

Pupil Premium Strategy Statement



St. Katharine's C of E (VA) Primary School

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 effect that last year's spending of Pupil Premium had within our school.

School overview

Detail	Data
School name	St Katharine's CE (VA) Primary School
Number of pupils in school	437
Proportion (%) of Pupil Premium eligible pupils	8%
Academic year/years that our current Pupil Premium strategy plan covers (3 year plans are recommended)	2024 - 2025 2025 - 2026 2026 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Emma Burton
Pupil Premium lead	Emma Burton and Toni Wilcox
Governor / Trustee lead	Margaret Prestwood

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£63,372.00
Recovery premium funding allocation this academic year	£0
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	£63,372.00

Part A: Pupil Premium strategy plan

Statement of intent

‘We want everyone who is a part of St. Katharine’s, to know that they are unique and that they can flourish and make a difference in God’s world through living out the values of Grace, Integrity and Aspiration, now and in the future.’

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our Pupil Premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

At St Katharine’s, we are committed to continually reflecting on our provision and improving it in order to ensure the best outcomes for all children. We believe that with hard work, effort and the relevant support, all children are capable of exceeding expectations. As a school we recognise the positive impact that a broad curriculum can provide and through our SEASIDE curriculum (spirituality, environment, arts, sport and wellbeing, inspirational people and places, diversity, enterprise and technology) alongside our School Values and Powerful Learning Attributes, we ensure that children are able to achieve their best.

High-quality teaching is at the heart of our approach, with a well-sequenced and progressive curriculum. Teachers have a clear and shared pedagogy which results in high attainment in all subject areas. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our approach will be responsive to common challenges and individual needs, rooted in professional challenge and review of year group outcomes, ongoing formative assessment, as well as robust diagnostic assessment and tracking of data. It is through this process that we have identified our priorities for this academic year.

Challenges

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

Challenge number	Detail of challenge
1	Teacher Assessments, internal moderation and discussions with staff and pupils indicate that there are gaps in writing for some of our disadvantaged children.
2	Assessments, observations and discussions with staff and pupils suggest that disadvantaged children have greater difficulties within reading than their non-disadvantaged peers.
3	We have identified the need to ensure that retrieval practice and fluency is further improved to support with knowledge retention in maths amongst disadvantaged children.
4	Our tracking systems have identified a small proportion of our disadvantaged children are not attending extra-curricular activities.
5	Our attendance data indicates that the attendance for disadvantaged children has significantly improved over the last academic year. This trend needs to be maintained as our assessments and observations indicate that lower attendance can negatively impacting disadvantaged children's progress.

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
Children will achieve the expected standard (or be closer to the expected standard) in writing and continue to progress towards ARE by the end of KS2.	Increased percentage of PP pupils achieving the expected standard in writing. Increased percentage of PP pupils making good or better progress in writing each year.
Children will make progress and achieve the expected standard (or closer to the expected standard) in KS1 and KS2 reading.	Increased percentage of PP pupils achieving the expected standard in reading. Increased percentage of PP pupils making good or better progress in reading each year.
Children will make progress and achieve the expected standard (or closer to the expected standard) in KS1 and KS2 maths. Children will have increased knowledge retention and attainment in maths.	Increased percentage of PP pupils achieving the expected standard in maths in internal and external assessments. Increased percentage of PP pupils making good or better progress in maths each year. Knowledge gaps in maths to be reduced and an improvement in fluency.
Children will have a wide range of extracurricular clubs to select from (lunch time and before/after school) and PP champions will ensure an increase in uptake from disadvantaged children.	Increased percentage of disadvantaged pupils attending extra-curricular activities at St Katharine's.
Children will achieve and sustain improved attendance.	Attendance of vulnerable and disadvantaged pupils is regular and the percentage of disadvantaged pupils being persistently absent will be in-line with the whole school attendance figures.

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

Budgeted cost: £34,855

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Assessment NTS standardised assessments to be purchased for year 3, 4 and 5. Assessment training to be delivered to staff to support with administering tests and analysing assessment data.</p> <p>Diabels and YARK assessments to continue to support with identifying pupils who require targeted intervention to improve reading speed.</p> <p>Use of revisits across the curriculum to be monitored to support with reducing students cognitive load and further improve knowledge retention.</p> <p>Tracking pupil progress through assessment for learning, ongoing moderation, and through cohort pupil progress meetings. Through this, children's gaps and barriers will be explored and teaching/intervention will be adapted to address these.</p> <p>New Feedback rationale to be introduced and staff training will be focused on both effective verbal and written feedback supported by John Hattie's research</p>	<p><i>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</i> Diagnostic assessment EEF</p> <p><i>DIABELS assessments proven to identify early literacy development skills and enable teachers to set up targeted intervention to support development of reading skills. Research based approach as stated in the following articles:</i> https://dibels.uoregon.edu/materials</p> <p><i>Research based on Rosenshine's Principles as highlighted in EEF Teacher Toolkit. Further evidence to support impact is provided on cognitive load theory article on Gov.UK 2019</i></p> <p><i>The EEF identifies that feedback can add 6 months of progress to individuals. Providing feedback is well-evidenced and has a high impact on learning outcomes.</i></p> <ul style="list-style-type: none"> <i>Pupil progress meetings will ensure a continual cycle of monitoring and moderation.</i> <i>Joint moderation with other schools.</i> <i>Pupils learn individual subjects and build progressively towards aspirational outcomes by the time they leave. Appropriate checking of what pupils learn enables teachers to target support to the pupils with the greatest need. Provision for pupils with special educational needs and/or disabilities (SEND) is very well led. The team provides appropriate academic and pastoral support for each pupil at the right time. OFSTED 2023</i> <i>John Hattie's research focuses on different levels of feedback e.g surface, processing and self-regulation as referenced in:</i> Visible Learning: Feedback John Hattie, Shirley Clarke Taylor & Fr 	<p>2,3</p> <p>2</p> <p>1,2,3</p> <p>1,2,3,5</p> <p>1</p>

<p>Reading Reading Eggs fluency and comprehension programme to be monitored across whole school to support low attaining readers.</p> <p>Purchase of further high quality reading texts across school to support children with experiencing texts from a range of cultures.</p> <p>English team have a whole school focus on reading for pleasure to increase engagement.</p> <p>Changes to whole class reading approach to be monitored. Teachers model prosody and fluency in lessons.</p>	<p><i>Research based intervention proven to be effective in improving reading proficiency levels.</i> https://readingeggs.co.uk/about/research/</p> <p><i>Supports PP children with developing understanding of different cultures across the world. Increases cultural capital.</i></p> <p><i>Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006). • Other benefits to reading for pleasure include: text comprehension and grammar, positive reading attitudes, pleasure in reading in later life, increased general knowledge (Clark and Rumbold, 2006). Evidence taken from 'Research Evidence on Reading for Pleasure' document 2012.</i></p> <p><i>All children see and hear exemplar modelling of reading with fluency to then model themselves.</i> Reading is clear and prioritised on timetable (mapped out for teachers) with more time allocated for reading and reading for pleasure.</p>	<p>2</p> <p>2</p> <p>2</p> <p>2</p>
<p>Maths <i>Mastery maths approach used throughout the school.</i></p> <p><i>Continued CPD for Teachers and Teaching Assistants in the mastery maths approach.</i></p> <p><i>Whole School NCTEM training and development.</i></p> <p><i>Development of STEM team involving maths, DT, Science and Computing</i></p> <p><i>Whole School focus on improving teaching and learning in the classroom through school INSET and Collaborative Learning Teams.</i></p> <ul style="list-style-type: none"> ○ <i>Focus on task design and making learning visible for all learners to ensure depth of understanding and equity across the school.</i> 	<p><i>There is robust evidence that a mastery approach to teaching maths has extensive impact, which enables pupils to become proficient and competent through teacher-led, whole-class teaching; common lesson content for all pupils; and use of manipulatives and representations.</i> https://www.stem.org.uk/news-and-views/news/embedding-stem-primary-curriculum</p> <p><i>There is strong evidence that metacognition approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</i> Evidence base: High</p> <p><i>"Task design in maths is exceptional." Ofsted 2024</i></p> <p><i>Teach writing composition strategies through modelling and supported practice. This is recognised by the EEF as having extensive impact.</i> EEF Digital Technology Guidance Report.pdf</p> <p><i>"Disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being generally make suitable progress from their</i></p>	<p>3</p> <p>3</p> <p>3</p> <p>1,2,3</p> <p>1,2,3</p>

<p>Writing English team working with different year groups to develop high quality writing opportunities which close gaps and raise attainment.</p> <p>Clicker 8 purchased for pupils to support writing and transcription.</p> <p>Widget training and subscription for whole school to support appropriately scaffolded resources.</p> <p>Speaking and Listening Introduction of oracy framework, staff training and resources using Voice 21 to support children with oracy skills across the school.</p> <p>Arts and PE Global Neighbours Gold Award – children connect with the community and lead on initiatives that enrich the curriculum, exploring themes of justice in local, national and international contexts.</p> <p>Cultural Hub membership – each year we enjoy working with all cultural organisations in BCP on high quality arts and cultural experiences, which may include visitors to school or trips out to professional venues. Venues include: Pavilion Dance South west, Lighthouse Theatre etc</p>	<p>starting points. They develop appropriate knowledge and skills to enable them to progress to the next stage. Any gaps in their knowledge or skills are closing quickly.” <i>Ofsted School Inspection Toolkit Nov, 2025</i></p> <p><i>EEF states oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress.</i> https://voice21.org/oracy-across-the-curriculum-the-evidence/</p> <p><i>EEF toolkit identifies that Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</i></p> <p><i>The school promotes the extensive personal development of pupils. Opportunities for pupils to develop their interests and talents are exceptional. Staff fully utilise the local community to enrich pupils’ experiences by leading and joining in with local and national music orchestras and choirs, for instance. Careful planning and consideration for pupils’ social and emotional development ensures all pupils, including those who are disadvantaged, succeed. Ofsted 2024</i></p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. EEF toolkit identifies that physical activity has important benefits in terms of health, wellbeing and physical development.</p> <p><i>The school provides an exceptional range of enrichment experiences that incorporate the whole child through music, sports and the arts. These opportunities enable pupils to become resilient, independent and empathetic learners. Ofsted 2024</i></p>	<p>1,2</p> <p>1, 2</p> <p>1, 2</p> <p>4,5</p> <p>4,5</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £19,012

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist teacher of phonics/reading to support pupils not yet meeting expected outcomes in reading in KS2.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils <ul style="list-style-type: none"> 86.7% pass rate in Year 1 Phonics in 2025 97% pass rate in Year 1 Phonics in 2024. 	1, 2
TA training with focus on precision teaching led by SENCo and HLTA	Small group intervention is recognised as having moderate impact. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.	1, 2, 3
KS2 Maths breakfast club for children WT ARE (all disadvantaged children included if relevant) from Autumn 2 to Summer 1	"Disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being generally make suitable progress from their starting points. They develop appropriate knowledge and skills to enable them to progress to the next stage. Any gaps in their knowledge or skills are closing quickly." <i>Ofsted Inspection Toolkit, Nov 2025</i>	3
Year 6 pre-teach sessions delivered by HLTA and year 6 teacher.	"Leaders and staff establish strategies that consistently enhance the opportunities and experiences of disadvantaged pupils" <i>Ofsted Inspection Toolkit, Nov 2025</i>	1, 2, 3,
Maths lead to deliver weekly arithmetic sessions focused on specific strands.		3
Half termly programme of wave boarding physical intervention with PE lead in discussion with SENCo.		4

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

Budgeted cost: £9,505

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Whole School focus on Attendance; updated policy, parent leaflet and links with BCP. Consistent and transparent communication between school and families to address and maintain high levels of attendance and punctuality.	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance The DfE Working together to improve school attendance (published August 2024) <i>The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment. At KS2, pupils not meeting the expected standard in reading, writing and maths had an overall absence rate of 4.7%, compared to 3.5% among those meeting the expected standard.</i>	5
Looked After Children and Previously Looked After Children Adoption coffee mornings (half termly) to allow families to build strong connections with our school and ensure needs of individuals are being met.	EEF identifies that parental engagement has extensive impact, especially approaches and programmes which aim to develop parental skills. <ul style="list-style-type: none"> <i>The community is proud of the work the school has carried out with regard to the needs of families in the school, particularly concerning adoption and autism spectrum disorder. OFSTED 2023</i> <i>The Inclusion Team are aware of every case – they do everything they can...there is a deep commitment to building trust and relationships. The school goes well beyond, way beyond, to support parents. OFSTED 2024</i> 	4, 5
Behaviour and Wellbeing Pupil Premium Teaching Assistant Champion in each year group. Focus on attendance, reading books, wellbeing, and PP targets being met.	EEF recognises the positive impact of social and emotional learning (pupils' decision-making skills, interaction with others and their self-management of emotions). <i>The team provides appropriate academic and pastoral support for each pupil at the right time. OFSTED 2023</i>	1, 2, 3, 4, 5
Creative Arts Therapist employed to support children's emotional resilience. Close work with families.	EEF states that there is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life — including physical and mental health, school readiness and academic achievement, good employment prospects, and reduced likelihood of involvement in crime.	4, 5
Training from Linwood to support with sensory regulation – Sensory Circuit training for all staff.	https://www.autism.org.uk/advice-and-guidance/professional-practice/sensory-classroom	4
	https://www.churchofengland.org/sites/default/files/2023-06/our-hope-for-a-flourishing-schools-system-report.pdf	4

SEASIDE curriculum - planned to ensure a broad range of opportunities and experiences.	The curriculum must give pupils — especially disadvantaged / SEND / vulnerable — the knowledge they need to take advantage of opportunities, responsibilities and experiences in later life. <i>Ofsted Inspection Toolkit Nov, 2025</i>	4, 5
Support for holiday clubs and food vouchers during school holidays.	https://www.gov.uk/government/publications/holiday-activities-and-food-programme/holiday-activities-and-food-programme-2024	4
MyTime, young carer training for whole school staff and awareness for pupils.	https://www.mytimeyoungcarers.org/	4
Personal Development 'Future me' – at Bournemouth University. A day dedicated to children who might not have considered the opportunities that come with further and higher education. Whole day workshop led by university staff who work through hopes and aspirations for future work or study. Children take a campus tour so that they become familiar with the nature of university life.	Children will develop a positive learning attitude, resilience, and communication skills, gain a sense of belonging in HE, and make informed decisions, boosting applications to BU from target groups. Bournemouth University Access and Participation Plan 2025-26 to 2028-29	4
Pupil Premium Profiles and champions enable effective monitoring of all Pupil Premium children to ensure that the opportunities they are provided with are enhanced and allow for any barriers to be addressed.		1, 2, 3, 4, 5
The development of a Leadership progression map will ensure that all children have access to high quality personal development opportunities throughout their time at St Katharine's.	The personal development programme is an entitlement for every pupil. Leaders track participation and ensure that pupils — including disadvantaged pupils, those with SEND, those known to children's social care, and those who face other barriers — can participate appropriately; reasonable adjustments or adaptations are made for them. <i>Ofsted Inspection Toolkit, Nov 2025</i>	4
The development of an Independence progression map	EEF state: "What we know is that young people need to be explicitly taught how to be independent... the impact of doing this deliberately, is going to be greatest for our disadvantaged pupils."	4

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 2024 to 2025 academic year.

Review: last year's aims and outcomes 2024 - 2025

Desired Outcome	Progress towards desired outcome
Children will achieve the expected standard (or be closer to the expected standard) in writing and continue to progress towards ARE by the end of KS2.	<ul style="list-style-type: none"> PP pupils Year 1 80% ARE+ PP pupils Year 2 75% ARE+ PP pupils Year 6 80% achieved ARE+ compared to national 59.4% 20% of PP pupils in year 6 achieved above the expected compared to national at 6.6% Progress for disadvantaged pupils was notably strong, with attainment close to or exceeding peers nationally. Increase of 30% in writing from previous year
Children will make progress and achieve the expected standard (or closer to the expected standard) in KS1 and KS2 reading.	<ul style="list-style-type: none"> Staff are highly skilled in teaching phonics. Teaching demonstrates pupil progress within lessons. High quality phonics teaching in Key Stage Two for pupils who are working below the expected standard. Increase of 5% in reading from previous year Emphasis on Reading for Pleasure. Pupils have access to high quality texts and these are matched to their phonic ability. 97% pass rate in Year 1 phonics screen 2024 86.7% pass rate in Year 1 phonics screen 2025 with 80% of Year 1 PP children passing the screen which is 13.2% above National. Reading End of KS2 84.1% for cohort with 80% of PP achieving ARE or above. (17% above National) Greater Depth 40% of PP pupils achieved this compared to national at 21.2%.
Children will make progress and achieve the expected standard (or closer to the expected standard) in KS1 and KS2 maths. Children will have increased knowledge retention and attainment in maths.	<ul style="list-style-type: none"> Staff are highly skilled in maths mastery and are receiving ongoing professional development. Increase of 30% in maths from previous year Maths lead out of class to enable greater support to teaching staff and children. Average score of 24 out of 25 in Year 4 Multiplication Check 2025. Maths End of KS2 84.1% ARE+ whole cohort and 80% of PP Pupils achieved ARE+ compared to National at 60.6% 20% of PP pupils achieved greater depth compared to national at 15.1% Breakfast booster sessions had high attendance rates and supported significant pupil progress from beginning to end of year 6. Whole school focus on revisits of prior learning to embed maths knowledge further.
Children will have a wide range of extracurricular clubs to select from (lunch time and before/after school) and PP champions will ensure an increase in uptake from disadvantaged children.	<ul style="list-style-type: none"> Rock Reef trip with MyTime for young carers who are also PP BU trip with year 6 PP children 100% engagement in extra curricular activities Summer Spectacular 7 PP children involved All PP children have been involved in Bikeability coaching from BCP Weekly wave boarding sessions with PE lead PP children given priority for sports fixtures All PP pupils' attended year 6 residential School supported PP children who participated in peripatetic lessons

Children will achieve and sustain improved attendance.	<ul style="list-style-type: none"> • Strong relationships built between school and families through parent meetings, coffee mornings, and SAPP team leads. • Strong leadership of attendance with rigorous follow up on attendance including TAC meetings, home visits. • Strong pastoral support provided for pupils in order to address barriers for regular attendance. • PP attendance was above whole school average at 96.8% and significantly above national average.
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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
NA	NA