



# 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	200
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	<del>October 2021</del> <del>October 2022</del> October 2023
Date on which it will be reviewed	<del>October 2022</del> <del>October 2023</del> October 2024
Statement authorised by	Louise Hussey
Pupil premium lead	Louise Hussey
Governor / Trustee lead	John Sanders



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## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58200
Recovery premium funding allocation this academic year	£
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	£

### 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
- Work to secure good attendance for all groups but especially for disadvantaged pupils so that it is inline with national expectations



## 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 absence and missed learning 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	Complex home issues or SEN needs 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
Progress in Writing	Achieve national average progress scores in KS2 Writing
Progress in Mathematics	Achieve national average progress scores in KS2 Maths
Other	Ensure attendance of disadvantaged pupils is 96+%
Improved resilience in learning	Engagement in class and home learning is significantly improved evidenced through pupil voice, learning observations and book scrutiny
Improved mental health and well-being	Reduced incidents recorded of mental health concerns and of incidents disrupting learning

## 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: £42561.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Experienced TAs allocated in all year groups to support learning for disadvantaged pupils. 2.75hrs am x 7 TAs daily £42,561.75</p> <p>Release time for English subject leader – 1 hr a week £1097</p> <p>(EHT – leading on maths)</p> <p>TA-led TA mentoring for new TAs.</p> <p>CPD – Thinking Matters, Dandelion, ECT, TA training – training costs and staff cover (£2000 from staff training budget)</p>	<p>EEF (+4) 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.</p> <p>EEF (+3) 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.</p> <p>EEF guide to pupil premium – <b>tiered approach</b> – teaching is the top priority, including CPD. We have looked at the capacity of staff within the school and will target support for teachers 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. CPD planned: Strategies to support disadvantaged learners. Literacy Tree – teaching sequences for ECT. Effective deployment of support staff allocated in class for improving outcomes of disadvantaged pupils.</p>	<p>1,3</p>



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	Supporting EAL pupils in the classroom. Visible learning – metacognition EEF +7months Phonics Teaching – RWI EEF +5months Reading Comprehension Strategies +6months	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £7590.34

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Experienced tutor appointed to work within Year 3/4/5 cohort (high ppg group at 30+%) - 1:1 and small group tutoring of key pupils identified at falling behind and not making ARE in writing and maths.</i>            (1 pm a week – 2.5hrs x £30, x12 x3)  <b>£2700</b></p> <p><i>TA to work with groups of pupils to support catch-up and closing knowledge gaps – 2.75 hours x 5 mornings a week. £5747.50</i></p> <p><i>HLTA to lead small group Phonics' teach 3.5hrs weekly x 2</i>  <b>£3728.34</b></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>Having analysed our cohorts we have identified that the Year 2 cohort need support to address gaps in core subjects that could be effectively addressed through intensive tuition.</p> <p>We have also identified the Year 6 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.  <b>EEF – Catch-Up Literacy +2months</b>  <b>Teaching Assistant Interventions +4 months</b>  <b>Vocabulary Intervention +5 months</b></p>	<p>2,3</p>



<p>HLTA to run after-school catch-up SATs prep. £581</p> <p>HLTA to run after-school MTC Prep £581</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: £7173.67

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PSA appointed to work with vulnerable families and improve parental engagement including supporting families to improve attendance and punctuality.</p> <p>TA – 2 pm a week £1482</p> <p>EWO termly meeting to analyse attendance and contact low attenders. (£500 from SLAs)</p>	<p>EEF (+3)</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, 3</p>

<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>1 x TA – 2 pm a week <b>£2396.79</b></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>1.5 day a week – 6 hours @ £54 per hour £11664 - 1 hr PPG <b>£1944</b>, 2 hours funded from CIC PEP <b>£2100</b> CIC PP <b>£1788</b> - 3 hours from SEN budget <b>£5832</b></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</p>
<p><i>Financial support for PPG pupils with current cost of living crisis to support well-being and reduce anxiety</i></p> <p><b>£437.12</b></p>	<p><i>Funding for trips.</i></p> <p><i>Funding for uniform.</i></p> <p><i>Funding for enrichment – music and sports activities.</i></p> <p><i>Funded access to wrap-around care</i></p> <p><i>EEF Evidence:</i></p> <p><i>Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning.</i></p>	<p>3</p>



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	<p><i>Extended school time encompasses purposeful changes to the school day or the school calendar. This can extend upon core teaching, such as targeted after school programmes of tuition, homework, or additional summer school programmes. Such programmes are more likely to foster academic benefits when clearly structured, linked to the curriculum and led by well-qualified and well-trained staff.</i></p> <p>Our pupil premium funds are used to provide a full range of enrichment opportunities across the curriculum. These cultural opportunities are perceived to have wider life-enhancing benefits such as instilling self-discipline. This is necessary because these are activities where children have different access depending on their ability to pay and where increasing participation would benefit life skills. We aim to widen curriculum experiences for our disadvantaged students. For this school, the financial support of pupil premium aids cultural inclusion - supporting students to learn new creative skills which in turn supports connections and socialisation with others.</p>	
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**Total budgeted cost: £58,200**



## Pupil Premium strategy statement

### Part B: Review of outcomes in the previous academic year



#### 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?*

#### 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*

Programme	Provider



## Pupil Premium strategy statement 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.*

## Review 21-22

Cohort (size)	% Rd EXP/+	% Wr EXP/+	% EGPS EXP/+	% Ma EXP/+	%RWM EXP/+
30	73% 74%	57% 69%	90%	80% 71%	57% 59%
14	57%	43%	79%	71%	50%
8	50%	50%	88%	50%	50%
3	33%	0%	33%	33%	0%

Intended outcome	Success criteria
Progress in Reading	Achieve national average progress scores in KS2 Reading 73%
Progress in Writing	Achieve national average progress scores in KS2 Writing 57%
Progress in Mathematics	Achieve national average progress scores in KS2 Maths 80%
Other	Ensure attendance of disadvantaged pupils is 96+-%93%
Improved resilience in learning	Engagement in class and home learning is significantly improved evidenced through pupil voice, learning observations and book scrutiny
Improved mental health and well-being	Reduced incidents recorded of mental health concerns and of incidents disrupting learning

## Review 22-23

Outcomes for pupils KS2

Cohort (size)	% Rd EXP/+	% Wr EXP/+	% EGPS EXP/+	% Ma EXP/+	%RWM EXP/+
31 (2 EHCP)	71 26% GD 76% deagg	74 16% GD 83% deagg	74 26% GD 83% deagg	65 16% GD 69% deagg	55 6% GD
17	78	76	83	72	56
8 (2EHCP)	50	71	50	50	38
6 (2EHCP)	33	33	33	33	33

Intended outcome	Success criteria
Progress in Reading	50 % Maths (2 EHCP)
Progress in Writing	71% PPG attainment in writing
Progress in Mathematics	50 % Maths (2 EHCP)
Other	Ensure attendance of disadvantaged pupils is in line with all other pupils. 91% compared to 93%
Improved resilience in learning	Engagement in class and home learning is significantly improved evidenced though pupil voice, learning observations and book scrutiny
Improved mental health and well-being	Reduced incidents recorded of mental health concerns and of incidents disrupting learning

Outcomes for pupils:



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<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>