

## Pupil premium strategy statement

This statement details our school's use of the 2022-23 pupil 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	St Agnes Academy
Number of pupils in school	357
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Jess Mills
Pupil premium lead	Emma Lawton
Governor / Trustee lead	Tom Hougham

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,105
Recovery premium funding allocation this academic year	£7,830
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£87,935

# Part A: Pupil premium strategy plan

## Statement of intent

At St Agnes Academy, we aim to provide highest quality educational experience so that our disadvantaged children make good progress academically, physically, socially, and emotionally. We want them to achieve in-line with or above national average in all areas and to develop a love of learning that continues into secondary school and beyond.

We aim to ensure our disadvantaged pupils:

Are confident readers, writers and mathematicians

Are self-motivated, self-regulated and independent learners

Regard themselves as successful and confident learners who can communicate effectively through both spoken and written word.

Engage in a range of enrichment activities such as music, drama, dance, sport, outdoor and adventurous activities, and trips to theatres, museums and art galleries to enrich their lives and see a world beyond their own.

Are prepared and confident to move on to each next phase of their education and into wider life.

Have access to a broad, challenging and coherent curriculum that enables them to develop knowledge and skills and that excites and enriches.

*Our Pupil Premium strategy focuses on the development and improvement of high-quality teaching because we know that disadvantaged pupils are disproportionately affected by teaching quality. We want all our children to experience the very best instruction in the classroom alongside their peers. However, we recognise that to make good progress our children need to have secure prior knowledge and may require short-term, targeted intervention in addition to their daily teaching.*

*We also acknowledge that pupils who are struggling emotionally, are unable to learn well and therefore we are strengthening our support for social and emotional needs.*

*Funding for enrichment activities ensures that all pupils have access to the same opportunities to build cultural capital, and develop wider interests, hobbies and skills which have a positive impact on long-term wellbeing and mental health.*

*Our Pupil Premium Strategy is designed to reflect the current challenges and individual needs of our disadvantaged pupils and the staff who support them. We use a range of strategies such as pupil interviews, questionnaires, diagnostic assessments and*

*observations to ensure that our approach is responsive and personalised. Our strategies are selected based on current evidence and research so that our whole school community benefits from best practice.*

## Challenges

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

Challenge number	Detail of challenge
1	<p>The attainment of our disadvantaged pupils at the end of KS2 is below that of national disadvantaged pupils in maths and writing (although progress from KS1 to KS2 is above the national.) In addition, there is a significant gap between girls and boys attainment which has an adverse effect on disadvantaged boys.</p> <p>KS2 Writing-School 46% EXP, 0% GD, National 55% Exp, 6% GD (difference of 9 percentage points at EXP and -6 percentage points at GD)            KS2 Maths-School 39% EXP, National 56% (difference of 17 percentage points at EXP/+)            KS2 GPS-School-46% EXP, National 59% (difference of 13 percentage points)            KS2 Combined-School 23% EXP, National 43% (difference of 20 percentage points)</p> <p>Progress data:            Reading-School 0.49, National -0.9            Writing-School 0.08, National -0.5            Maths-School 0.63, National -1.5</p> <p>Progress data for SEN Support            Reading-School -0.44, National -2.1            Writing-School -1.51, National -1.8            Maths-School 0.7, National -1.6</p>
2	<p>Analysis of written outcomes shows that the progress of many of our DA pupils is impeded by poor transcription skills in writing (handwriting and spelling)</p>
3	<p>Analysis, discussions and observations suggest that some disadvantaged pupils need to be supported to develop learning behaviours which will support better progress</p>
4	<p>Some disadvantaged pupils need to be supported to acquire a broader vocabulary and/or the ability to manipulate language for effect. More attention to vocabulary acquisition, especially disciplinary vocabulary acquisition, will help remove barriers to reading comprehension and improve access to the curriculum in all subjects.</p> <p>61% of our disadvantaged pupils stated that they did not read with an adult at home and if they did read it was on their own.</p>

5	<p>Through interviews and questionnaires we found that some of our disadvantaged pupils would benefit from support to access extra-curricular activities such as clubs and music tuition as well as a wider range of experiences.</p> <p>37% of our disadvantaged pupils do not participate in any extra-curricular activities</p>
6	<p>Analysis of data shows that some of our disadvantaged pupils would benefit from support with punctuality and attendance.</p> <p>2021-22 Attendance (attendance was low for both disadvantaged pupils and non-disadvantaged pupils due to the ongoing impact of Covid.)</p> <p>Disadvantaged-85% (4 pupils with persistent absence and 1 pupil flexi-schooled)</p> <p>Disadvantaged attendance without persistent absentees and flexi-schooled pupil-90%</p> <p>Non-disadvantaged attendance-92%</p> <p>Number of DA pupils with attendance between 90%-100%-43/62 (69%)</p> <p>Number of DA pupils with attendance below 90%-6/62 (10%)</p> <p>Number of DA pupils with attendance below 85%-13/62 (21%)</p>

## 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
<p>The achievement of our DA pupils is in line with DA pupils nationally at both the expected and higher standard</p>	<ul style="list-style-type: none"> <li>• % of DA pupils achieving combined at end of KS2 will be in-line with or better than national average (43%)</li> <li>• % of DA pupils achieving the higher standard in reading, writing or maths will be in-line with or better than national average</li> <li>• % of DA pupils achieving the expected standard in maths will be in-line with or better than the national average (56%)</li> <li>• % of DA pupils pass the phonic screening check is in-line with or better than the national average</li> <li>• 100% of DA pupils pass the Y4 multiplication check is in-line with or better than the national average</li> <li>• % of DA pupils achieving combined at end of KS1 will be in-line with or better than national average (43%)</li> <li>• % of DA pupils achieving the higher standard in reading, writing or maths will be in-line with or better than national average at KS1</li> </ul>
<p>Our DA children will have the basic underpinning skills of fluent handwriting, spelling strategies, word decoding and reading speed</p>	<p>Observations, pupil written outcomes and assessments will show:</p> <ul style="list-style-type: none"> <li>• Correct letter formation, orientation, and sizing, and joins when appropriate</li> <li>• Sustained writing (age appropriate)</li> <li>• Improved application of phonics when spelling</li> </ul>

necessary to make good progress in writing and reading.	<ul style="list-style-type: none"> <li>• Application of year group appropriate spelling rules and conventions</li> <li>• Children able to read age-appropriate texts using decoding and blending to tackle unfamiliar words</li> <li>• Children able to read fluently at a speed that allows comprehension</li> </ul>
Our DA pupils are resilient learners who can manage their emotions effectively and feel socially confident.	<ul style="list-style-type: none"> <li>• Reduction in reported incidents of low-level disruption</li> <li>• Books demonstrate good progress and high levels of presentation</li> <li>• Observations and discussions with staff indicate high-levels of pupil engagement and perseverance</li> <li>• Observations and pupil interviews show improved social confidence (having friends and feeling self-confident)</li> <li>• All DA pupils access extra-curricular clubs and participate in inter-school events</li> </ul>
Our DA pupils achieve well across the curriculum and can communicate effectively through both spoken and written language	<ul style="list-style-type: none"> <li>• Pupils can articulate their ideas and opinions clearly using a wide range of Tier 2 and Tier 3 vocabulary</li> <li>• Pupils write with clarity and precision, drawing on technical Tier 2 and Tier 3 vocabulary</li> <li>• Pupils participate fully in class discussions, presentations, and performances</li> <li>• Pupils articulate their ideas in full grammatically accurate sentences</li> <li>• Pupils comprehend age-appropriate texts</li> <li>• % of DA pupils achieving the higher standard in writing is in-line with or better than the national average</li> </ul>
<p>Our DA pupils enjoy participating in a wide range of activities as well as confidently carrying out a range of roles.</p> <p>Our DA pupils will be more confident and self-assured, with greater cultural capital through which their social interactions are strengthened and their experience of the wider world and vocabulary to describe it is improved.</p>	<ul style="list-style-type: none"> <li>• All DA pupils participate in extra-curricular clubs</li> <li>• All DA pupils have an opportunity to represent the school at wider events</li> </ul> <p>By the end of Year 6 DA pupils will have :</p> <ul style="list-style-type: none"> <li>• Visited places of worship (Mosque, Synagogue and Church), Bristol, the theatre, art galleries, museums, cinemas, concerts, a wide range of historically and culturally significant places such as The SS Great Britain, Geevor Tin Mine and Pendennis Castle</li> <li>• Taken part in a range of adventurous activities e.g., surfing, kayaking, climbing, biking, and archery</li> <li>• Taken part in a range of performances including plays, performance poetry and music</li> <li>• Regularly visited the local library</li> <li>• Taken part in beach cleans</li> <li>• Taken part in a sustainable business project</li> <li>• Been ambassadors for the school in roles such as Reading Buddies, Playtime Leaders, Lunch Hall helpers, Librarians or School Councillors</li> </ul>
Our DA pupils are punctual and have good attendance	<ul style="list-style-type: none"> <li>• Attendance for disadvantaged pupils is at least 95% each half term</li> <li>• No persistent absence or lateness</li> </ul>

DA pupils make excellent progress	<ul style="list-style-type: none"> <li>• Observations and written outcomes show that all adults have very high expectations for every child</li> <li>• Presentation of written work is excellent</li> <li>• Presentation, content and quality of written work is consistent in all books</li> <li>• Behaviour in every class is excellent</li> <li>• Marking and feedback shows improved outcomes and progress</li> <li>• Routines and agreed expectations are consistently applied in every class, every day for every child.</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: £125,030

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop our approach to professional development so that it is sharply focused on the challenges detailed above.</p> <p>This will include improving feedback so that it has a direct and positive impact on pupil progress, improving teachers understanding and skills to develop pupil's metacognitive knowledge and how to remove barriers to reading comprehension and improve vocabulary acquisition</p>	<p>Research suggests that well-designed professional development is a crucial tool in improving teaching quality.</p> <p><a href="#">EEF report into Effective Professional Development</a></p> <p>Research suggests that vocabulary barriers to reading comprehension impacts negatively across the whole curriculum. Through improving teachers subject knowledge of subject specific vocabulary and the teaching of Tier 2 and Tier 3 vocabulary, pupils will have better access to the curriculum and improved comprehension.</p> <p><a href="#">EEF Guidance Report-Improving Literacy at KS1</a></p> <p><a href="#">EEF Guidance Report-Improving Literacy at KS2</a></p> <p><a href="#">Metacognition report</a></p> <p><a href="#">Feedback report</a></p>	1, 2, 3 and 4

KS2 staff trained in the teaching of early reading (RWI phonics)	Research suggests that phonics is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. <a href="#">EEF Toolkit-Phonics</a>	1, 2 and 4
Strengthen implementation of marking and Feedback policy	There is extensive evidence to show that feedback, particularly from teachers Effective feedback focuses on the task, subject and self-regulation strategies: it provides specific information on how to improve. <a href="#">EEF Guidance Report-Teacher Feedback to Improve Pupil Learning</a>	1, 2 and 3
Improve fluency and automaticity in maths	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>	1 and 4
Develop a whole school approach to problem solving in maths to ensure all children access this area of mathematical reasoning	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a> <a href="#">Improving Mathematics in the Early Years and KS1</a> <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	1 and 4
More focused deployment and training of TAs to lead guided work and in-class intervention	Research evidence suggests that teaching assistants are most effective when deployed to provide targeted and structured interventions. <a href="#">EEF Guidance Report-Making the Best Use of Teaching Assistants</a>	1, 2, 3 and 4
Improve classroom teaching by embedding Rosenshine's principles of instruction	The principles which underpin these strategies are based on research into how we acquire and use information, what effective teachers do to make the highest gains, and what supports pupils to learn new information. <a href="#">Principles of Instruction by Barak Rosenshine</a>	1, 2, 3 and 4
Introduce Talk for Reading approach to develop vocabulary, fluency, dialogic talk	<a href="#">EEF Toolkit-Reading Comprehension Strategies</a> There is strong evidence to suggest that dialogic talk and direct instruction of vocabulary has a high impact on reading	1,2, 3 and 4

and comprehension strategies	comprehension and understanding across the curriculum. <a href="#">EEF Toolkit-Oral Language Interventions</a>	
Further develop the curriculum to ensure clear progression of knowledge, skills and vocabulary, embedded low-stakes assessment opportunities and retrieval practice. In addition, the development of pre-unit assessments to ensure the necessary prior knowledge is secure.	Robert Bjork-Retrieval practice and the maintenance of knowledge	1, 2, 3 and 4
Embed a range of communication and language strategies in EYFS including developing the Talk for Writing and Talk for Reading approach	Studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds. <a href="#">EEF Early Years Toolkit-Communication and Language strategies</a>  <a href="#">EEF Guidance Report-Preparing for Literacy</a>	1, 2,3 and 4

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

Budgeted cost: £11,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics tuition EYFS, Y1 and Y2 (1:1)	Research suggests that phonics is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. <a href="#">EEF Toolkit-Phonics</a>	1, 2 and 4
Handwriting and spelling tuition in EYFS and Y1 to	Evidence suggests that 1:1 tuition which is delivered in short, regular sessions over a	1, 2 and 4

secure foundational transcription skills (1:1)	<p>set time period has a positive impact on pupil progress.</p> <p><a href="#">EEF Toolkit-One to One Tuition</a></p> <p><a href="#">EEF Guidance Report-Making a Difference with Effective Tutoring</a></p>	
Y6 1:2 Reading fluency and comprehension tuition	<p>Research suggests that the explicit teaching of reading comprehension strategies has a very positive impact on the progress of all pupils, but particularly disadvantaged pupils.</p> <p>Small group tuition is effective when targeted at pupil's specific needs delivered by trained staff.</p> <p><a href="#">EEF Toolkit-Small Group Tuition</a></p>	1, 2 and 4
Engage with National Tutoring Programme to deliver school-based tutoring for those most adversely affected by school closures; a significant proportion of whom are disadvantaged. The 1:1 and small group tuition will focus on securing the underpinning skills of reading (decoding and fluency), writing (transcription) and maths (number fluency)	<p>Evidence suggests that tuition which is delivered in short, regular sessions over a set time period has a positive impact on pupil progress. It must also be structured, delivered by well-trained staff and dynamic.</p> <p><a href="#">EEF Toolkit-One to One Tuition</a></p> <p><a href="#">EEF Toolkit-Small Group Tuition</a></p>	1, 2 and 4
Develop Fresh Start Phonics Programme Y4-5 (decoding to read and segmenting to spell)	<p>Research suggests that phonics is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p><a href="#">EEF Toolkit-Phonics</a></p>	1, 2 and 4
Homework club for Y6	<p>Research suggests that homework can have a positive impact on pupil progress as long as it relates to classroom learning.</p> <p><a href="#">EEF Toolkit evidence on impact of homework</a></p>	1, 2 and 3

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

Budgeted cost: £19,420

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trauma Informed Schools practitioner	<p>Research shows the adverse impact of child trauma when there is no emotionally available adult as a protective factor, leading to a variety of problems including self-regulatory disorders.</p> <p>Trauma Informed Schools evidence base <a href="https://www.traumainformedschools.co.uk/home/evidence-base">https://www.traumainformedschools.co.uk/home/evidence-base</a></p>	3
Full implementation of the Jigsaw PSHE programme	<p><a href="#">The EEF guidance report on Social and Emotional Learning (SEL)</a> suggests the following:</p> <p>Research suggests that this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.</p>	1 and 3
<p>Subsidising enrichment activities to increase pupil's cultural capital and to further develop our offer</p> <p>Current activities include, Rock Steady music tuition, The Wave Project, residential trips, day trips, private music tuition, provision of equipment, Forest School, weekly library visits</p>	<p><a href="#">The Social Mobility Commission report 'An unequal playing field'</a>, states that extra-curricular activities help to boost confidence in social situations and develop social networks.</p> <p>It also suggested a link between 'cultural capital' and continued engagement beyond compulsory education.</p> <p>The EEF guidance on Social and Emotional Learning suggests the importance of learning to self-manage in a variety of situations and experiences.</p>	5 and 3
Release time for Behavioural Lead to review policies and practices and to support colleagues to implement consistent, positive, and effective classroom management strategies	<p>Research from the <a href="#">EEF guidance on Social and Emotional Learning</a> refers to core competencies at the heart of SEL. The development of self-management, social awareness, relationship skills and decision making are linked to improved outcomes in physical and mental health, academic achievement and school readiness.</p> <p><a href="#">EEF guidance and recommendations on social and emotional learning</a></p>	3

1:1 behaviour and learning support	Trauma Informed Schools-evidence base <a href="https://www.traumainformedschools.co.uk/home/evidence-base">https://www.traumainformedschools.co.uk/home/evidence-base</a>	1, 2 and 3
Funding of Educational Welfare Officer	Research has found a strong statistical link between absenteeism and underachievement (e.g. Gottfried 2011, 2013a; Hancock et al., 2013) Additionally, evidence from the DfE Document The Link Between Absence and attainment at KS2 and KS4 <a href="https://explore-education-statistics.service.gov.uk/find-statistics/the-link-between-absence-and-attainment-at-ks2-and-ks4/2018-19">https://explore-education-statistics.service.gov.uk/find-statistics/the-link-between-absence-and-attainment-at-ks2-and-ks4/2018-19</a>	1,2,3,4,6

**Total budgeted cost: £156,300**

## Part B: Review of outcomes for 2021-2022

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Pupil interviews suggested an improved attitude towards school with most disadvantaged pupils saying that they enjoyed school and learning and had a good group of friends. Most also identified a wider range of strategies to support their own learning and independence.

The curriculum has been reviewed to ensure better progression of skills, knowledge and vocabulary. This review will continue across 2022-23 to further strengthen links between subjects and to identify opportunities for review.

Below details the end of year statutory data for 2021-22

<b>Y1 Phonics Screening</b> 4 DA pupils	Disadvantaged pupils-25% (1 chd) Cohort-77% National comparator-76%
<b>Y2 Phonic Screening retakes</b> 2 DA pupils 4 non-DA pupils	Disadvantaged pupils-100% (2 chd) Non-disadvantaged pupils-25% (1 chd) Cohort-50% National comparator-44%
<b>End of KS1 data</b> 2 pupils	<b>Reading</b> <b>School-74% ARE, 8% GD, National-67% ARE, 18% GD</b> School disadvantaged - 0% expected standard, 0% greater depth standard National comparator for DA-52% expected standard, 8% greater depth <b>Writing</b> <b>School-68% ARE, 2% GD, National-58% ARE, 8% GD</b> School disadvantaged pupils - 0% expected standard, 0% greater depth standard National comparator for DA-41% expected standard, 3% greater depth <b>Maths</b> <b>School-77% ARE, 4% GD, National-68% ARE, 15% GD</b> School disadvantaged pupils-50% expected standard, 0% greater depth standard National comparator for DA-52% expected standard, 7% greater depth <b>Combined</b> <b>School-64% ARE, 2% GD, National-53% ARE, 6% GD</b> School disadvantaged pupils - 0% expected standard, 0% greater depth standard National comparator for DA-37% expected standard, 2% greater depth
<b>End of KS2 data</b> 13 pupils	<b>Reading</b> <b>School-76% ARE, National 74%</b> Disadvantaged pupils-62% expected standard (national 62%) Non-disadvantaged pupils-80% (national-80%) <b>School +0.49, National -0.9 (progress)</b> <b>Writing</b> <b>School-70% ARE, 13% GD, National-69% ARE, 13% GD</b> Disadvantaged pupils-46% expected standard (national 55%),0% greater depth standard (national 6%) Non-disadvantaged pupils-76% expected standard (national 75%), 16% greater depth (national 16%) <b>School +0.08, National -0.5 (progress)</b> <b>Maths</b> <b>School-68% ARE, National 71% ARE</b> Disadvantaged pupils-39% expected standard (national 56%) Non-disadvantaged pupils-76% expected standard (national 78%) <b>School +0.63, National -1.5 (progress)</b> <b>GPS</b> <b>School-70% ARE, National 72%</b> Disadvantaged pupils-46% expected standard National comparator for DA-59% expected standard <b>Combined</b> <b>School-56% ARE, National 58%</b> Disadvantaged pupils-23% expected standard, 0% greater depth standard National comparator for DA-42% expected standard, 3% greater depth

## Further Information

Throughout 2021-22, St Agnes Academy have focused on improving the teaching of writing and strengthen curriculum design. The quality of pupil's written work has improved as has teacher subject knowledge and teaching quality.

Moving into 2022-23, we will continue to focus on strengthening our curriculum design and implementation using base-line quizzes to assess and activate prior knowledge, explicit vocabulary instruction in all curriculum areas and ensuring that each subject's curriculum is correctly and robustly sequenced.

We will focus on fluency and automaticity in maths to improve progress. Additionally, we will develop our teaching of problem solving and ensure that all pupils have access to this area of maths.

We will implement Talk for Reading to develop high quality dialogic talk, vocabulary and deepen comprehension. This will have a positive effect on both reading and writing.

Through 2022-23, we will begin to remodel our approach to interventions so that, as far as possible, they are in addition to normal learning rather than instead of.

We will also review our approach to CPD to ensure that we are making the best use of staff time to have the greatest impact on all our pupils.

## Externally Provided Programmes

Programme	Provider
Read Write Inc phonics	Ruth Miskin/Oxford University Press
Fresh Start	Ruth Miskin/Oxford University Press
Rock Band	Rock Steady Music
Surf Therapy	The Wave Project

