

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
School Name	St. Agatha's Catholic Primary School
Number of pupils in school	362
Proportion (%) of pupil premium eligible pupils	15.5% (56 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-26
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
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	£66,300
Recovery premium funding allocation this academic year	£0
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
Total budget for this academic year	£ 66,300

Part A: Pupil premium strategy plan

Statement of intent

At St Agatha's Catholic Primary School, 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 (3.5%) and PLAC/SGO (0.3%). 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	Socio-economic gap - 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 post-pandemic, to a greater extent than for other pupils. These findings are supported by national studies.
2	Gaps in Learning - there are some disadvantaged 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	Access to language - 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	Multiple barriers to learning - some disadvantaged pupils also have a SEND need. 2.8% of children in receipt of pupil premium grant also have special educational needs. Currently, across all of our vulnerable groups 7.2% are multilingual. 3.3% 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	Emotional support - 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	Cultural capital – many of our disadvantaged pupils do not have access to the same opportunities.
7	Attendance - Our attendance data indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils by 4.03% 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
Improved attainment for disadvantaged pupils, relative to their starting points.	The gap between the progress of disadvantaged and non-disadvantaged pupils to be closed. This will be evidenced through the use of internal teacher assessments.
To meet the needs of disadvantaged pupils with additional needs (SEND/ML) through QFT.	Increase the number of pupils achieving the expected standard at KS2. All staff to be aware of any additional needs disadvantaged pupils in their class may have. All staff have a copy of the Rosenshine's Principles book which is regularly referred to in staff training.
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 disadvantaged pupils at: <ul style="list-style-type: none"> • Extra-curricular clubs. • Educational trips. • Residential journeys.
Continue to embed the Little Wandle Letters and Sounds programme.	Continue to support disadvantaged pupils who fail to pass the phonics screening test in Y1, and continue to support them with re-taking the test in Y2. Based on teacher assessment, provide groups for disadvantaged pupils across the school who need additional support with phonics.

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: £36,270

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA support in The Nest/supporting with targeted groups in KS2.	EEF: Targeted, effective deployment of Teaching Assistants is about an additional four months' progress over the course of a year.	1,2,4,5
Regular QFT training for all staff	Supporting the Attainment of Disadvantaged Pupils (DfE, 2015) suggests high quality teaching as a key aspect of successful schools. Sutton Trust (2011) 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers'.	1,2
Embed the Little Wandle Phonics programme across the school.	EEF: Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	1,2,3 4
Voice 21 Exchange – Oracy training for all staff	Voice 21: 'Students in Year 6 were more likely to have an above-average reading score than their peers nationally' (after 2 years of engaging with Voice 21 Exchange). 'The average oracy score improved by 50% when we compare first and fourth-year Voice 21 Oracy Schools'.	1,2,3,4

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

Budgeted cost: £18,990

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide additional support (individually, in small groups or in class) to close the gaps in Reading, Writing and Maths.	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average (EEF 2020).	2

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
	£ 3060

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

Budgeted cost: £7,980

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA</p> <p>Drawing & Talking</p> <p>Therapy Dog</p> <p>Kingston Mental Health Support Team</p> <p>Local Authority Bilingual Support Worker</p> <p>Kingston Interpreting Service</p>	<p>Government advice and guidance regarding Pupil Premium states: You should also develop an understanding of any non-academic challenges, e.g. mental health.</p> <p>EEF: 'On average, Social and Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.'</p>	5, 7
<p>Provide financial support for disadvantaged families to assess a range of offsite trips and experiences.</p>	<p>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).</p>	1, 6
<p>Provide school uniform for disadvantaged pupils.</p>	<p>Wearing a uniform can develop the school ethos and improvement of behaviour and discipline (EEF 2020).</p>	1
<p>Provide extracurricular sport provision for disadvantaged pupils before, during and after school.</p>	<p>Ensuring disadvantaged pupils have access to ensure physical wellbeing during several points of the school day https://www.nhs.uk/live-well/exercise/exercise-health-benefits/</p>	1,6
<p>Engage with families that are persistently absent from school (<90%)</p>	<p>EEF: Parental engagement has a positive impact on average of 4 months' additional progress.</p>	7

Total budgeted cost: £ 66,300

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our outcomes for disadvantaged pupils show that:

Of the one disadvantaged pupil in Reception last year, they achieved a Good Level of Development (GLD).

There were nine disadvantaged pupils in the Year 1 cohort last year, 67% of whom achieved the expected standard in the phonics screening check.

In Key Stage 2, 50% of disadvantaged pupils (2 out of the 4 pupils) achieved the expected standard or above in reading, writing and maths. Their performance was based on standardised teacher administered tests and teacher assessment.

Whilst the National Tutoring Grant was used to support a number of pupils, an additional £6124.70 from the Pupil Premium Grant went towards 1-to-1 tuition, benefitting disadvantaged pupils from across all years. The additional support has helped pupils with their confidence and their ability to work independently to access the curriculum.

75% of disadvantaged pupils participated in extra-curricular activities during the last academic year, allowing them to develop their social skills, improve their confidence and self-esteem. There was also an increase in the number of disadvantaged pupils representing the school in sporting activities last year.

Developing a close relationship with our wraparound club provider (ROAR) has also seen an increase in the number of disadvantaged pupils taking part in holiday clubs.

A number of pupils have received ELSA support, sessions with the therapy dog, Drawing and Talking session, or sessions with the MHST. This has helped to improved pupils' self-esteem and resilience.

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Pupils received similar support to disadvantaged pupils and accessed additional support in class and financial support for clubs.</p> <p>They accessed:</p> <ul style="list-style-type: none">• ELSA• Drawing and Talking• Club for each pupil• Home Learning Club• Nessy
What was the impact of that spending on service pupil premium eligible pupils?	<p>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.</p>