

Pupil premium strategy statement: St Catherine's, Ware

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	416
Proportion (%) of pupil premium eligible pupils	13% (54 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	Jan 26-Jan29
Date this statement was published	Jan 2026
Date on which it will be reviewed	September 2026
Statement authorised by	Hazel Leslie
Pupil premium lead	Hazel Leslie
Governor / Trustee lead	Natasha Hillcoat-Hyde

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 92,236
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 92,236

Part A: Pupil premium strategy plan

Statement of intent

We are resolute in our belief 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 and on the children's daily successes. 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.

All staff are relentlessly determined to, and work collaboratively towards, ensuring all children make good progress and achieve high attainment across all subject areas, supporting them in their next steps beyond our school. The focus of our pupil premium strategy is to ensure that all children are able to thrive, both in school and in life, irrespective of their background and challenges they may face.

There are a greater number of pupils facing disadvantages 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; whose families have been affected by adverse experiences; whose families are affected by mental health and anxiety. The school may not receive FSM funding for these families, however, the support for all pupils matches the need.

Teachers, TAs and all staff, consider the challenges faced by pupils and families, and are mindful of this during the school day: before and after school, both in lessons and at break periods. The level of support and provision is adapted, as circumstances change and needs arise. There is a strong sense of nurture across the school. This applies to all pupils and families, whether they are listed as disadvantaged or not.

High quality teaching and learning is key: it is proven that this has the greatest impact on educational outcomes for all pupils. Ongoing monitoring shows very good standards of planning, marking and feedback, lesson delivery, mixed-ability working and environmental support. The school is determined to both close the attainment gap for the disadvantaged, and sustain progress for all. The school prioritises the fostering of positive and healthy relationships and a sense of belonging. Behavioural support and nurture provision are of a high quality.

Specific barriers to learning at St Catherine's include S&L and communication, SEND/ASD/ADHD, social and emotional challenges. Our aim is to diminish the impact of barriers to learning for all children.

Challenges

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

Challenge number	Detail of challenge
1	Oracy and Language skills Assessment on entry to school shows underdeveloped language and communication skills, including phonics and vocabulary. Some children lack opportunity to communicate and speak at length, rehearse ideas and develop their thinking. We provide rich, purposeful opportunities for talk across the curriculum, from the Early Years and beyond. (<i>T&L; CPD; SENCO; Welcomm</i>)
2	Barriers to Success in Writing Many children have had less opportunities for emergent writing and practice of fine motor control, hindering handwriting, spelling and formation of coherent sentences. This has an impact on writing outcomes and pupils' ability to express themselves through writing. (<i>T&L; CPD</i>)
3	Early Years Entry Point Observations and assessments indicate that a high proportion of pupils enter nursery and reception with developmental gaps: <ul style="list-style-type: none">- Challenges with social interaction, taking turns and sharing.- Limited vocabulary and oral language skills.- Delayed fine motor control affecting early mark making and writing.- Low awareness of early reading behaviours. These barriers can hinder attainment and access to the curriculum throughout the school journey. (<i>T&L; FSWs; CPD</i>)
4	Attendance and Engagement Although our attendance is in line with national averages, there is a small percent of persistent absentees, of which 33% are in receipt of PPG, 11% are EAL and 18% have SEND. (<i>att/staffing; FSWs</i>)
5	Additional Needs Impacting Core Subjects For some pupils, additional learning needs are slowing progress in reading, writing and mathematics. We are committed to identifying these needs with precision and providing tailored support and interventions to accelerate progress and build lasting confidence. (<i>staffing/senco; T&L; CPD</i>)
6	Impact of Mental Health and Anxiety Societal changes have impacted children's emotional maturity and the emotional resilience and mental wellbeing of families. Significant and

	sustained additional nurture and support, including for mental health needs of the wider family, is provided consistently. (<i>staffing/pastoral; CPD; FSWs;</i>)
--	--

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
Improved oral language skills and vocabulary	Assessment & observations show improved oral language and increased vocabulary through: Summative assessment; formative assessment; book scrutiny; lesson observations
Increased writing attainment for all	Termly formal assessment 2026, 2027, 2028 for all year groups shows increased percentages of all pupils and of disadvantaged pupils attaining the expected standards, in each year group
Closing the developmental gaps in EYFS	Assessments, observations, planning and focussed support throughout EYFS show improvement by Year 1 in: social interaction, vocabulary and language skills, fine motor control and early reading behaviours.
Improved attendance and engagement for persistent absentees	Consistently high attendance through 2026, 2027, 2028 – in line with national & above, with percentage of persistent absentees below national and declining year on year in comparison to school's own 2024/25 data
Improved progress and attainment for SEND pupils in core subjects	Formal summative and formative assessment across year groups shows increased progress and attainment for SEND groups. Increased attendance of SEND pupils of enrichment activities.
Improved mental health and wellbeing for children and families	Increased levels of well-being through 2026/27/28 demonstrated by: <ul style="list-style-type: none"> • Pupil, staff & family voice/surveys • Ongoing increase in enrichment activities (including amongst disadvantaged) • Formal feedback (anonymised) to school from Family Support Team

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 184,019

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing focus to monitor, support & develop consistent quality first teaching	Effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes (EEF)	1, 2, 3, 5
Staffing focus to support improvements for SEND pupils	School experience and legal requirements have shown that individualised support will secure increased progress for SEN pupils	2, 3, 5
Staffing focus to support pastoral needs of pupils	School experience and legal requirements have shown that individualised support will secure increased progress for SEN pupils	3, 4, 5
CPD to further develop delivery of UPR	Effective professional development plays a crucial role in improving classroom practice and pupil outcomes (EEF)	3, 4, 5, 6

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

Budgeted cost: £ 5,155

Activity	Evidence that supports this approach	Challenge number(s) addressed
Essentials diagnostic assessments (maths tracking) & CPD	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups (EEF)	5
Teacher training to deliver good quality CPD (from EDT)	Promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes (EEF)	1, 2, 5

Literacy Gold diagnostics to identify SEN eg dyslexia	Effective use of diagnostic assessment to pin-point and address areas of need quickly & effectively	1, 2, 5
Welcomm training & delivery	Effective use of diagnostic assessment to pin-point and address areas of need quickly & effectively	1

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

Budgeted cost: £ 12,730

Activity	Evidence that supports this approach	Challenge number(s) addressed
FSW team targeted support for pupils / families	School experience and data shows improvements in M/H, well-being, attendance etc	4, 5, 6
Additional staffing focus to monitor attendance & support improvements	School experience and data shows that staff targeting attendance can improve absence	4, 5, 6
UPR training & 'top-up' training for all staff (2026)	Experience of this training has shown improved communication & support for disadvantaged pupils/ families	4, 5, 6

Total budgeted cost: £ 201,904

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Showing data from end of academic year 2024/2025

KS2 pupil groups achieving the expected standard by the end of Key Stage:

		2023/24 school	2024/25 school	2024/25 National
Maths	disadvantaged	46.2%	44.4%	61%
	Not disadvantaged	79.1%	77.8%	81%
	ALL	71%	66%	74%
Reading	disadvantaged	31%	44.4%	63%
	Not disadvantaged	83.7%	88.9%	81%
	ALL	71%	74%	75%
Writing	disadvantaged	31%	33%	59%
	Not disadvantaged	84.1%	72%	78%
	ALL	71%	59%	72%
SPAG	disadvantaged	38.5%	44%	
	Not disadvantaged	81.4%	88%	
	ALL	71%	74%	73%
combined R/W/M	disadvantaged	15.4%	22%	47%
	Not disadvantaged	73%	72%	69%
	ALL	59%	55%	62%

July 2025 was the end of the previous pupil premium strategy. Although the outcomes are disappointing, they represent an improvement over what might have occurred, without sustained intervention. The previous strategy was not entirely focussed on 2025 Y6 cohort, but on the whole school, who have continued to make expected and better progress

There is no progress data for this cohort, due to covid.

There were differences with this cohort for the entirety of the primary school journey, which impacted on their learning significantly:

35% of the class (mainly boys) presented with significant behavioural needs, from their start point in foundation stage.

35% of the class had SEN

25% of the class had low attendance – 4 pupils being significantly low (ie < 70%)

21% of the class presented with significant speech and language needs.

25% of the class benefitted from bespoke pastoral support

The group remained 1FE (the remainder of the school is 2FE) leaving no options to split or reorganise the cohort.

The leadership team made considerable changes in an attempt to counter-balance disadvantage for the entire cohort:

During & after covid (their Y1 year/ Y2 year) the group remained with the same experienced teacher, for consistency.

Throughout all further years the cohort has been lead by an experienced teacher, proficient in delivering quality first teaching.

Bespoke pastoral support was delivered over time, to support relationships, impact of behaviours, empathy and responsibility.

Additional adult support for group work.

An additional full-time experienced teacher for Y6, allowing the cohort to be split into 2 groups of 14 (plus TA)

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Unconditional Positive Regard training x 3	Spiral partnership
(+ delivery of UPR training for all staff)	(HL, MB, EB)

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

The impact of that spending on service pupil premium eligible pupils