>	<p>Approach to be continued</p> <p>Changes to approach would allow for more opportunities earlier on in the academic year to recognise and celebrate successes as opposed to the end of the year.</p> <p>Methodology adapted as needs identified such as including parents in sessions to highlight effectiveness and need for sessions for their child</p>	5, 100
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i. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Participation in greater range of stimulating creative and social activities	Learning Lounge after school provision for all year groups on different days	<i>Opportunity to develop all round skills, which can then be employed in all areas of the curriculum and school life - success criteria met with pupils attending and responding well to the provision. Skills developed are used well in pupil learning.</i>	Continue with provision and extend variety of experiences. Pupil feedback has been to have a more focus on homework and academic aspects and this will be planned in to sessions. Take up throughout the year reduces in terms of attendance and this will be reviewed half termly.	27, 132

<p>Greater participation in wider range of lessons demonstrating resilience and independent learning</p>	<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</p>	<p>The impact of this has been immeasurable for individual pupils who accessed the residential trip – developing leadership skills, confidence and resilience in approaching challenges culminating in doing a solo performance at the talent show; said pupil also attained ARE on teacher assessment confidently</p>	<p>To increase provision to experiences that have a wider reach and accessible by all identified pupils through whole school collaboration in enhancing learning experiences for all disadvantaged pupils; support parents by including them on trips for example so the experiences become shared</p>	
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Appendix 1

Attainment and progress analysis by year group 2018 -19 (current review)

Appendix 2

Attainment headlines for PPG compared with Non-PPG and National

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

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		
<p>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.</p>							

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 externally moderated), -4.3% for Maths and -2% for Science in comparison, so broadly in-line. 	Not available		
Writing	42.9%	77.4%	-36.5%				
Maths	42.9%	75.5%	-32.6%				
Science	42.9%	84.9%	-42%				

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.

Objectives:
 Continue to improve attainment and narrow the gap between PPG and Non-PPG cohorts within school and in comparison with National.

* 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. **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>							

* 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%

In house analysis 2018-19

Pupil Premium Summary		
Attainment	Progress	Action
In Nursery PP are matching or outperforming NonPP children in 9/12 strands, including all areas of Reading and Maths.	PP children match or outperform NonPP for progress in 5/12 strands, including Maths Progress in writing overall is low. NonPP outperform PP pupils in Reading and Writing	Writing progress.
In Reception PP outperform NonPP in Reading, Writing and Maths. *6/42 children so greater percentage value to each child	PP progress in reading, writing and Maths is below NonPP.	Diminish the difference across Reception. Focus reading.
In Y1, PP children out perform NonPP children in all areas at ARE+. No PP children have reached writing at exceeding, which has impacted the combined amount.	NonPP outperform PP children for progress in Reading, Writing and Maths.	Writing attainment at exceeding.
In Year 2, NonPP outperform PP children in all areas. PP children have a higher combined percentage.	Progress at exceeding is poor. PP children are below NonPP children in all areas.	Diminish the difference at the expected level at reading, writing and Maths.
In Year 3 NonPP outperform PP children in reading and writing. PP outperform NonPP in maths at expected. However, NonPP outperform children at the exceeding level. However, at combined PP outperform Non PP at exceeding.	NonPP children are above PP children in all areas.	Reading, Writing and Maths at exceeding level.
In Year 4 NPP outperform PP children in reading and writing. In maths at expected level, PP outperform NonPP. Exceeding in reading is slightly higher in PP children.	Progress is similar between PP and NPP. Progress at exceeding is below at exceeding.	Diminish the difference in all area, look at progress of PP children.
In Y5 PP outperforms NonPP at the expected level in reading and writing.	PP children are above NonPP children in all areas.	Writing attainment