

# 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	436
Proportion (%) of pupil premium eligible pupils	7.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Emma Burton
Pupil premium lead	Emma Burton and Toni Wilcox
Governor / Trustee lead	Margaret Waters and Margaret Prestwood

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,444
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£51,444

## 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 some of our children.
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 ensure that retrieval practice and fluency is further improved to support with knowledge retention in maths.
4	Emotional resilience; adapting personalised provision to meet individual needs.
5	Improving attendance for PP 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
Children will achieve the expected standard (or closer to the expected standard) in writing and continue to progress towards ARE by the end of KS2	Increased percentage of pupils achieving the expected standard in writing.
Children will make progress achieve the expected standard(or closer to the expected standard) .	Increased percentage of achieving the expected standard in reading.
Children will have increased knowledge retention in maths.	Knowledge gaps in maths to be reduced and an improvement in fluency.
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.
Improvement in school attendance for PP pupils.	Attendance of vulnerable and disadvantaged pupils is regular and maintains a good level of attendance 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: £3404

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li><i>Mastery maths approach used throughout the school. Continued CPD for Teachers and Teaching Assistants in the mastery maths approach. EY, Y1, Y2, Y4 and Y5 NCETM training and development.</i></li> </ul>	<p><i>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.</i></p>	3, 4
<ul style="list-style-type: none"> <li><i>Purchase of high quality reading resources to support with delivery of new reading approach (Guided Reading) in KS1.</i></li> </ul>	<p><i>FP and RD completed training and research in Guided reading</i></p> <ul style="list-style-type: none"> <li><i>Leaders prioritise reading so that pupils learn to read as soon as they start at the school. No time is wasted. Teachers are skilled to teach whole-class phonics effectively. Appropriate support is in place for pupils who are finding reading difficult. They are given plenty of opportunity to practise. OFSTED 2023</i></li> </ul>	2,4
<ul style="list-style-type: none"> <li><i>English team working with different year groups to develop high quality writing opportunities which close gaps and raise attainment.</i></li> </ul>	<p><i>Teach writing composition strategies through modelling and supported practice. This is recognised by the EEF as having extensive impact.</i></p>	1,3,4
<ul style="list-style-type: none"> <li><i>Whole School focus on improving teaching and learning in the classroom through school INSET and Collaborative Learning teams.</i></li> </ul>	<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. Evidence base: High</i></p> <ul style="list-style-type: none"> <li><i>Pupils remember what they have learned. For example, in Reception Year, pupils learn about how shadows can change size while being introduced to the term 'experimenting'. Year 3 pupils learn terminology such as 'evidence',</i></li> </ul>	1, 2, 3, 4, 5

<ul style="list-style-type: none"> <li>• Continue to evaluate and develop our full curriculum that allows all children to flourish.</li> <li>• Tracking pupil progress through assessment for learning, ongoing moderation, and through cohort progress meetings. Through this, children's gaps and barriers are explored and teaching/intervention is adapted to address these. Feedback to pupils is based on AFL and helps them to improve their learning and outcomes.</li> </ul>	<p><i>'archaeology', 'invasion' and 'excavating'. This develops further as pupils in Year 6 discuss with clarity the meaning of the term 'propaganda'. Year 6 pupils also discuss how facts around the D-Day landings can be interpreted positively by both sides of the conflict. OFSTED 2023</i></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> <ul style="list-style-type: none"> <li>• <i>Artsmark Award</i></li> <li>• <i>Cultural Hub events – art, opera, dance, raps, origami, sculpture</i></li> <li>• <i>Cultural development is pivotal to the pupils' experience. Pupils develop a host of creative skills through arts and storytelling festivals. Musical elements are extremely strong, with pupils experiencing a whole host of different opportunities to perform and be performed to, including with other schools. OFSTED 2023</i></li> </ul> <p><i>The EEF identifies that feedback can add 6 months of progress to individuals. Providing feedback is a well-evidence and has a high impact on learning outcomes.</i></p> <ul style="list-style-type: none"> <li>• <i>Pupil progress meetings have meant a continual cycle of monitoring and moderation.</i></li> <li>• <i>Joint moderation with other schools.</i></li> <li>• <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></li> </ul>	<p>1, 2, 3, 4</p>
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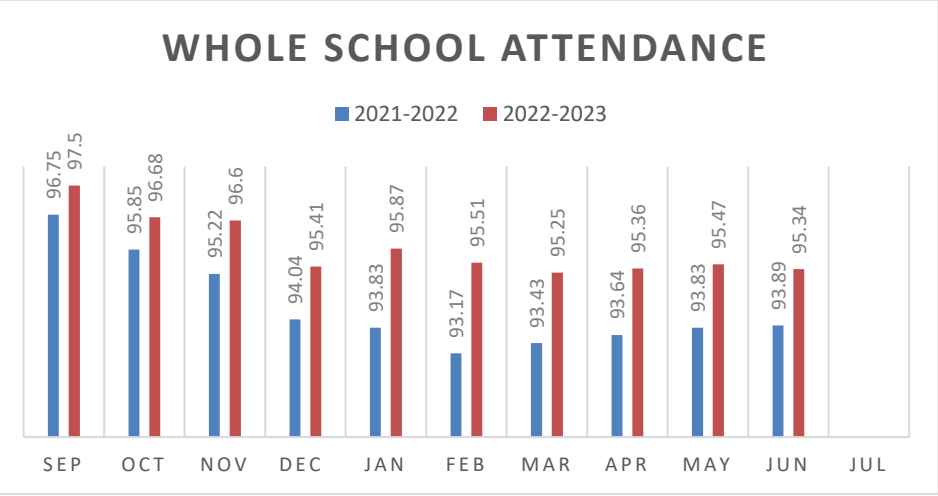
## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £32,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>Specialist teacher of phonics/reading to support pupils not yet meeting expected outcomes in reading. (£5000)</li> </ul>	<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> <ul style="list-style-type: none"> <li>100% pass rate in Year 1 Phonics in 2023</li> <li>Leaders prioritise reading so that pupils learn to read as soon as they start at the school. No time is wasted. Teachers are skilled to teach whole-class phonics effectively. Appropriate support is in place for pupils who are finding reading difficult. They are given plenty of opportunity to practise. OFSTED 2023</li> </ul>	<p>1, 2, 3,</p>
<ul style="list-style-type: none"> <li>Pupil Premium Champion (TW) to meet with all teachers once a term to set targets for children and monitor progress and impact. (cost of supply £500)</li> </ul>		<p>1, 2, 3, 4, 5</p>
<ul style="list-style-type: none"> <li>IDL intervention delivered in year 5 and 6 to support the reading and spelling progress.</li> </ul>	<p>Small group intervention is recognised as having moderate impact.</p>	<p>1, 2, 3</p>
<ul style="list-style-type: none"> <li>Clicker 7 purchased for pupils to support writing and transcription.</li> </ul>	<p>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.</p>	<p>3</p>
<ul style="list-style-type: none"> <li>High quality interventions in writing and maths to secure skills and close gaps.</li> </ul>	<ul style="list-style-type: none"> <li>Individual learning plans are comprehensive, manageable and targeted to pupils' needs. This enables all pupils to learn with appropriate adaptations in the classroom. OFSTED 2023</li> </ul>	<p>1, 2, 3</p>
<ul style="list-style-type: none"> <li>Ongoing pastoral and ELSA support to help build children's emotional resilience. ELSA supervision included.</li> </ul>	<p>EEF recognises the positive impact of social and emotional learning (pupils' decision-making skills, interaction with others and their self-management of emotions).</p> <ul style="list-style-type: none"> <li>The team provides appropriate academic and pastoral support for each pupil at the right time. OFSTED 2023</li> </ul>	<p>4, 5</p>

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

Budgeted cost: £15,520

Activity	Evidence that supports this approach	Challenge number(s) addressed																																				
<ul style="list-style-type: none"> <li>Whole School focus on Attendance; updated policy, parent leaflet and PSHE. Consistent and transparent communication between school and families to address and maintain high levels of attendance and punctuality.</li> </ul>	<p>The Department for Education has included this evidence in their new guidance: Working together to improve school attendance (published May 2022)</p> <p><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></p>  <table border="1"> <caption>WHOLE SCHOOL ATTENDANCE</caption> <thead> <tr> <th>Month</th> <th>2021-2022 (%)</th> <th>2022-2023 (%)</th> </tr> </thead> <tbody> <tr><td>SEP</td><td>96.75</td><td>97.5</td></tr> <tr><td>OCT</td><td>95.85</td><td>96.68</td></tr> <tr><td>NOV</td><td>95.22</td><td>96.6</td></tr> <tr><td>DEC</td><td>94.04</td><td>95.41</td></tr> <tr><td>JAN</td><td>93.83</td><td>95.87</td></tr> <tr><td>FEB</td><td>93.17</td><td>95.51</td></tr> <tr><td>MAR</td><td>93.43</td><td>95.25</td></tr> <tr><td>APR</td><td>93.64</td><td>95.36</td></tr> <tr><td>MAY</td><td>93.83</td><td>95.47</td></tr> <tr><td>JUN</td><td>93.89</td><td>95.34</td></tr> <tr><td>JUL</td><td></td><td></td></tr> </tbody> </table>	Month	2021-2022 (%)	2022-2023 (%)	SEP	96.75	97.5	OCT	95.85	96.68	NOV	95.22	96.6	DEC	94.04	95.41	JAN	93.83	95.87	FEB	93.17	95.51	MAR	93.43	95.25	APR	93.64	95.36	MAY	93.83	95.47	JUN	93.89	95.34	JUL			<p>1, 2, 3, 4, 5</p>
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<ul style="list-style-type: none"> <li>Pupil Premium Teaching Assistant Champion in each year group. This TA will follow up on attendance, reading books, wellbeing, and PP targets being met.</li> <li>SEASIDE curriculum is carefully planned to ensure a broad range of opportunities and experiences. (£14,080)</li> </ul>	<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> <ul style="list-style-type: none"> <li><i>'Forever Flourishing' is the school's ethos, which encourages pupils to always do their best. Pupils live the school's values of grace, integrity and aspiration every day. They develop their well-being through the school's 'head, heart, hands' approach, while thinking 'inside out' promotes their individual spirituality. There is a buzz about what pupils experience at the school. Leaders are adamant that all pupils will play an active role in school life. OFSTED 2023</i></li> <li><i>The team provides appropriate academic and pastoral support for each pupil at the right time. OFSTED 2023</i></li> <li><i>Pupils develop a host of creative skills through arts and storytelling festivals. Musical elements are extremely strong, with pupils experiencing a whole host of different opportunities to perform and be performed to, including with other schools. OFSTED 2023</i></li> </ul>	<p>3, 4, 5</p>																																				

<ul style="list-style-type: none"> <li>• Parental engagement re. Home learning – pastoral support for hard to reach, early intervention on pastoral care.</li> <li>• Adoption coffee mornings to allow families to build strong connections with our school and ensure needs of individuals are being met.</li> <li>• Laptops are still available for loan to support home learning.</li> <li>• Equal access to a wide variety of extra-curricular clubs/music etc - <b>Families in receipt of the PP grant do not automatically qualify; this is at the school's discretion.</b></li> <li>• PP pupils are supported through holiday club support and food bank vouchers.</li> </ul>	<p>EEF identifies that parental engagement has extensive impact, especially approaches and programmes which aim to develop parental skills.</p> <ul style="list-style-type: none"> <li>• <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></li> </ul> <p>School navigator to deliver Building Resilience in Families and Children sessions. These are 90 minute sessions. The first session was held on November 15<sup>th</sup>.</p>	<p>4, 5</p> <p>1, 2, 3, 4</p> <p>4</p> <p>4</p> <p>3, 4, 5</p>
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## 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 2022 to 2023 academic year.

#### Review: last year's aims and outcomes 2022-2023

Desired Outcome	Progress towards desired outcome
<p>Children will achieve the expected standard in writing in the end of KS2 writing assessment.</p> <p>Children achieve well in all subjects.</p>	<p>Reading and writing</p> <ul style="list-style-type: none"> <li>•</li> <li>• High quality texts used to inspire writers.</li> <li>• Lessons are sequential and aspirational for all learners.</li> <li>• Children are highly engaged learners in all subject areas</li> <li>• All children, including those with SEND, make progress within lessons.</li> <li>• Learning and applying new vocabulary is a strength.</li> <li>• Subject leaders have reviewed and developed their progression pathways to ensure children know more, do more and remember more.</li> <li>• Writing KS1 data was 73%.</li> <li>• Writing KS2 data was 86%</li> <li>• SPAG KS2 data was 91%</li> <li>• Reading data at end of KS2 was 91%</li> </ul>
	<p>Phonics</p> <ul style="list-style-type: none"> <li>• Staff are highly skilled in phonics.</li> <li>• Teaching demonstrates pupil progress within lessons.</li> <li>• High quality phonics teaching in Key Stage Two for pupils who are working below the expected standard.</li> <li>• Pupils have access to high quality books and these are matched to their phonic ability.</li> <li>• 100% pass rate in Year 1 phonics screen 2023.</li> </ul>
	<p>Maths</p> <ul style="list-style-type: none"> <li>• Staff are highly skilled in maths mastery.</li> <li>• Teaching demonstrates pupil progress within lessons.</li> <li>• Number fluency is prioritised.</li> <li>• Average score of 22 in Year 4 Multiplication Check 2022.</li> <li>• Maths KS2 data was 89%</li> </ul>
<p>Children will achieve the expected standard in the end of KS2 reading assessment.</p>	<ul style="list-style-type: none"> <li>• High take up of children at extra-curricular clubs across the school.</li> <li>• Wide variety of opportunities provided within our broad curriculum: spirituality exhibition, working with local artists, storytelling festival, beach school, NSSW, sports tournaments, HHH clubs, further SEASIDE curriculum opportunities.</li> <li>• SEASIDE leaders monitor and evaluate new and planned initiatives related to our SEASIDE themes.</li> </ul>
<p>Children are emotionally resilient.</p>	<ul style="list-style-type: none"> <li>• Strong pastoral leadership who embraces working with and alongside external agencies to ensure high quality provision for pupils. Eg The Listening Ear, Aspire, Family Hub, Social Care</li> <li>• Full time FSW ensures consistency of provision and communication with pupils and families.</li> <li>• All pupils with an EHC receive personalised pastoral support.</li> <li>• Effective pastoral intervention is delivered, tracked and impact is monitored.</li> </ul>

<p>Good attendance for all pupils including disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• Strong relationships built between school and families through parent meetings, coffee mornings, FSW, SAPP team leads.</li> <li>• Strong leadership of attendance with rigorous follow up on attendance including TAC meetings, home visits, EHA.</li> <li>• Strong pastoral support provided for pupils in order to address barriers for regular attendance</li> </ul>
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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