

Pupil premium strategy statement

This statement details our school's use of the 2024-25 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	372
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	December 2022 (reviewed September 2023; December 2023; September 2024)
Date on which it will be reviewed	June 2025
Statement authorised by	Jess Mills
Pupil premium lead	Matt Howes
Governor / Trustee lead	John Shears

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,452 (2024-25)
Recovery premium funding allocation this academic year	£0 – Funding ceased at the end of the academic year 2023-24
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£77,452 (2024-25)

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 in 21-22 was below that of national disadvantaged pupils in maths and writing (although progress from KS1 to KS2 was above the national.) In addition, there is a significant gap between girls' and boys' attainment which had an adverse effect on disadvantaged boys. Our attainment data in 23-24 shows significant improvement from 21-22. 22-23 was an improving picture but writing was below the comparator and this impacted on combined. However, in 23-24 we are significantly above in all areas and combined was +17% of the national. Additionally, pedagogy strategies to reduce the gender gap have improved outcomes of both boys and girls. RWM combined national data for girls was 64% (school 77%) and boys 57% (school 89%). 9% of girls achieved GDS (school 15%) and 6% (school 24%) boys. Nationally, disadvantaged pupils who achieved ARE for RWM combined was 46% (school 62%) and GD 3% (school 8%).</p> <p>Despite this, analysis of the PP cohort 24-25, reading and writing is our priority. Only 44% of PP pupils are on track for reading and 26% for writing. A lot of work is being done to ensure we continue to address this.</p> <p>2021-22: 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>2022-23: KS2 Writing-School 50% EXP, 20% GD, Comparator 58% Exp, 6.6% GD (difference of -8 percentage points at EXP and +13.4 percentage points at GD) KS2 Maths-School 60% EXP, 20% GD, Comparator 58.8% Exp, % GD (difference of +1.2 percentage points at EXP/+) KS2 GPS-School-70% EXP, Comparator 58.9% Exp, 30% GD (difference of +11.1 percentage points)</p>

	<p>KS2 Combined-School 30% EXP, 10% GD, Comparator 44% Exp, 3.2% GD (difference of -14 percentage points Exp and +6.8 percentage points at GD)</p> <p>2023-24: KS2 Writing – School 69% EXP, 8% GD, National 58% EXP KS2 Maths – School 69% EXP, 20% GD, National 59% EXP KS2 Reading – School 69% EXP, 39% GD, National 59% EXP KS2 GPS – School 62% EXP, 15% GD, National 59% EXP, KS2 Combined-School 62% EXP, 8% GD, Comparator 45% Exp, 3% GD</p> <p>Progress data (21-22): Reading-School 0.41, National -0.9 Writing-School 0.08, National -0.5 Maths-School 0.63, National -1.5</p> <p>Progress data (22-23): Reading-School +2.32, Comparator -0.86 (difference of +2.46) Writing-School -0.54, Comparator -0.69 (difference of +0.15) Maths-School +0.56, Comparator -1.05 (difference of +1.49)</p> <p>Progress data for SEN Support (21-22): Reading-School -0.44, National -2.1 Writing-School -1.51, National -1.8 Maths-School 0.7, National -1.6</p> <p>Progress data for SEN Support (22-23): Reading-School 0.16, Comparator -0.6 Writing-School -1.24, Comparator -1.53 Maths-School 2.22, Comparator -0.84</p> <p>No progress data for 23-24</p>
2	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).
3	Analysis, discussions and observations suggest that some disadvantaged pupils need to be supported to develop learning behaviours which will support better progress. In 2023-24, EYFS assessments show that St Agnes pupils are below national by 20% for self-regulation.
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% (2022) 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. In 2023, this has improved greatly with our messages home about the importance of reading, recommended reads, tips to help your child at home whilst reading, with 14% of pupils stating that they do not read to an adult at home. This term suggests that the trend has reversed once more with only 49% of our disadvantaged pupils</p>

	<p>reading regularly at home. Notably, only 11% of Year 5/6 pupils read at home (2/18); both of these pupils being greater depth readers. We recognise that this statistic is far too high. We want all of our children to be reading to an adult at home. We will continue to engage parents and pupils to read regularly and monitor the impact of our strategies in doing so.</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>In 2021-22 63% of our disadvantaged pupils attended extra-curricular clubs and/or represented the school at events.</p> <p>In 2022-23 69% of DA pupils attended extra-curricular clubs and/or represented the school at events.</p> <p>In 2023-24 75% of DA pupils attended extra-curricular clubs and/or represented the school at events.</p> <p>The picture is improving over time. The aim is to have 100% of our DA pupils attending clubs and/or representing the school.</p> <p>Thus far, in the autumn term 2024, 72% of DA pupils have attended extra-curricular clubs and/or have represented the school.</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> <p>2022-23</p> <p>Disadvantaged 93% (10 pupils with persistent absence and 1 pupil flexi-schooled)</p> <p>Number of DA pupils with attendance between 90%-100%- 38/48 (79%)</p> <p>Number of DA pupils with attendance below 90%-10/48 (21%)</p> <p>Number of DA pupils with attendance below 85%-1/48 (2%)</p> <p>2023-24</p> <p>Disadvantaged 93% (12 pupils with persistent absence and 1 pupil flexi-schooled)</p> <p>Number of DA pupils with attendance between 90%-100%- 45/57 (79%)</p> <p>Number of DA pupils with attendance below 90%-12/57 (21%)</p> <p>Number of DA pupils with attendance below 85%- 3/57 (5%)</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	22-23	23-24	24-25
The achievement of our DA pupils is in line with DA pupils nationally at both the expected and higher standard	<ul style="list-style-type: none"> % of DA pupils achieving combined at end of KS2 will be in-line with or better than national average 			
	<ul style="list-style-type: none"> % of DA pupils achieving the higher standard in reading, writing or maths will be in-line with or better than national average 			
	<ul style="list-style-type: none"> % of DA pupils achieving the expected standard in maths will be in-line with or better than the national average 			
	<ul style="list-style-type: none"> % of DA pupils pass the phonic screening check is in-line with or better than the national average 			
	<ul style="list-style-type: none"> % of DA pupils pass the Y4 multiplication check is in-line with or better than the national average 			
	<ul style="list-style-type: none"> % of DA pupils achieving combined at end of KS1 will be in-line with or better than national average 			
	<ul style="list-style-type: none"> % of DA pupils achieving the higher standard in reading, writing or maths will be in-line with or better than national average at KS1 			
Our DA children will have the basic underpinning skills of fluent handwriting, spelling strategies, word decoding and reading speed necessary to make good progress in writing and reading.	<p>Observations, pupil written outcomes and assessments will show:</p> <ul style="list-style-type: none"> Correct letter formation, orientation, and sizing, and joins when appropriate Sustained writing (age appropriate) Improved application of phonics when spelling Application of year group appropriate spelling rules and conventions Children able to read age-appropriate texts using decoding and blending to tackle unfamiliar words Children able to read fluently at a speed that allows comprehension 	<p>EYFS – 67%</p> <p>Y2 – 0%</p> <p>Y6 – 50%</p>	<p>EYFS – 50% (2/4)</p> <p>Y1 – 67% (2/3)</p> <p>Y2 – 82% (9/11)</p> <p>Y3 – 17% (1/6)</p> <p>Y4 – 0% (0/6)</p> <p>Y5 – 18% (2/11)</p>	

			Y6-69% (9/13)	
Our DA pupils are resilient learners who can manage their emotions effectively and feel socially confident.	<ul style="list-style-type: none"> • Reduction in reported incidents of low-level disruption • Books demonstrate good progress and high levels of presentation • Observations and discussions with staff indicate high levels of pupil engagement and perseverance • Observations and pupil interviews show improved social confidence (having friends and feeling self-confident) • All DA pupils access extra-curricular clubs and participate in inter-school events 			
Our DA pupils achieve well across the curriculum and can communicate effectively through both spoken and written language	<ul style="list-style-type: none"> • Pupils can articulate their ideas and opinions clearly using a wide range of Tier 2 and Tier 3 vocabulary • Pupils write with clarity and precision, drawing on technical Tier 2 and Tier 3 vocabulary • Pupils participate fully in class discussions, presentations, and performances • Pupils articulate their ideas in full grammatically accurate sentences • Pupils comprehend age-appropriate texts • % of DA pupils achieving the higher standard in writing is in-line with or better than the national average 			
Our DA pupils enjoy participating in a wide range of activities as well as confidently carrying out a range of roles. Our DA pupils will be more confident and self-assured, with greater cultural capital through which their social interactions	<ul style="list-style-type: none"> • All DA pupils participate in extra-curricular clubs • All DA pupils have an opportunity to represent the school at wider events <p>By the end of Year 6 DA pupils will have:</p> <ul style="list-style-type: none"> • Visited places of worship (Mosque, Synagogue and Church), Bristol, London, 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 • Taken part in a range of adventurous activities e.g., surfing, kayaking, climbing, biking, and archery 			

<p>are strengthened and their experience of the wider world and vocabulary to describe it is improved.</p>	<ul style="list-style-type: none"> • Taken part in a range of performances including plays, performance poetry and musicals • Regularly visited the local library • Taken part in beach cleans • Taken part in a sustainable business project • Been ambassadors for the school in roles such as Reading Buddies, Playtime Leaders, Lunch Hall helpers, Librarians or School Councillors • Learnt how to play a musical instrument • Learnt water and beach safety • Learnt how to ride a bike safely and on the road • Taken part in charity work 			
<p>Our DA pupils are punctual and have good attendance</p>	<ul style="list-style-type: none"> • Attendance for disadvantaged pupils is at least 95% each half term • No persistent absence or lateness 			
<p>DA pupils make excellent progress</p>	<ul style="list-style-type: none"> • Observations and written outcomes show that all adults have very high expectations for every child • Presentation of written work is excellent • Presentation, content and quality of written work is consistent in all books • Behaviour in every class is excellent • Marking and feedback shows improved outcomes and progress • Routines and agreed expectations are consistently applied in every class, every day for every child. • Participation is non-negotiable 			

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: £40,233

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. This will be developed through a comprehensive CPD programme including bespoke coaching of specific staff and subject.</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. Training will be frequent and regular in staff meetings and scheduled sessions. SLT and subject leaders will conduct regular book looks.</p>	<p>Research suggests that well-designed professional development is a crucial tool in improving teaching quality.</p> <p>EEF report into Effective Professional Development</p> <p>Research shows that coaching is an effective PD model.</p> <p>Four reasons instructional coaching is currently the best-evidenced form of CPD – Sam Sims Quantitative Education Research</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>EEF Guidance Report-Improving Literacy at KS1</p> <p>EEF Guidance Report-Improving Literacy at KS2</p> <p>Metacognition report</p> <p>Feedback report</p>	1, 2, 3 and 4
<p>Pedagogy – Consistent learning expectations</p> <p>Teachers have a repertoire of techniques that support all pupils to succeed. Teachers have high-quality teaching and learning strategies. Lessons include Rosenshine's principles of instruction such as: I do, we do, you do, retrieval, interleaving,</p>	<p>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.</p> <p>Principles of Instruction by Barak Rosenshine</p> <p>Research shows cold calling to engage pupils more.</p> <p>The inclusive classroom online: Cold-calling, Tom Sherrington. February 2021 – teachingandlearningblog (home.blog)</p>	1, 2 3 and 4

<p>hand signal for stop/start, no hands up, 100% participation, focused partner work, lessons are rich in dialogue.</p>	<p>Research shows a non-verbal signal maximises learning time. A nonverbal signal system: minimizing the effects of student interruptions, maximizing instructional time, and sustaining momentum while teaching (rowan.edu)</p> <p>Consistent research has shown that interleaving can benefit pupils' learning.</p> <p>Interleaving: More Than Just Mixing Things... Bradford Research School</p>	
<p>KS2 staff trained in the teaching of early reading (RWI phonics). Teachers of early reading are expert teachers.</p>	<p>Research suggests that phonics is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>EEF Toolkit-Phonics</p>	<p>1, 2 and 4</p>
<p>Strengthen implementation of Assessment and Feedback policy</p>	<p>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.</p> <p>EEF Guidance Report-Teacher Feedback to Improve Pupil Learning</p>	<p>1, 2 and 3</p>
<p>Improve fluency and automaticity in maths. Maths Lead has trained all staff on the importance of over-learning number facts to automaticity. The progression of number facts has been mapped out across the school.</p>	<p>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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	<p>1 and 4</p>
<p>Develop a whole school approach to problem solving in maths to ensure all children access this area of mathematical reasoning</p>	<p>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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>Improving Mathematics in the Early Years and KS1</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>1 and 4</p>

<p>More focused deployment and training of TAs to lead guided work and in-class intervention</p>	<p>Research evidence suggests that teaching assistants are most effective when deployed to provide targeted and structured interventions.</p> <p>EEF Guidance Report-Making the Best Use of Teaching Assistants</p>	<p>1, 2, 3 and 4</p>
<p>Secure Talk for Reading approach to develop vocabulary, fluency, dialogic talk and comprehension strategies.</p>	<p>EEF Toolkit-Reading Comprehension Strategies</p> <p>There is strong evidence to suggest that dialogic talk and direct instruction of vocabulary has a high impact on reading comprehension and understanding across the curriculum.</p> <p>EEF Toolkit-Oral Language Interventions</p>	<p>1,2, 3 and 4</p>
<p>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 sequencing, text rich content, including end of unit written assessments will ensure ambitious outcomes across the curriculum.</p>	<p>Robert Bjork-Retrieval practice and the maintenance of knowledge</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> <p>The Four Pillars of Assessment</p> <p>Golden Retrieval – Ten Benefits of Testing Bradford Research School</p>	<p>1, 2, 3 and 4</p>
<p>Embed a range of communication and language strategies in EYFS including developing oracy, Talk for Writing and Talk for Reading approach.</p>	<p>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.</p> <p>EEF Early Years Toolkit-Communication and Language strategies</p> <p>EEF Guidance Report-Preparing for Literacy</p> <p>Dialogic Teaching Evaluation Report</p>	<p>1, 2,3 and 4</p>
<p>Raise standards in the high-quality teaching of reading and writing</p>	<p>Research shows Talk for writing approach has a positive impact on writing.</p> <p>EEF Project Report TalkForWriting</p>	<p>1, 2, 3 and 4</p>

<p>across the curriculum including Talk for Writing to ensure writing is strengthened with a particular focus on boys. Writing needs to be taught with the same rigour across the curriculum. Science and foundation subjects must include opportunities for high quality written responses. These will need to be scaffolded to ensure writing expectations are being raised.</p>	<p>Oxford Science</p>	
<p>Regular monitoring and 'book looks' from SLT will ensure for consistency in standards. Monitoring programme shared with staff at the beginning of each half-term. Coaching episodes to also focus on books.</p>		<p>1, 2, 3 and 4</p>
<p>Monitoring patterns in absence. CT and office staff to chase up absences; check regularities including persistent absences.</p>	<p>https://explore-education-statistics.service.gov.uk/find-statistics/the-link-between-absence-and-attainment-at-ks2-and-ks4/2018-19</p>	<p>1 and 6</p>
<p>Staff to be trained in oracy through Voice 21 training and engage with regular training with the English Hub.</p>	<p>Research shows that students build successful relationships and realise their voice has value. Oracy narrows gaps, enabling less advantaged students to fulfil their potential.</p> <p>Our impact report 2016 – 2021 - Voice 21</p>	<p>1, 2, 3 and 4</p>
<p>Language link – monitor children who need SLCN support £600</p>	<p>Communication and language approaches EEF (educationendowmentfoundation.org.uk)</p>	<p>1 and 4</p>

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

Budgeted cost: £18,671

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. EEF Toolkit-Phonics	1, 2 and 4
Handwriting and spelling tuition in EYFS and Y1 to secure foundational transcription skills (1:1)	Evidence suggests that 1:1 tuition which is delivered in short, regular sessions over a set time period has a positive impact on pupil progress. EEF Toolkit-One to One Tuition EEF Guidance Report-Making a Difference with Effective Tutoring	1, 2 and 4
Y1-6 1:2 Reading fluency and comprehension tuition and writing tuition	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. Small group tuition is effective when targeted at pupil's specific needs delivered by trained staff. EEF Toolkit-Small Group Tuition	1, 2 and 4
Strengthen Fresh Start Phonics Programme Y4-6 (decoding to read and segmenting to spell)	Research suggests that phonics is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. EEF Toolkit-Phonics	1, 2 and 4
Homework club for Y6	Research suggests that homework can have a positive impact on pupil progress as long as it relates to classroom learning. EEF Toolkit evidence on impact of homework	1, 2 and 3

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

Budgeted cost: £18,548

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 https://www.traumainformedschools.co.uk/home/evidence-base</p>	3
Full implementation of the Jigsaw PSHE programme	<p>The EEF guidance report on Social and Emotional Learning (SEL) 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, Residential trips, day trips, private music tuition, provision of equipment, Forest School, weekly library visits</p>	<p>The Social Mobility Commission report 'An unequal playing field', states that extra-curricular activities help to boost confidence in social situations and develop social networks. 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
<p>Release time for Behavioural Lead to review policies and practices and to support colleagues to implement consistent, positive, and effective classroom management strategies. BL to monitor DA pupils' books, behaviour and classroom participation and expectations.</p>	<p>Research from the EEF guidance on Social and Emotional Learning 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>EEF guidance and recommendations on social and emotional learning</p>	3

1:1 behaviour and learning support	Trauma Informed Schools-evidence base https://www.traumainformedschools.co.uk/home/evidence-base	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 https://explore-education-statistics.service.gov.uk/find-statistics/the-link-between-absence-and-attainment-at-ks2-and-ks4/2018-19	1,2,3,4,6
Attendance at extra-curricular clubs and representation of the school	Research into extracurricular activities at school demonstrates a positive impact on attainment at KS2 and doing sports was also associated with better social, emotional and behavioural outcomes at age 11. Out of school activities during primary school and KS2 attainment (ncl.ac.uk)	1, 5 and 6

Total budgeted cost: £77,452

Part B: Review of outcomes for 2023-2024

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Data Headlines 2023-24

GLD

Cohort 83%, DA 67%

Y1 Phonics Screening check

Cohort 90%, DA 67%

Cumulative Y2 Phonics Screening Check

Cohort 98%, DA 100%

Year 4 Multiplication Check

Cohort 47%, DA 0%

KS1

Reading – Cohort ARE 91%, Cohort GD 36%, DA ARE 88%, DA GD 17%

Writing – Cohort ARE 80%, Cohort GD 11%, DA ARE 75%, DA GD 0%

Maths – Cohort ARE 70%, Cohort GD 30%, DA ARE 88%, DA GD 25%

Combined (RWM) – Cohort ARE 70%, Cohort GD 0%, DA ARE 40%, DA GD 0%

KS2

Reading – National 74%, Cohort ARE 89%, National GD 28%, Cohort GD 59%

National DA 59%, DA ARE 69%, DA GD 38%

[Average scaled score for reading – National 105, Cohort 108, DA National 102 DA, School 106](#)

Writing – National 72%, Cohort ARE 89%, National GD 13%, Cohort GD 29%

National DA 63%, DA ARE 69%, National DA GD 6%, DA GD 8%,

GPS – National 72%, Cohort ARE 84%, Cohort GD 51%

National DA 59%, DA ARE 62%, DA GD 15%

[Average scaled score for reading –National 105, Cohort 108, DA National 102, DA School 106,](#)

Maths – National 73%, Cohort ARE 91%, National GD 24%, Cohort GD 40%

National DA 59%, DA ARE 69%, DA GD 23%

[Average scaled score for maths – National 104, Cohort 105, DA National 101, DA School 103](#)

Combined (RWM) – National 61%, Cohort ARE 84%, National GD combined 8% Cohort GD 21%

DA National 45%, DA ARE 62%, DA National GD 3%, DA GD 8%

Key

GLD-Reached good level of development at end of YR

ARE = At expected standard, GD = Working at the higher standard (greater depth)

GPS = grammar, punctuation and spelling test

Narrative

The impact of our 2023-24 strategy is apparent through the data outlined above. There have been many contributing factors to this improving picture including high-quality CPD, targeted and flexible interventions, robust behaviour management strategies and curriculum development. Each strategy is outlined below alongside its impact.

CPD coaching model – Staff are more confident in teaching writing and both their subject knowledge and pedagogical understanding of the teaching of writing have improved. Lesson observations and book looks demonstrate this. Regular coaching with individual teachers has led to these improvements as the coaching model is more focused on individual needs. Weekly RWI coaching and half-termly Fresh Start coaching ensures that skills are developed, remain high and minimise ‘drift’ from the programme.

RWI rigorous assessment and regrouping – Children are quickly identified as either requiring 1:1 tutoring catch-up or moving on. Sharp assessments mean that children are in the right group at all times and make good progress as a result. Granular assessments which identify sound gaps at pupil level ensures targeted teaching and swift progress. Many of our disadvantaged pupils are mid-entry pupils; all new starters are assessed on entry and our Reading Lead, if appropriate, will create a bespoke reading programme for their phonics and word reading, and comprehension if appropriate.

Improved use of support staff – Training for support staff has enabled them to respond quicker and more effectively to pupil need.

Focus on transcription – The introduction of handwriting paper exercise books as well as rigorous monitoring, robust teaching and interventions have improved the fluency of handwriting in EYFS and Y1 and 2. This enables swifter progress as children are more able to concentrate on composition, spelling and grammar and punctuation

Talk for Reading approach – A focus on high-quality texts have inspired children to read more often and more widely. A focus on rich dialogic discussion has improved engagement and comprehension, particularly for our disadvantaged pupils. Ensuring fluency before comprehension work has had a positive effect on reading stamina, speed and expression.

Whole school approach to problem solving in maths – Ensuring that all pupils access problem solving and reasoning opportunities in maths has improved outcomes. Giving all children opportunities to discuss their thinking has allowed staff to identify and address gaps in knowledge and skills.

Training and implementation of cognitive science strategies – Improving teaching strategies using the ‘I do, We do, You do’ approach has improved outcomes during independent practice in all subjects. Ensuring 100% participation has increased expectations and improved assessments, leading to improved outcomes. The introduction and implementation of Oracy using the training and resources from Voice 21 is beginning to have an impact. The high quality practice was highlighted in a recent (November 2024) school improvement visit. This is an ongoing pedagogical focus to ensure that oracy is a golden thread through our curriculum.

Implementation of Talk for Writing in EYFS – A robust plan for writing has been implemented in EYFS alongside regular coaching. Children have made great improvements in their oral composition ready for writing and the technical aspects of writing (letter formation and phonics for spelling) have improved through daily whole class and guided writing sessions. The progression plan for EYFS writing exceeds the ELG and has raised teacher expectations of writing in EYFS.

Fresh Start programme – Assessments show that most children in Y4 and Y5 now know all of their sounds and can read fluently. The emphasis on the technical aspects of writing such as handwriting, spelling and basic punctuation has improved accuracy and fluency when writing. Most children returned to whole class reading sessions within the first 2 terms of the year due to their improvement in reading fluency.

Reading interventions – Regular reading interventions have ensured good progress and outcomes for most children. Training on how to teach reading has supported intervention staff in delivering more effective and

successful reading interventions. Our outcomes in phonics, KS1 and KS2 reading along with our progress measure for reading shows high impact.

Writing interventions – Writing interventions have focused on transcription and mainly handwriting to improve fluency and reduce cognitive load for children when writing. Book looks show progress but more needs to be done within classes to address transcription issues within every lesson so that bad habits do not become entrenched.

Appointment of behaviour lead – Behaviour in the school is good and the behavioural lead has worked hard to follow-up on behaviour incidents and work alongside parents to improve outcomes. This monitoring and pro-active approach has had a positive impact on pupils' readiness to learn. More work needs to be done to focus on in-class learning behaviours to build resilience, particularly in boys writing.

Further Information

Areas of focus 2024-25

In addition to continuing to embed and develop the successful strategies from 2023-24 we will work on the following:

Improving writing in whole school, ensuring the high quality starts in EYFS

Improving writing assessments (formative and summative) with regular in-school and trust wide moderations

Reviewing and improve curriculum sequencing to ensure that pupils know and remember more

Improving the progression and teaching of vocabulary (Tier 3 subject specific and Tier 2 abstract academic language)

Developing oracy across the school

Further strengthening a text rich curriculum (focus on reading and writing in foundation subjects)

Further strengthening a consistent and robust approach to behaviour management and expectations and create a behaviour curriculum

Further strengthening a CPD programme which focuses on pupil outcomes (analysing pupil outcomes in books to identify gaps and plan to address them, looking at groups of pupils to refine our approaches and identify need, work with colleagues to draw on expertise and ensure a collective responsibility for progress and outcomes)

The above is addressed through the amended strategies within this strategy document.

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
Accelerated Reader	Renaissance