



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 RC Primary
Number of pupils in school	429
Proportion (%) of pupil premium eligible pupils	49 pupils (11.4%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Jessica Quiligotti
Pupil premium lead	Ellie Maguire
Governor / Trustee lead	Ann-Marie Chidgey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,475
Recovery premium funding allocation this academic year	£2683
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	£67,158

Part A: Pupil premium strategy plan

Statement of intent

Common barriers to learning for disadvantaged children at St Catherine's can include but are not limited to: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and 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". We understand that there is not a 'typical' Pupil Premium child.

Our main objectives are:

- To ensure that the totality of provision for Pupil Premium children is effective.
- To close the attainment gap between disadvantaged and non-disadvantaged children.
- For all of our disadvantaged children to make progress in line with the nationally expected progress rates.
- To support our disadvantaged children with their health and well-being so that they are ready to learn and can access their learning at an appropriate level.

We aim to do this by:

- Ensuring that all children have access to high quality teaching and learning (quality first teaching and latest EEF research).
- Putting appropriate provision in place for disadvantaged pupils, especially those that belong to other vulnerable groups.
- Monitoring the progress of disadvantaged pupils regularly and assessing the impact of provisions.
- Promoting ambition and having high expectations of all disadvantaged children.

Achieving these objectives:

- High quality teaching with targeted support, alongside the use of collaborative learning structures.
- Use the catch-up funding effectively for children who have fallen behind as a result of COVID-19.
- Research-based interventions put into place and monitored to assess impact.
- Provide further enrichment and leadership opportunities for disadvantaged children.
- Monitor progress regularly and evaluate outcomes robustly.
- Addressing emotional and social needs through emotion coaching and restorative practice to improve well-being and readiness to learn.
- Support payment for enrichment activities, educational visits and residential trips, ensuring children have first-hand experiences to use in their learning in the classroom.
- Use Pastoral Support and Family Liaison Leader to improve parental engagement and involvement.

Challenges

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

Challenge number	Detail of challenge
1	Low attendance/punctuality, parental engagement and involvement
2	Emotional well-being, behaviour and readiness for learning
3	Low speech and language starting points on entry to EYFS
4	Curriculum deficits caused to disadvantaged children by COVID school closures
5	Enrichment opportunities including leadership opportunities
6	Writing outcomes for disadvantaged pupils

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																											
For the attendance of PP pupils to be at least (if not higher) than PP pupils nationally	Attendance for disadvantaged pupils to be at least in line with the national average for disadvantaged pupils – if not higher.																											
To ensure that safeguarding, mental health and social and emotional issues are not barriers to learning and achievement for PP pupils	To have identified and supported any PP pupils with social and emotional barriers to learning and achievement																											
To monitor the attainment gap between PP and non PP by the end of Reception to address any developing gaps.	To have supported any PP children to work towards the expected.																											
Disadvantaged pupils to catch up with their non-disadvantaged peers, despite the deficits caused by COVID.	<p>Children to be making at least expected progress and to narrow the attainment gap between PP and non PP from 2019.</p> <table border="1"> <thead> <tr> <th>KS1</th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>25%</td> <td>86.3%</td> </tr> <tr> <td>Writing</td> <td>25%</td> <td>72.5%</td> </tr> <tr> <td>Maths</td> <td>50%</td> <td>88.2%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>KS2</th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>90%</td> <td>93.2%</td> </tr> <tr> <td>Writing</td> <td>100%</td> <td>86.4%</td> </tr> <tr> <td>Maths</td> <td>70%</td> <td>93.2%</td> </tr> <tr> <td>Combined</td> <td>70%</td> <td>84.1%</td> </tr> </tbody> </table>	KS1	PP	Non-PP	Reading	25%	86.3%	Writing	25%	72.5%	Maths	50%	88.2%	KS2	PP	Non-PP	Reading	90%	93.2%	Writing	100%	86.4%	Maths	70%	93.2%	Combined	70%	84.1%
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Improving readiness to learn, confidence, motivation, inclusion and equality for the most disadvantaged pupils through providing a broad range of opportunities and cultural capital needed to prepare PP pupils for future success	PP children accessing clubs, trips, music lessons and to become leaders across the school.
Achieve national average progress score for disadvantaged pupils in KS2 Writing.	Progress score for disadvantaged pupils to be at least in line with the national progress score for end of KS2 writing outcomes for disadvantaged pupils.

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: £32,158

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching for all pupils (CPD for all teachers)	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Rosenshine’s 10 principles of Instructions Teaching Walkthrus Sutton Trust – quality first teaching has direct impact on student incomes. Mastery learning - Maths Hub involvement and Lesson structure Metacognition strategies Cluster writing moderation opportunities	2, 3, 4 ,6
TA Maths and English CPD	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Rosenshine’s 10 principles of Instructions Teaching Walkthrus Metacognition strategies Keep up not Catch up support	2, 3, 4 ,6
Whole school phonics training for Essential Letters and Sounds scheme	DFE guidance review of Early reading Development Essential Letters and sounds say: Essential Letters and Sounds teaches children how to read, quickly! It does this through consistent lesson structure, resources and language. Minimising cognitive load and increasing children’s success. It improves children’s vocabulary and ensures all learners ‘keep up’ with the pace of the programme – whilst giving children the knowledge and skills to read.	3, 4, 6
S&L intervention in EY (Elklan and Welkomm trained staff to deliver small group intervention)	EEF – language interventions consistently show positive impact on learning Blank Level questioning provide proven levels of progress.	1,3,4

Use of experienced 'outstanding' staff to ensure quality first teaching across school and to support less experienced staff including ECT's	ECT network EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.	2,3,4,6
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA/TA mentoring and support	Lunch –support at lunch, transitions and behaviour. Class – Targeted, in-class support Mentors - Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.	2, 3, 4, 6
Use of HLTA/TA's to ensure 'keep up, not catch up'	EEF guide to PP – targeted support Keep up, not catch up – Research schools network	2, 3, 4, 6
School Led Tutoring	National Tutoring Programme Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. More information can be found here: About the National Tutoring Programme - NTP	4

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitor the attendance of disadvantaged pupils closely throughout the year, using the role of the Pastoral Lead	Attendance-REA-protocol-21092021.pdf (d2tic4wvo1iusb.cloudfront.net) Evidence from the EEF shows that small improvements in attendance can lead to meaningful impacts for academic and behavioural outcomes.	1 and 2

School Pastoral Lead to provide support for SEMH needs as well as liaising with parents	EEF social and emotional learning improves interaction of others and self-management of emotions – impacts on attitudes to learning and social relationships in school, increasing progress.	1, 2
Ensure that disadvantaged pupils have access to a range of quality enrichment activities throughout the year – holiday clubs and after school club places are reserved for PP children and funded	Research by the EEF shows that skills such as self-control, confidence, social skills, motivation and resilience underpin success in school and beyond. They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is growing evidence that these skills are important to children’s later outcomes.	1, 2, 3, 4, 5, 6
Provide a range of broader life and cultural experiences for PP pupils – PP pupils have access to funding for trips, visits, music lessons etc.	Ofsted research 2019 places emphasis on improving cultural capital, particularly for disadvantaged pupils	2, 5
Use of external PE providers such as City In the Community to deliver quality first teaching of sport linked closely with the PSHE scheme of work to teach children about nutrition and healthy lifestyles	British Medical Journal (1 in 10 pupils become obese or overweight in Primary school)	1, 2, 5

Total budgeted cost: £67,158

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 2021 to 2022 academic year.

Please see 2021-2022 Pupil Premium Strategy Evaluation

Further information (optional)

- As part of our Pupil Premium offer, all Pupil Premium eligible children will receive Assertive Mentoring targets from their class teacher. These targets are written by class teachers, using their professional judgement alongside pupil and parent voice. The assertive mentoring targets will take into account the pupils strengths, current attainment and aspirations. In addition to this, teachers outline targets and plans specific to that child. This can be seen by parents, which enables them to support their child at home. The Assertive Mentoring targets are a working document and are reviewed regularly by teachers, parents and children.
- Pupil Premium children are discussed at length in pupil progress meetings
- Teachers and TA's are aware of disadvantaged pupils and CPD/support has been implemented where necessary
- Close monitoring by SLT & Appraisal targets include new strategies
- bottom 20% of readers have approaches in place as well as being heard to read daily
- numerous enrichment activities for Pupil Premium children offered
- Pupil premium pupils are prioritised for sports competitions and activities where appropriate
- PP children have targeted teaching through the National Tutoring Programme (dependent on current attainment).
- Priority access to all school led clubs, including multi-sports, free of charge where appropriate
- Reduced music lessons for one musical instrument within an academic year –
- school trips and planned workshops throughout the year can be subsidised or fully funded as needed to best support families.
- Children who are identified as Pupil Premium are also encouraged to apply for leadership roles across the school such as GIFT Team and Caritas ambassadors as well as sports leaders. We know that these opportunities develop children's confidence and life-long ambitions to become leaders of the future.
- We recognise that there are socially disadvantaged children who are not registered or do not qualify for Free School Meals, but who will benefit from the pupil premium alongside disadvantaged pupils and the wider class. The EEF states that: 'The Pupil Premium is designed to support schools to raise the attainment of disadvantaged children. However, many of the most effective ways to do this – including improving the quality of teaching – will also benefit other groups: that is fine. Likewise, some forms of targeted academic support or wider strategies will benefit other children, including children with Special Educational Needs and Children in Need.'