

Pupil premium strategy statement 2021/22 **2022/23**

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 **updated Sept 2022** **updated May 2023**

Detail	Data
School name	St Catherine's (C of E) Primary School
Number of pupils in school	370 392 398
Proportion (%) of pupil premium eligible pupils	62 = 17% 15% 57= 14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024 2023/2024
Date this statement was published	December 2021 May 2023
Date on which it will be reviewed	October 2022 May 2024
Statement authorised by	Hazel Leslie
Pupil premium lead	Hazel Leslie
Governor / Trustee lead	Sarah Shardlow

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 72,020 £77,115
Recovery premium funding allocation this academic year	£ 11,900 £0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 £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	£83,920 £77,115

Part A: Pupil premium strategy plan

Statement of intent

We believe that the best way to raise standards for disadvantaged children is by having high aspirations and ambition for all. Disadvantage in whatever form it may take should have no impact on the quality of education received in school. Therefore, our priority in deciding how to allocate the Pupil Premium Grant is to provide the best quality teaching first and foremost. Then, other considerations, such as pastoral work and creating wider curriculum experiences, both compliment and enhance this.

Objectives and principles

All staff are determined that all pupils make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to ensure disadvantaged pupils are equally able to achieve that goal.

There are a greater number of disadvantaged pupils at St Catherine's than the school is funded for – pupils for example, who are in very challenging home life situations; whose parents have suffered significant changes in income (during covid times); pupils who suffer with anxiety, exacerbated by parental anxieties, impacting upon resilience, behaviour for learning and well-being. The school may not receive FSM funding for these families, but the support is still essential. At St Catherine's, the support for all pupils matches the need.

Teachers, TAs and all staff, consider the challenges faced by vulnerable pupils, and are mindful of this during the school day: both during lessons and at break periods. There is a strong sense of nurture across the school. This applies to all pupils, whether they are listed as disadvantaged/ pupil premium, or not.

High-quality teaching and learning is key. Monitoring shows very good standards of planning, marking and feedback, lesson delivery, mixed ability working, and environmental support. This supports the school's determination to both close the attainment gap for disadvantaged pupils and sustain progress for the 'non-disadvantaged'. In conjunction with this, a very good standard of Nurture and behavioural support should continue to develop behaviour for learning, across the school.

Our ultimate aim is to reduce or remove the barriers to learning for all children, including the disadvantaged. Specific barriers to learning at St Catherine's include S&L & communication, SEN/ASD/ADHD, social/emotional challenges (including mental health and well-being).

Challenges

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

Challenge number	Detail of challenge
1	Assessment continues to show underdeveloped language and communication skills, including phonics and vocabulary, upon entry to school (foundation stage)
2	Children may have multiple SEN needs
3	Children may have multiple social and emotional challenges
4	There may be financial and/or social barriers to wider experiences and activities and lack of enrichment opportunities during lockdown
5	Some children & families have less resilience following the lockdown period
6	There may be some gaps in learning due to covid lockdown

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, our actions and *how we will measure whether they have been achieved*.

Intended outcome	Actions & Success criteria
(1) (2) (3) (5) (6) Continued access to high quality teaching and learning	Monitoring & feed-back to continually develop high quality teaching. Access to up to date technology/resources <i>Lesson observations showing improved practice. Monitoring and moderation of all pupil progress/attainment data</i>
(1) Improved language and communication skills	Increased S&L and communication skills by the end of F/stage. Increased phonics awareness and reading/writing skills by Y1/2 <i>Foundation stage, Y1, Y2 data, compared to entry data. National phonics screening data</i>
(2,3) Improved access to teaching and learning	Improved behaviour for learning, for individual pupils with SEN and/or social/emotional needs. Pastoral support, attendance support, family support. <i>Seen throughout monitoring schedule (lesson observations & book review, planning, data & assessment) and seen through Nurture support records.</i>

(4) Increased opportunities for pupils to access the wider curriculum	<p>Financial support for individual families where needed (trips, extended visits, swimming, uniform etc).</p> <p>Regular whole school opportunities to experience wider curriculum and enrichment activities.</p> <p>Whole class opportunities (ie music wider ops – whole class learns an instrument)</p> <p>SIAMs SEF evidence, website documentation, pupil books</p>
(5) Increased opportunities to support parents with home learning	<p>Parent support package on the website.</p> <p>Further opportunities timetabled for parents to meet staff and raise queries/ receive support, incl adjustments to parent/teacher reporting timetable</p> <p>Website review, parent meetings, parent voice</p>
(6) Further opportunities for focussed T&L groups to decrease achievement gaps between disadvantaged & others	<p>Increased staffing ratios at point of need (Y6, Y5, Y4)</p> <p>Additional booster support & teacher TA small group surgery ops</p> <p>Additional TA support for disadvantaged (Y4)</p> <p>Pupil progress meetings</p> <p>Y6 pupil progress updates</p> <p>Planning and pupil books</p> <p>Termly assessment data</p>

Pupil premium spend:

Allocated budget:		(pupil premium + covid catch-up)	£77,115
Focus area	Actions/Aims & Success criteria	Activities + resources	costs
(1) (2) (3) (5) (6) Continued access to high quality teaching and learning	Monitoring & feed-back to continually develop high quality teaching. Access to up to date technology/resources	<p>Monitoring of teaching (&TA support)</p> <p>Training courses where relevant</p> <p>Implementation of new phonics program (from Sept 2022)</p>	£14,576
(1) Improved language and communication skills	<p>Increased S&L and communication skills by the end of F/stage.</p> <p>Increased phonics awareness and reading/writing skills by Y1/2</p>	<p>Resources and CPD: Welcomm; S& L; other</p> <p>TA phonic awareness training (in-house)</p>	<p>£7,055</p> <p>£5,250</p> <p>£0</p>

	<p><i>Foundation stage, Y1, Y2 data, compared to entry data.</i></p> <p><i>National phonics screening data</i></p>	Implementation of new phonics program (from Sept 2022)	
(2,3) Improved access to teaching and learning (pupils' behaviour for learning / nurture)	<p>Improved behaviour for learning, for individual pupils with SEN and/or social/emotional needs. Pastoral support, attendance support, family support.</p> <p><i>Seen throughout monitoring schedule (lesson observations & book review, planning, data & assessment) and seen through Nurture support records.</i></p>	<p>Staffing to support pastoral work:</p> <p>Pastoral & attendance lead 100%; MSA & pastoral p/time worker 100%; SENCo/DHT 50%; H/t 25%; S&L support staff</p> <p>Counselling and FSW services</p> <p>Training: Nurture, attachment, ASD/ADHD</p>	<p>£25,517</p> <p>£3,214</p> <p>£14,576</p> <p>£15,093</p> <p>£8,000</p> <p>£3,500</p>
(4) Increased opportunities for pupils to access the wider curriculum	<p>Financial support for individual families where needed (trips, extended visits, swimming, uniform etc).</p> <p>Regular whole school opportunities to experience wider curriculum and enrichment activities.</p> <p>Whole class opportunities (ie music wider ops – whole class learns an instrument)</p> <p><i>SIAMs SEF evidence, website documentation, pupil books</i></p>	<p>Trips, visits/swimming</p> <p>Enrichment opportunities: whole school focus weeks (eg feeling good - skipping); clubs (b/ball etc); ASC & b/club, music resources (ukulele)</p> <p>Wider opportunities (music)</p>	<p>£2,000</p>
(5) Increased opportunities to support parents with home learning	<p>Parent support package on the website.</p> <p>Further opportunities timetabled for parents to meet staff and raise queries/ receive support, incl adjustments to parent/teacher reporting timetable</p> <p><i>Website review, parent meetings, parent voice</i></p>	<p>Record teaching points / post to website</p> <p>Review 'reporting to parents' timetable and adjust as necessary</p> <p>Parent meetings / parent feedback</p> <p>Flic assessment</p>	<p>£0</p>

(6) Further opportunities for focussed T&L groups to decrease achievement gaps between disadvantaged & others	<p>Increased staffing ratios at point of need (Y6, Y5, Y4)</p> <p>Additional booster support & teacher TA small group surgery ops</p> <p>Additional TA support for disadvantaged (Y4)</p> <p><i>Pupil progress meetings</i></p> <p><i>Y6 pupil progress updates</i></p> <p><i>Planning and pupil books</i></p> <p><i>Termly assessment data</i></p>	<p>Supply to cover class enabling focussed teacher support for small groups</p> <p>Regular additional qualified teacher hours for Y4,5,6</p> <p>Regular additional TA for focussed pupil support in Y4</p> <p>FLIC assessment package/other assessment opportunities to measure progress & attainment</p>	<p>£15,700</p> <p>£13,400</p> <p>£2,000</p>
CPD related	Various training	Eg: disadvantaged; DSL; STEP; MAKATON; s/guarding; bereavement	£2,000
Total estimated spend:			£131,881

End of Y6 data 2021 – 2022 pupils achieving expected and above:		
	All pupils (55)	p/premium (12/55)
reading	76.7%	58%
Writing	69%	66%
maths	78.3%	58%

End of Y6 data 2022 – 2023 pupils achieving expected and above:		
	All pupils (57)	p/premium (/57)
reading		
Writing		
maths		

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
	N/A

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A