

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	376
Proportion (%) of pupil premium eligible pupils	15% (58 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-24 2024-25 2025-26
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Governing Body
Pupil premium lead	Kate Hubbard
Governor / Trustee lead	Oliver Kunc

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,565
Recovery premium funding allocation this academic year	£6,815
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
<b>Total budget for this academic year</b>	£ 69,380

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress across all subject areas and leave St Agatha's as confident individuals. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

We value the abilities and achievements of all pupils, and are committed to providing each pupil with the best possible environment for learning. We recognise that each child is unique and will have different needs, which may vary throughout their time in the school. We have planned to spend our Pupil Premium funding to give them the support that they need.

We consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

Our strategy highlights our current challenges and identifies actions that we will take to address these. We draw on research evidence and evidence from our own experience to allocate funding to activities that are most likely to maximise achievement. We never confuse eligibility for the Pupil Premium with low ability and focus on supporting our disadvantaged pupils to achieve the highest levels.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ for each pupil depending on the barriers to learning being addressed. As such, we do not allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Quality First Teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the PPG to improve teaching quality benefits all pupils and has a particularly positive effect on pupils eligible for Pupil Premium.

Our key priority at St Agatha's Catholic Primary School is to ensure that a highly effective teacher is in front of every class, and that every teacher is supported to keep improving.

Our Pupil Premium Grant supports children from disadvantaged backgrounds (11.9%), service families (2.7%) and PLAC/SGO (0.8%). Our aim is to use the PPG to narrow the attainment gap with non-disadvantaged pupils and to provide additional opportunities and experiences.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<b>Socio-economic gap</b> - the school is situated in a socially advantageous area but the socio-economic gap between disadvantaged pupils and others is wide. We are aware that the education and well-being of many of our disadvantaged pupils have been impacted by school closures, due to COVID, to a greater extent than for other pupils. These findings are supported by national studies.
2	<b>Gaps in Learning</b> - there are some PPG pupils who need to catch-up so that they are working at age-related expectations. Assessments and observations also suggest that some of our PPG pupils have greater difficulty with phonics than their peers which impacts on their development as readers.
3	<b>Access to language</b> - the development of language skills for some disadvantaged pupils is not as advanced as other pupils. Some of the pupils starting at St Agatha's School arrive with a vocabulary deficit and the development of language skills for many is not as advanced as other pupils and this impacts especially on reading comprehension and writing.
4	<b>Multiple barriers to learning</b> - some disadvantaged pupils also have a SEND need. 15.5% of children in receipt of pupil premium grant also have special educational needs. Currently across all our vulnerable groups 18.9 % are multilingual. 3.4% are multilingual and on the SEND register. These multiple needs make it far more challenging for these children to reach their age-related expectations.
5	<b>Emotional support</b> - there is an increasing number of disadvantaged pupils with a wide range of emotional needs. Through observations, and discussions with pupils and parents, it has been identified that there are social and emotional barriers for many PPG children and especially social interaction skills.
6	<b>Cultural capital</b> – many of our disadvantaged pupils do not have access to the same opportunities.
7	<b>Attendance</b> - Our attendance data indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils by 1.8% and some of these families are persistently absent at a higher rate. Absenteeism does negatively impact disadvantaged pupils' progress.

**Intended outcomes** This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Pupil Premium pupils make greater progress than non-Pupil Premium pupils.	The gap between the progress of Pupil Premium and Non-Pupil Premium pupils to be closed. This will be evidenced through the use of internal teacher assessments.
Achieve expected progress in Reading, Writing and Maths.  Achieve expected standards in Reading, Writing and Maths.	Achieve national average progress scores in KS2 Reading, Writing and Maths (0).  Increase the number of disadvantaged pupils achieving the expected standard at KS2.
Attendance figures for pupils who are Pupil Premium and Non-Pupil Premium will be comparable.	Attendance data to show a reduction in absence comparative term by term and using data over the last three years. This is tracked by monitoring the Pupil Premium and Non-Pupil Premium groups.
Cultivate opportunities for enhancing 'cultural capital' through enrichment and experience.	Increase attendance of PP pupils at: <ul style="list-style-type: none"> <li>• Extra-curricular clubs.</li> <li>• Educational trips.</li> <li>• Residential journeys.</li> </ul>

**Activity in this academic year** This details how we intend to spend our pupil premium (and recovery premium) funding this academic year to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,860

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD time given to staff to support professional development. E.g. curriculum development and delivery (Cornerstones Maestro)	Evidence provided by EEF highlights the importance of CPD, as demonstrated in the case studies provided in their guide (EEF 2020).	1,2,3,4
Provide ongoing training for staff to deliver phonics lessons. To ensure staff who are new to our school receive the training as a part of their induction.	Evidence provided by EEF highlights the importance of CPD, as demonstrated in the case studies provided in their guide (EEF 2020).	2,3
Provide a Teaching and Learning focus on evidence- based strategies to support Quality First Teaching.	Supporting the Attainment of Disadvantaged Pupils (DfE, 2015) suggests high quality teaching as a key aspect of successful schools.	1,2,3,4,7

## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £18,275

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide additional teaching support in class for disadvantaged pupils. 1:1 phonics support 1:1 reading	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average (EEF 2020).	3
Provide ELSA/Drawing & Talking sessions for disadvantaged pupils.	Government advice and guidance regarding Pupil Premium states: You should also develop an understanding of any non-academic challenges e.g. mental health.	5
Provide additional support for disadvantaged pupils with SEND.	Evidence indicates that the education system neglects those with SEND, who struggle to keep pace with their peers (Closing the Gap, Andrews, Robinson and Hutchinson).	4

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Nessy Reading and Spelling	Nessy
SPaG.com	SPaG.com
Widget online	Widget online
LGfL	LGfL
Maths.co.uk	Maths.co.uk
Mathletics	3P Learning
Collins ebooks	Collins
	£ 9,600

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

Budgeted cost: £30,645

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide financial support for disadvantaged families to assess a range of offsite trips and experiences.	Outdoor adventure learning provides opportunities for disadvantaged pupils to participate in activities that they otherwise might be able to access. The application of non- cognitive skills in the classroom may in turn have a positive effect on academic outcomes (EEF 2020).	1
Provide school uniform for disadvantaged pupils.	Wearing a uniform can develop the school ethos and improvement of behaviour and discipline (EEF 2020).	1
Provide an online learning platform (issue laptops for use at home).	Facilitating independent study and engage parental support. EEF suggest +8 months' progress on average for metacognition and self- regulation (EEF 2020).	1,2,3,6
Provide an accurate tracking assessment system.	Evidence indicates that embedding assessment practices can be effective, delivering approximately two additional months' progress on average (EEF 2018).	2
Provide disadvantaged pupils with a safe place in order to be able to regulate their emotions – The Nest and Sensory Room.	Behaviour, and social and emotional needs can have a negative impact on academic outcomes. (EEF 2023)	5
Provide extracurricular sport provision for disadvantaged pupils before, during and after school.	Ensuring disadvantaged pupils have access to ensure physical wellbeing during several points of the school day <a href="https://www.nhs.uk/live-well/exercise/exercise-health-benefits/">https://www.nhs.uk/live-well/exercise/exercise-health-benefits/</a>	1,6,7

**Total budgeted cost: £ 69,380**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Our outcomes for disadvantaged pupils show that out of the 4 disadvantaged pupils in Reception, 100% achieved a Good Level of Development (GLD). Out of the 6 disadvantaged pupils in Year 1, 83% achieved the expected standard in Phonics, which is in line with 83% for the whole of Year 1. In Key Stage 1 (Year 2), out of the 13 disadvantaged pupils, 46% achieved Reading, Writing and Maths, compared with 63% across the year group. In Key Stage 2 (Year 6), 67% of disadvantaged pupils (6 pupils) achieved Reading, Writing and Maths, compared with 72% non-Pupil Premium pupils. Their performance was based on standardised teacher administered tests and teacher assessment.

#### **Additional Outcomes:**

The additional support in class has helped pupils with their confidence and their ability to work independently to access the curriculum. Pupils accessing ELSA support has improved their self-esteem and resilience.

There was an increase in the number of children participating in extra-curricular activities which resulted in an observed improvement in sporting and curriculum ability. Children who attended Clubs during term time developed their social skills and improved their confidence and self-esteem.

The PPG enabled pupils to take part in many educational trips and residential journeys, which enriched their understanding of key concepts across the curriculum.

### Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Pupils received similar support to Pupil Premium and accessed additional support in class and financial support for clubs. They accessed: <ul style="list-style-type: none"><li>• ELSA</li><li>• Drawing and Talking</li><li>• Club for each pupil.</li></ul>
What was the impact of that spending on service pupil premium eligible pupils?	These programs support pupils with emotional needs in a 1:1 meeting with our ELSA. Service family pupils can experience frequent moves between areas and therefore schools; this can impact their resilience.