

Pupil premium strategy statement (primary)

1. Summary information					
School	St Agnes CofE Primary School				
Academic Year	2018-19	Total PP budget	138,791 (+£2000 school fund)	Date of most recent PP Review	March 2019
Total number of pupils	466	Number of pupils eligible for PP	111	Date for next internal review of this strategy	July 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average/all/other) 2018</i>
% achieving in reading, writing and maths	62%	70% *
% making progress in reading	60%	72/80%**
% making progress in writing	72%	76/83%**
% making progress in maths	65%	75/81%**

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%) ***
B.	Paucity of experience resulting in limited response and understanding to wide range of subjects and topics
C.	Nursery and new reception children not school ready on entry; physically, socially as well as 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 non-disadvantaged pupils
B.	Greater participation in wider range of lessons demonstrating resilience and independent learning	Active participation and engagement in pupil learning, utilising the opportunities and experiences provided

5. Planned 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.					
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, 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 2018 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 2018 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
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 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 2018 (as above in i)
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Total budgeted cost

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.	KC SL SBM SU	March 2018 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

6. Review of expenditure

Previous Academic Year	2017-18				
i. Quality of teaching for all					
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

Improved individual attainment across all 3 areas and combined	Personal target setting across 3 areas with dedicated PP teacher 1 dedicated teacher – Y6 1 dedicated teacher - Y5 1 dedicated teacher – Y3 and Year 4 1 dedicated teacher – EYFS/KS1 Provision of pre-school and after school tuition, 1 to ½	Range of ability means the challenge is different for all pupils in acquiring greater depth and mastery - on attainment success criteria was not met, however on progress the difference was exceptionally diminished	Review provision methodologies in Early Years and KS1 – as the needs differ from KS2 – and require a distinctive approach. Factors to take into account are SEN and staffing organistaion Target HA pupils to ensure they attain ARE in ,line with rpior attainment – particularly in Year 5 and Year 6	174, 428
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ii. Targeted support

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
Confidence in sharing own voice and opinions with others in all lessons and social situations	Music Therapy	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. 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	Approach to be continued 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. Methodology adapted as needs identified such as including parents in sessions to highlight effectiveness and need for sessions for their child	5, 100

iii. 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
Greater participation in wider range of lessons demonstrating resilience and independent learning	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	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	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	

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 1

Pupil Premium Attainment and Progress 2018/19

The data used within this pack is collated at the end of each term. At St Agnes' the assessment cycle is as follows:

Autumn 1 (Sept-Oct)

Autumn 2 (Nov-Dec)

Spring 1 (Jan-Feb)

Spring 2 (Feb-Mar)

Summer 1 (Apr-May)

Summer 2 (Jun-Jul)

<ul style="list-style-type: none"> Targets set at the start of the year CAPs completed CAPs reviewed at the end of ½ term QA process for EOY data 	<ul style="list-style-type: none"> Assessments take place 2/3 weeks prior to end of term Classroom Monitor updated by class teachers PPM take place last week with PL New CAPs in place following review of progress 	<ul style="list-style-type: none"> CAPs reviewed at the end of ½ term S&CC meeting QA process for EOT data and projections for EOY 	<ul style="list-style-type: none"> Assessments take place 2/3 weeks prior to end of term Classroom Monitor updated by class teachers PPM take place last week with PL New RAPs in place following review of progress 	<ul style="list-style-type: none"> CAPs reviewed at the end of ½ term KS1 and KS2 SATs S&CC meeting QA process for EOT data and on track for EOY projections 	<ul style="list-style-type: none"> End of Year Assessments take place 2/3 weeks prior to end of term Classroom Monitor updated by class teachers PPM take place last week with PL Targets identified for new academic year
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Key assessment data for the core areas of the curriculum is recorded at three points in the year in line with the schools expectations. A combination of formal testing, on-going assessments and professional judgements are used. These are validated through in-school, cross-school and cluster moderation.

Pupil's attainment, against Age Related Expectations, and their progress are recorded. Expected progress is considered to be 1 tracking point per term; 3 tracking points across the year. However to help diminish the difference for some pupils, against their peers nationally, it is required that they make better than expected progress across the year. Age related expectations are tabled below.

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 2	30-50 mid	40-60 mid	Y1 M1	Y2 M1	Y3 M1	Y4 M1	Y5 M1	Y6 M1
Spring 2	30-50 high	40-60 high	Y1 M2	Y2 M2	Y3 M2	Y4 M2	Y5 M2	Y6 M2
Summer 2	40-60 low	ELG met	Y1 P1	Y2 P1	Y3 P1	Y4 P1	Y5 P1	Y6 P1

Glossary of terms used

PP	Non PP	PPNSEN	FSM	Non FSM	SEND	NSEND	EAL	ARE
Pupil premium	Non pupil premium	Pupil premium not SEN	Free school meals	Non free school meals	Special educational needs & disabilities	Non Special educational needs & disabilities	English as additional language	Age related expectations

EYFS Pupil Premium

NURSERY context				
	All	PP	Non PP	PPNSEN
No	45	7	38	7
%	100%	15.6%	84.4%	13.3%

Nursery Progress – Specific areas												
% Making Expected + Progress										Average Group Progress From September 2018		
Y/N	READING			WRITING			NUMBER			READING	WRITING	NUMBER
	EM	EXP	EXC	EM	EXP	EXC	EM	EXP	EXC	Average Points	Average Points	Average Points
ALL	18.2%	59.1%	22.7%	18.6%	59.1%	23.3	32.6%	37.2%	30.2%	1.2	1.16	1.16
PP	28.6%	57.7%	14.3%	33.3%	50%	16.7%	50%	16.7%	33.3%	1.33	0.8	1.4
NPP	16.2%	59.5%	24.3%	16.2%	59.5%	24.3%	29.7%	40.5%	29.7%	1.22	1.22	1.16
PPNSEN	33.3%	66.7%	0%	40%	40%	20%	60%	20%	20%	0.67	0.8	0.8

	PSSED ALL	PP	NPP	PPNSEN
Baseline	20(32.7%)	2(50%)	18(31.6%)	2(50%)
Autumn	30(50.8%)	3(75%)	27(49.8%)	13(25.3%)
	CLL ALL	PP	NPP	PPNSEN
Baseline	17(27.9%)	1(25%)	16(28.1%)	1(25%)
Autumn	23(38.9%)	2(50%)	21(38.1%)	2(50%)
	PD ALL	PP	NPP	PPNSEN
Baseline	20(32.8%)	3(75%)	17(29.8%)	3(75%)
Autumn	29(49.2%)	3(75%)	26(47.2%)	3(75%)
	GLD ALL	PP	NPP	PPNSEN
Baseline	1(2.2%)	0	1(2.6%)	0
Autumn	1(2.2%)	0	1(2.6%)	0
	READ ALL	PP	NPP	PPNSEN
Baseline	21(34.4%)	3(75%)	18(31.6%)	3(75%)
Autumn	29(49.8%)	4(100%)	25(45.4%)	4(100%)
	WRITE ALL	PP	NPP	PPNSEN
Baseline	25(41%)	2(50%)	23(40.4%)	2(50%)
Autumn	39(66.1%)	3(75%)	36(65.5%)	3(75%)
	NUM ALL	PP	NPP	PPNSEN
Baseline	16(26.2%)	2(50%)	14(24.6%)	2(50%)
Autumn	20(33.9%)	2(50%)	18(32.7%)	2(50%)
	NUM ALL	PP	NPP	PPNSEN
Baseline	7(15.6%)	2(28.6%)	5(15.2%)	2(33.3%)
Autumn	9(20%)	3(42.9%)	6(15.8%)	3(42.9%)

RECEPTION context		
PP	Non PP	PPNSEN
4	55	4
6.8%	93.2%	6.6%

Reception Progress – Specific areas												
% Making Expected + Progress										Average Group Progress From September 2018		
Y/N	READING			WRITING			NUMBER			READING	WRITING	NUMBER
	EM	EXP	EXC	EM	EXP	EXC	EM	EXP	EXC	Average Points	Average Points	Average Points
ALL	5.3%	66.7%	28.1%	7%	43%	49.1%	17.5%	63.2%	17.6%	1.42	1.63	1
PP	25%	50%	25%	0	75%	25%	25%	75%	0	1.25	1.25	0.75
NPP	3.8%	67.9%	28.3%	7.5%	41.5%	50.9%	18.9%	62.3%	18.9%	1.43	1.66	1.02
PPNSEN	25%	50%	25%	0	75%	25%	25%	75%	0	1.25	1.25	0.75

KS1 Pupil Premium

YEAR 1 context			
	All	PP	Non PP
No	60	10	50
%	100	17%	83%

% Groups At, Below or Above ARE										% Groups Making Expected Progress from Sept					
Y1	READING		WRITING		MATHS		Combined		READING		WRITING		MATHS		
	ARE+	EXC	ARE+	EXC	ARE+	EXC	ARE +	EXC	EXP+	EXC	EXP+	EXC	EXP+	EXC	
ALL	43%	10%	42%	5%	43%	8%	42%	6%							
PP	50%	20%	50%	0%	60%	10%	30%	0%	Unable to measure progress						
Non PP	35%	8%	38%	5%	37%	7%	74%	8%							

YEAR 2 context

	All	PP	Non PP
No	60	8	52
%	100	13	87

% Groups At, Below or Above ARE										% Groups Making Expected Progress from Sept					
Y2	READING		WRITING		MATHS		Combined		READING		WRITING		MATHS		
	ARE+	EXC	ARE+	EXC	ARE+	EXC	ARE+	EXC	EXP+	EXC	EXP+	EXC	EXP+	EXC	
ALL	68%	17%	70%	23%	76%	27%	25 (42%)	13 (22%)	41 (68%)	24 (40%)	42 (70%)	19 (32%)	46 (77%)	24 (40%)	
PP	4 (50%)	3 (38%)	4 (50%)	2 (25%)	5 (63%)	2 (25%)	4(50%)	2 (25%)	4 (50%)		4 (50%)		5 (62%)	2 (25%)	
Non PP	37 (71%)	17 (33%)	38 (73%)	12 (23%)	40 (77%)	15 (29%)	21 (40%)	11 (20%)	37 (71%)	24 (46%)	38 (73%)	19 (37%)	31 (60%)	22 (42%)	

LKS2 Pupil Premium

YEAR 3 context			
	All	PP	Non PP
No	61	18	43
%	100	30	70

% Groups At, Below or Above ARE										% Groups Making Expected Progress from Sept					
Y3	READING		WRITING		MATHS		Combined		READING		WRITING		MATHS		
	ARE+	EXC	ARE+	EXC	ARE+	EXC	ARE+	EXC	EXP+	EXC	EXP+	EXC	EXP+	EXC	
ALL	40 (66%)	19 (31%)	42 (69%)	8 (14%)	39 (64%)	6 (10%)	33 (54%)	6 (10%)	40 (66%)	15 (25%)	35 (57%)	22 (36%)	38 (62%)	13 (21%)	
PP(12)	13 (72%)	4(22%)	14 (78%)	2 (11%)	12 (67%)	1 (6%)	11 (61%)	1(6%)	13 (72%)	6 (33%)	14 (78%)	10(56%)	12 (67%)	6 (33%)	
Non PP(48)	27 (63%)	15(35%)	28 (65%)	6 (14%)	27 (63%)	5 (12%)	22 (51%)	5 (11%)	27 (63%)	10 (23%)	31(72%)	12 (28%)	26 (60%)	7 (16%)	

YEAR 4 context

	All	PP	Non PP
No	60	13	47
%	100	22	78

% Groups At, Below or Above ARE

% Groups Making Expected Progress from Sept

Y4	READING		WRITING		MATHS		Combined		READING		WRITING		MATHS	
	ARE+	EXC	ARE+	EXC	ARE+	EXC	ARE+	EXC	EXP+	EXC	EXP+	EXC	EXP+	EXC
ALL	42 (70%)	17 (28%)	39 (65%)	15 (25%)	43 (72%)	16 (27%)	31 (52%)	10 (17%)	37 (62%)	17 (28%)	38 (63%)	13 (22%)	41 (68%)	17 (28%)
pp	9 (69%)	5 (38%)	8 (62%)	3 (23%)	9 (69%)	3 (23%)	7 (54%)	3 (23%)	9 (69%)	3 (23%)	8 (62%)	3 (23%)	9 (69%)	2 (15%)
Non PP	33(70%)	12(26%)	31 (66%)	12 26%)	34 (72%)	13(28%)	24 (51%)	7 (15%)	28(60%)	14 (30%)	30 (64%)	10 (21%)	32(68%)	15(32%)

UKS2 Pupil Premium

YEAR 5 context

	All	PP	Non PP
No	61	17	44
%	100	28	72

% Groups At, Below or Above ARE

% Groups Making Expected Progress from Sept

Y5	READING		WRITING		MATHS		Combined		READING		WRITING		MATHS	
	ARE+	EXC	ARE+	EXC	ARE+	EXC	ARE+	EXC	EXP+	EXC	EXP+	EXC	EXP+	EXC
ALL	40 (66%)	8 (13%)	32 (53%)	6 (10%)	35 (57%)	13 (21%)	35 (57%)	5 (8%)	40 (66%)	25 (41%)	32 (52%)	21(34%)	36 (59%)	30 (49%)
PP	14 (82%)	4 (24%)	10 (59%)	3 (18%)	12 (71%)	5 (29%)	10 (59%)	2 (12%)	13 (76%)	11(65%)	10 (59%)	7 (41%)	13 (76%)	13(76%)
Non PP	26 (59%)	4 (9%)	22 (50%)	3 (7%)	23 (52%)	8 (18%)	20 (45%)	3 (6%)	26 (59%)	24(55%)	22 (50%)	14 (32%)	23 (52%)	17(39%)

YEAR 6 context			
	All	PP	Non PP
No	61	26	35
%	100	43	57

Y6	% Groups At, Below or Above ARE (Teacher Assessment)						% Groups Making Expected Progress from Sept							
	READING		WRITING		MATHS		Combined		READING		WRITING		MATHS	
	ARE+	EXC	ARE+	EXC	ARE+	EXC	ARE+	EXC	EXP+	EXC	EXP+	EXC	EXP+	EXC
ALL	40 (66%)	19 (32%)	43 72%	10 (17%)	38 (64%)	18 (30%)	37 (61%)	17 (28%)	30 (49%)	25 (41%)	40 (66%)	17 (28%)	45 (73%)	42 (69%)
PP	21 (81%)	9 (35%)	20 (77%)	5 (19%)	21 (81%)	9 (35%)	20 (77%)	9 (35%)	21 (81%)	10 (38%)	20 (77%)	17 (65%)	21 (81%)	20 (77%)
Non PP	20 (57%)	10 (29%)	23 (66%)	5 (14%)	25 (71%)	9 (26%)	17 (48%)	8 (23%)	19 (54%)	15 (43%)	22 (63%)	21 (60%)	24 (69%)	23 (66%)

Pupil Premium Summary		
Attainment	Progress	Action
In Nursery NPP are out performing PP children in all areas of Reading, Writing and Maths.	Progress in writing overall is low. NPP outperform PP pupils in Reading, Writing and Maths.	Writing progress.
In Reception PP at reading is below NPP. Exceeding in Maths at PP is also low.	PP progress in reading, writing and Maths is below NPP.	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.	N/A	Writing attainment at exceeding.
In Year 2, NPP 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 PP outperform NPP children in reading, writing and maths at expected. However, NPP outperform children at the exceeding level. However at combined PP outperform Non PP at exceeding.	PP children are above NonPP children in all areas.	Reading, Writing and Maths at exceeding level.
In Year 4 NPP outperform PP children in reading, writing and maths at expected level, although 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 and progress in reading, writing, maths and combined.	PP children are above NonPP children in all areas.	Writing attainment
In Y6 PP outperforms NonPP at the expected level and progress in reading, writing, maths and combined.	PP children are above NonPP children in all areas	Writing attainment

