

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	7.6%
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 2024
Date on which it will be reviewed	December 2025
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	£64,100
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	£64,100

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. In terms of percentage, in most year groups, there are less disadvantaged children than non-disadvantaged children meeting the expected level in writing.
2	Assessments, observations and discussions with staff and pupils suggest that disadvantaged children have greater difficulties within reading than their non-disadvantaged peers.
3	Internal and external assessments indicate that maths attainment among disadvantaged children is below or significantly below that of non-disadvantaged children. 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 slightly higher proportion of our disadvantaged children are not attending extra-curricular activities compared to our non-disadvantaged children.
5	Our attendance data indicates that the attendance for disadvantaged children is lower than their peers. A greater % of our disadvantaged pupils have been 'persistently absent' compared to their non-disadvantaged peers. Our assessments and observations indicate that lower attendance is 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: £14,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assessment		
Rising Stars standardised assessments purchased for whole school. Assessment training delivered to staff to support with administering tests and analysing assessment data.	<i>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</i> Diagnostic assessment EEF	2,3
Diabels assessments introduced to support with identifying pupils who require targeted intervention to improve reading speed.	<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	2
Use of revisits across the curriculum being monitored to support with reducing students cognitive load and further improve knowledge retention.	<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>	1,2,3
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	<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> <ul style="list-style-type: none"> <i>Pupil progress meetings have meant 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> 	1,2,3,5

<p>Reading</p> <p>Reading Eggs fluency and comprehension programme introduced across whole school to support low attaining readers.</p> <p>Purchase of 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. FP and HS attending training and delivering as part of staff CPD.</p> <p>Changes to whole class reading approach. Teachers modelling prosody and fluency in lessons (move away from 'popcorn' reading).</p> <p>Maths Mastery maths approach used throughout the school.</p> <p>Continued CPD for Teachers and Teaching Assistants in the mastery maths approach.</p> <p>Whole School NCTEM training and development.</p> <p>Creation of STEM team involving maths, DT, Science and Computing</p> <p>Whole School focus on improving teaching and learning in the classroom through school INSET and Collaborative Learning Teams. <ul style="list-style-type: none"> Focus on task design and making learning visible for all learners to ensure depth of understanding and equity across the school. </p> <p>Writing</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 them model themselves.</i></p> <p>Reading is clear and prioritised on timetable (mapped out for teachers) with more time allocated for reading and reading for pleasure.</p> <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> <p>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. Evidence base: High "Task design in maths is exceptional." Ofsted 2024</i></p>	<p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>3</p> <p>3</p> <p>3</p> <p>1,2,3</p> <p>1,2,3</p>
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<p>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>Speaking and Listening</p> <p>FP and TW developing oracy progression map and resources using Voice 21 to support children with oracy skills across the school.</p> <p>Arts and PE</p> <p>School working towards Arts Mark award through Cultural Hub activities.</p>	<p><i>Teach writing composition strategies through modelling and supported practice. This is recognised by the EEF as having extensive impact.</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>Artsmark Award</i> <i>Cultural Hub events accessed by all children including: art, National opera, cultural dance workshops (PDSW), rap artists, yoga and mindfulness sessions, Japanese origami sessions and with sculpture sessions with professional artists.</i> <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></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> <ul style="list-style-type: none"> • <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</i> 	<p>1</p> <p>1</p> <p>1,2</p> <p>4,5</p>
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	<p><i>experience at the school. Leaders are adamant that all pupils will play an active role in school life. OFSTED 2023</i></p> <ul style="list-style-type: none"> <i>The team provides appropriate academic and pastoral support for each pupil at the right time. OFSTED 2023</i> <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> 	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £25,000

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.	<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"> <i>100% pass rate in Year 1 Phonics in 2023</i> <i>97% pass rate in Year 1 Phonics in 2024.</i> <p><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></p>	1, 2
TA training with focus on precision teaching led by SENCo and HLTA	Small group intervention is recognised as having moderate impact.	1, 2, 3
KS2 Maths breakfast club for children WT ARE from Autumn 2 to Summer 1	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.	3

<p>Half termly programme of wave boarding physical intervention with PE lead in discussion with SENCo.</p> <p>SENCo and Inclusion team led training on individual learning plan SMART targets to all teaching staff.</p>	<p><i>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</i></p>	<p>4</p> <p>1, 2, 3, 4</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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
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
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 0.4 to support children's emotional resilience. Close work with families.		
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	
SEASIDE curriculum - planned to ensure a broad range of opportunities and experiences.	https://www.churchofengland.org/sites/default/files/2023-06/our-hope-for-a-flourishing-schools-system-report.pdf	
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	
MyTime, young carer training for whole school staff and awareness for pupils.	https://www.mytimeyoungcarers.org/	

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 2023 to 2024 academic year.

Review: last year's aims and outcomes 2023 – 2024

Desired Outcome	Progress towards desired outcome
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	<ul style="list-style-type: none"> High quality texts and themes used to inspire writers. Lessons are sequential and aspirational for all learners. Children are highly engaged learners in all subject areas All children, including those with SEND, make progress within lessons. Learning and applying new vocabulary is a strength. Subject leaders have reviewed and developed their progression pathways to ensure children know more, do more and remember more. Writing end of KS2 82.5% SPAG end of KS2 88.9% Reading end of KS2 84.1%
Children will make progress achieve the expected standard (or closer to the expected standard) in 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. Reading cafes were great success during World Book Day – pupil and parents voice was very supportive and positive. Emphasis on Reading for Pleasure. KS2 teacher developing the reading Pupils have access to high quality books and these are matched to their phonic ability. 100% pass rate in Year 1 phonics screen 2023 97% pass rate in Year 1 phonics screen 2024. Reading End of KS2 84.1%
Children will have increased knowledge retention in maths.	<ul style="list-style-type: none"> Staff are highly skilled in maths mastery. Maths lead out of class to enable greater support to teaching staff and children. Teaching demonstrates pupil progress within lessons. Number fluency is prioritised. Average score of 23 out of 25 in Year 4 Multiplication Check 2024. Maths End of KS2 87.3%
Children are emotionally resilient.	<ul style="list-style-type: none"> Strong pastoral leadership who embraces working with and alongside external agencies to ensure high quality provision for pupils. E.g. The Listening Ear, Aspire, Family Hub, Social Care Introduction of Inclusion Team ensures consistency of provision and communication with pupils and families. All pupils with an EHCP receive personalised pastoral support. Effective pastoral intervention is delivered, tracked and impact is monitored. High take up of children at extra-curricular clubs across the school. Well-being activities offered ad part of head, Heart, Hands Clubs each Friday.
Improvement in school attendance for PP pupils.	<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

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