



# Pupil Premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 Catherine's C of E School
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 2023/2024
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Louise Hussey
Pupil premium lead	Louise Hussey
Governor / Trustee lead	



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### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,420
Recovery premium funding allocation this academic year	£4040 + £6450 (DFE + Trust)
Pupil premium funding carried forward from previous years	£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	£58,910



# Pupil Premium strategy statement

## Part A: Pupil premium strategy plan



### Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent mental health and behaviour difficulties along with attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Headteacher (PP Lead) and Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Maintaining appropriate class sizes thus improving opportunities for effective teaching and accelerating progress
- To allocate a teaching assistant to each Year Group - providing 'Catch Up' through enhanced small group work focussed on overcoming gaps in learning
- 1-1 support and tutoring
- Additional teaching and learning opportunities provided through extra-curricular opportunities or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations or above
- Additional learning support- resources for teaching and training for staff
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support if needed
- Well-being and mental health support available in school and prioritised in the school curriculum



## Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils have been disproportionately impacted by Lockdown and so the attainment gap across Reading, Writing and Maths attainment and progress has increased.
2	Poor parental engagement in home learning means that pupils are not accessing the resources provided to support increased progress in basics – reading, multiplication tables, vocabulary development etc.
3	Challenges during home learning have impacted on pupils' resilience in their learning which negatively impacts pupils' progress.
4	Lockdown, complex home issues impact on pupils' well-being and mental health causing disruption to theirs and others' learning.

## 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	
Progress in Reading	Achieve national average progress scores in KS2 Reading/Writing/Maths <ul style="list-style-type: none"> <li>✓ Pupils in all year groups who are eligible for Pupil Premium make rapid progress by the end of KS2 so that all pupils who are eligible for Pupil Premium meet age related expectations at least.</li> <li>✓ Children leaving EYFS will be working at age related unless an SEND need is identified.</li> <li>✓ During pupil conferencing and lesson observations pupils are observed as having a breadth of vocabulary that reflects their experiences and children will be observed to connect ideas orally and explain what is happening coherently.</li> <li>✓ At the end of Year 1, all disadvantaged pupils will have achieved the objective: confidently count to and across 100, forwards and backwards from any given number.</li> <li>✓ When tested at the end of Year 4, disadvantaged pupils will know their tables to 12x12 fluently.</li> <li>✓ Pupil Premium pupils identified as greater depth in KS1 or exceeding in EYFS will make as much progress as 'other' pupils identified as being greater depth/exceeding. This</li> </ul>	
Progress in Writing		
Progress in Mathematics		

	<p>will be measured by TA in Year 1, 3, 4 and 5 and moderated by SLT. Evidence of greater depth learning will be evident in books and will be planned for and seen on teacher's planning. More Pupil Premium pupils will achieve the higher standard in Reading, Writing and Maths at the end of KS2 but especially in Writing.</p>
<p>Attendance</p>	<p>Ensure attendance of disadvantaged pupils is 96+%</p> <ul style="list-style-type: none"> <li>✓ Reduce the number of persistent absentees among pupils eligible for PP.</li> <li>✓ Overall PP attendance increases.</li> <li>✓ Reduce the number of PP pupils late to school.</li> </ul>
<p>Improved resilience in learning</p>	<p>Engagement in class and home learning is significantly improved evidenced though pupil voice, learning observations and book scrutiny.</p> <ul style="list-style-type: none"> <li>✓ 100% of pupils eligible for Pupil Premium will achieve expected progress from Year 1 to Year 6 unless there is a SEN need causing a barrier to reaching potential.</li> <li>✓ All disadvantaged pupils will read regularly at home and in pupil conferencing pupils eligible for Pupil Premium will talk about a love for reading.</li> <li>✓ 100% of parents of PP pupils will read with their children at home and complete home learning.</li> <li>✓ During observations, pupils will be observed to be concentrating and listening attentively.</li> <li>✓ By the end of EYFS, Pupils identified as Pupil Premium make as much progress as non-PP peers across EYFS and those who are identified as Low Prior Attaining make accelerated progress. Progress will be visible in learning walks, lesson observations and in learning journeys. The amount of pupils who are GLD by the end of Reception will</li> </ul>



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	be in line or above non-PP pupils nationally. (unless an SEND need has been identified).
Improved mental health and well-being	<p>Reduced incidents recorded of mental health concerns and of incidents disrupting learning.</p> <ul style="list-style-type: none"><li>✓ Fewer unacceptable behaviour concerns recorded for pupils eligible for Pupil Premium than in 2020-2021.</li><li>✓ All disadvantaged pupils in EYFS will meet the expected standard for managing feelings and behaviours.</li><li>✓ Every PP pupil will attend at least 1 school trip each year and at least 1 residential.</li><li>✓ Over 75% of Pupil Premium pupils will attend an extra-curricular activity.</li><li>✓ An increased % of children in KS1 and KS2 will engage with learning an instrument (a high proportion of these will be disadvantaged).</li><li>✓ More Pupil Premium pupils will complete the 50 Things Activity Book.</li></ul>





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### 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: £40,845.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Experienced TAs allocated in all year groups to support learning for disadvantaged pupils.</i> £40,232.50</p> <p><i>Coaching and Mentoring for ECT – 1 pm a fortnight £613 (+£622 funded from ECT funding)</i></p> <p><i>Teacher-led student mentoring</i></p> <p>CPD – Visible learning, Babcock, TA training – training costs and staff cover (£1000 from staff training budget)</p>	<p><i>EEF (+4)</i> <i>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</i></p> <p><i>EEF (+3)</i> <i>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. We believe that ensuring each class has a highly experience TA or HLTA allocated daily, this frees up the teacher to work with smaller groups of pupils and specifically allows targeted help to be directed to disadvantaged pupils.</i></p> <p><i>EEF guide to pupil premium – <b>tiered approach</b> – teaching is the top priority, including CPD.</i> We have looked at the capacity of staff within the school and will target support for ECTs using the experienced staff members to Coach and Mentor. Release time for subject leaders to model and mentor subjects to ensure all teaching is high quality.</p>	<p>1,3</p>

	<p>CPD planned:</p> <p>Strategies to support disadvantaged learners.</p> <p>Babcock Writing – teaching sequences for ECT.</p> <p>Effective deployment of support staff allocated in class for improving outcomes of disadvantaged pupils.</p> <p>Supporting EAL pupils in the classroom.</p> <p>Visible learning – metacognition EEF +7months</p> <p>PPG Student Mentoring EEF +2 Months</p> <p>Phonics Teaching – RWI EEF +5months</p> <p>Reading Comprehension Strategies +6months</p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £15,100.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Experienced tutor appointed to work within Year 3 cohort (highest ppg group at 33%) - 1:1 and small group tutoring of key pupils identified at falling behind and not making ARE.</i></p> <p><i>12.25 hours a week split between yr 3/5 – named pupils receiving 1 hour a week split into 3 20min slots for maths and English. £11,025</i></p>	<p><i>EEF (+4)</i></p> <p><i>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</i></p> <p>Having analysed our cohorts we have identified that the Year 3 cohort need support to address gaps in Writing. Due to Covid impacting on year 2 progress, we have identified that writing within Year 3 has some KS1 curriculum gaps that could be effectively addressed through intensive tuition.</p>	2,3

<p><i>HLTA to lead small group 'Catch-up' literacy and 1:1 Precision teach – 2 hours daily.</i> £1567.50</p> <p><i>EAL TA to work with groups of pupils to support catch-up and closing knowledge gaps – 2 hours x 3 mornings a week. £2508</i></p>	<p>We have also identified the Year 5 cohort as needing intervention and therefore will use school-led tutoring for Maths and English with PPG children accessing 1:1 provision to narrow the gaps.</p> <p><i>EEF – Catch-Up Literacy +2months</i> <i>Teaching Assistant Interventions +4 months</i> <i>Welcom Vocabulary Intervention +5 months</i></p> <p>We have also identified that our year 3 group has a large cohort of EAL pupils including EAL/FSM. EAL pupils also were disproportionately impacted by Lockdown as home learning was especially difficult in families with little English.</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2964

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>PSA appointed to work with vulnerable families and improve parental engagement including supporting families to improve attendance and punctuality.</i></p> <p><i>TA – 1 pm a week £1482</i></p> <p><i>EWO termly meeting to analyse attendance and contact low attenders. (£500 from SLAs)</i></p>	<p><i>EEF (+3)</i></p> <p><i>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</i></p> <ul style="list-style-type: none"> <li><i>• approaches and programmes which aim to develop parental skills;</i></li> <li><i>• general approaches which encourage parents to support their children with, for example reading or homework;</i></li> <li><i>• the involvement of parents in their children's learning activities; and</i></li> <li><i>• more intensive support/programmes for families in crisis.</i></li> </ul>	<p>2, 4</p>



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<p><i>TIS practitioners to support children who are having difficulty accessing learning through mental health and behavioural issues, using the TIS approach to support improvement.</i></p> <p><i>1 x TA – 1 pm a week £1482</i></p> <p><i>Educational Therapist to work with pupils with more severe issues – eg those awaiting support from external agencies including CAMHS.</i></p> <p><i>1 day a week – 6 hours @ £48 per hour</i>  <i>(2 hours funded from CIC PEP £3648</i>  <i>4 hours from SEN budget £7296)</i></p>	<p><i>EEF (+4)</i></p> <p><i>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.</i></p>	<p>3, 4</p>
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**Total budgeted cost: £ 58,910**



## **Pupil premium strategy outcomes**

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

- A. Improved progress and attainment for pp pupils – specifically focused on reading and vocabulary development. – partially achieved – impacted by further lockdowns
- B. Improved resilience in class learning and uptake of home learning – partially achieved – impacted by further lockdowns.
- C. Increased attendance rates - achieved

Attainment of ARE at end of KSs was disproportionately impacted by lockdowns for disadvantaged pupils and this remains the focus for this year’s strategy.

## **Externally provided programmes**

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Accelerated Reader	Renaissance



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### Further information (optional)



*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*

Additional support offered:

Free entry to breakfast/after-school childcare if needed.

Support for costs for trips and residentials

Uniform support