

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 Katharine's CE VA Primary School
Number of pupils in school	437
Proportion (%) of pupil premium eligible pupils	32/437
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Sarah Richardson
Pupil premium lead	Denise Thomson and Sarah Richardson
Governor / Trustee lead	Maureen Lawton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,315
Recovery premium funding allocation this academic year	£4350
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	£60,665

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	We have identified gaps in writing for our Year 3 and Year 4 cohorts.
2	We have identified gaps in reading for children who are not yet meeting the expected standard in reading.
3	We have identified the need to revisit and spiral curriculum subject knowledge and skills gaps as a result of COVID-19 pandemic.
4	Emotional resilience; adapting personalised provision to meet individual needs.
5	Maintaining good attendance.

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 in writing in the end of KS2 writing assessment.	Increased percentage of pupils in year 3 and year 4 achieving the expected standard in writing.
Children will achieve the expected standard in the end of KS2 reading assessment.	Increased percentage of achieving the expected standard in reading.
Children achieve well in all subjects.	Knowledge gaps in curriculum subjects reduced.
Children are emotionally resilient.	Children are emotionally resilient and effectively use strategies to improve their wellbeing. Children are emotionally ready to transition effectively to Secondary School.
Good school attendance despite challenges of COVID-19.	Attendance of vulnerable and disadvantaged pupils is broadly in line with the whole school.

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: £4500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Purchase of high quality reading resources (phonically decodable books) for pupils in Key Stage 2. Continued CPD for the teaching of phonics. (£3000) 	<p>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</p>	2, 4
<ul style="list-style-type: none"> Mastery maths approach used throughout the school. Continued CPD for Teachers in the mastery maths approach. EY, Y1 and Y2 NCETM training and development using Rekenrek. (£500) 	<p>There is strong 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.</p>	3,4
<ul style="list-style-type: none"> English subject lead working with year 3 and Year 4 team to develop high quality writing opportunities which close gaps and raise attainment. 	<p>Teach writing composition strategies through modelling and supported practice. This is recognised by the EEF as having extensive impact.</p>	1,3,4
<ul style="list-style-type: none"> Whole School focus on improving teaching and learning in the classroom through Rosenshine's principles of instruction. CPD opportunities to develop these strategies and skills. (£500) Continue to evaluate and develop our full curriculum that allows all children to flourish. Joint Professional Development (lesson study). (cost of supply £500) 	<p>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. Evidence base: High EEF toolkit identifies that Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p>	1, 2, 3, 4, 5

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

Budgeted cost: £39,170

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Specialist teacher of phonics/reading to support pupils not yet meeting expected outcomes in reading. 	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	1, 2, 3,
<ul style="list-style-type: none"> Pupil Premium Champion to meet with all teachers once a term to set targets for children and monitor progress and impact. (cost of supply £500) 		1, 2, 3, 4, 5
<ul style="list-style-type: none"> IDL intervention delivered in year 5 and 6 to support the reading and spelling progress. (£400) 	Small group intervention is recognised as having moderate impact.	1, 2, 3
<ul style="list-style-type: none"> IXL purchased for pupils to support home learning. (£3230) 		3
<ul style="list-style-type: none"> High quality interventions in writing and maths to secure skills and close gaps. (£22,063) 	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
<ul style="list-style-type: none"> Ongoing pastoral and ELSA support to help build children's emotional resilience. ELSA supervision included. (£10,977) 		4, 5
<ul style="list-style-type: none"> Three further TAs to complete the ELSA training. (£2000) 	EEF recognises the positive impact of social and emotional learning (pupils' decision-making skills, interaction with others and their self-management of emotions).	

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

Budgeted cost: £16,580

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> SEASIDE curriculum is carefully planned to ensure a broad range of opportunities and experiences. (£14,080) 	<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>3, 4, 5</p>
<ul style="list-style-type: none"> Trick Box Parent refresher meeting and specific Trick Box Courses. (£500 for cover for staff running courses) 		<p>4, 5</p>
<ul style="list-style-type: none"> Parental engagement re. Home learning – pastoral support for hard to reach, early intervention on pastoral care. 	<p>EEF identifies that parental engagement has extensive impact, especially approaches and programmes which aim to develop parental skills.</p>	<p>1, 2, 3, 4</p>
<ul style="list-style-type: none"> Adoption coffee mornings to allow families to build strong connections with our school and ensure needs of individuals are being met. 		<p>4</p>
<ul style="list-style-type: none"> Laptops are still available for loan to support home learning. 		<p>4</p>
<ul style="list-style-type: none"> Equal access to a wide variety of extra-curricular clubs/music etc (£2000) Families in receipt of the PP grant do not automatically qualify; this is at the school's discretion. 		<p>3, 4, 5</p>

Total budgeted cost: £60,250 (£415 in reserve)

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
Lightning Squad Tutoring	FFT
Third Space Learning 1:1 tuition	Third Space Learning

Review: last year's aims and outcomes

	Strategy	Impact
Priority 1 Progress and attainment in core subjects following school absence due to coronavirus pandemic.	Continued professional development – Rosenshine, Maths Mastery,	<ul style="list-style-type: none"> Peer review highlighted that the Rosenshine Principles are embedded within year groups and having a positive impact on learning and progress. Eg. Year 6 Regular Review evident in classroom and through pupil voice. Eg EY maths demonstrated confidence and independence with partitioning numbers to 10 and subitising.
	Reading Resources and Phonics training for staff	<ul style="list-style-type: none"> Staff, including KS2 staff, are confident in teaching phonics and ensuring pupils are matched to correct phonic book. The gap in reading has not grown significantly during lockdown. High quality provision during school closures with live phonics each day has ensured children have kept up. Year 1 Phonics results is in line with previous years.
	Extra support through IXL, IDL, tuition programmes and PP termly meetings.	<ul style="list-style-type: none"> IDL is effectively monitored in year 5 and 6 and the majority of children are making above expected progress in reading/spelling. PP champion meetings identify and address gaps, showing that they are moving towards their individual targets. Teachers know barriers to learning; this will provide excellent transition information for new teachers.
Priority 2 Develop children's resilience and independence through social and emotional learning.	Pastoral Support	<ul style="list-style-type: none"> 36% of PP children receive support from the FSW. FSW has engaged outside agencies to meet pupil needs. FSW has led sessions on transition for group of Year 6 pupils. PP champion meets with FSW to monitor provision for PP pupils.
	Wider Support	<ul style="list-style-type: none"> Year group TAs are effectively running interventions for vulnerable and disadvantaged. Liaising with FSW when needed. Lego therapy is raising self-confidence and self-esteem with pupils. Physical activity with PE specialist teacher is building self-confidence. Attendance is positively impacted through pastoral support.
	Whole School Values	<ul style="list-style-type: none"> Pupils can confidently talk about the impact of specific Trick Box cards and how they use them at home/school. Peer Reviews evidenced that Trick Box and New Mighty Minute cards are embedded in all year groups. FFF themes are driving well-being.