

Pupil premium strategy statement



St. Katharine's CofE (VA) Primary School

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 Katharine's CE (VA) Primary School
Number of pupils in school	437
Proportion (%) of pupil premium eligible pupils	6.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2021 2021-2022 2022-2023
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Sarah Richardson
Pupil premium lead	Denise Thomson and Sarah Richardson
Governor / Trustee lead	Margaret Waters and Margaret Prestwood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,350
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	£57,700

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 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 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: £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) • 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) • English subject lead working with year 3 and Year 4 team to develop high quality writing opportunities which close gaps and raise attainment. • 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) • 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. 	<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> <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> <p>Teach writing composition strategies through modelling and supported practice. This is recognised by the EEF as having extensive impact.</p> <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</p> <p>EEF toolkit identifies that Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>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.</p>	<p>2, 4</p> <p>3,4</p> <p>1,3,4</p> <p>1, 2, 3, 4, 5</p> <p>1, 2, 3, 4</p>

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

Budgeted cost: £36,540

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. (£5000) 	<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>	<p>1, 2, 3,</p>
<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) 		<p>1, 2, 3, 4, 5</p>
<ul style="list-style-type: none"> IDL intervention delivered in year 5 and 6 to support the reading and spelling progress. (£400) 	<p>Small group intervention is recognised as having moderate impact.</p>	<p>1, 2, 3</p>
<ul style="list-style-type: none"> Clicker 7 purchased for pupils to support writing and transcription. (£3000) 		<p>3</p>
<ul style="list-style-type: none"> High quality interventions in writing and maths to secure skills and close gaps. (£17,063) 	<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>1, 2, 3</p>
<ul style="list-style-type: none"> Ongoing pastoral and ELSA support to help build children's emotional resilience. ELSA supervision included. (£10,977) 	<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>	<p>4, 5</p>

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"> 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. Pupil Premium Teaching Assistant Champion in each year group. This TA will follow up on attendance, reading books, wellbeing, and parent communication at gate. SEASIDE curriculum is carefully planned to ensure a broad range of opportunities and experiences. (£14,080) Trick Box Parent refresher meeting and specific Trick Box Courses. (£500 for cover for staff running courses) Parental engagement re. Home learning – pastoral support for hard to reach, early intervention on pastoral care. Adoption coffee mornings to allow families to build strong connections with our school and ensure needs of individuals are being met. Laptops are still available for loan to support home learning. 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>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> <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>EEF identifies that parental engagement has extensive impact, especially approaches and programmes which aim to develop parental skills.</p>	<p>1, 2, 3, 4, 5</p> <p>3, 4, 5</p> <p>4, 5</p> <p>1, 2, 3, 4</p> <p>4</p> <p>4</p> <p>3, 4, 5</p>

Total budgeted cost: £57,620

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.

Due to COVID-19, performance measures have not been published for 2021 to 2022, and 2021 to 2022 results will not be used to hold schools to account.

The progress we have made towards our desired outcomes is outlined below.

Review: last year's aims and outcomes 2021-2022

Desired Outcome	Progress towards desired outcome
<p>The school will work to address the impact of covid-19 on all children and families but with particular focus on disadvantaged pupils.</p> <p>Academic achievement for all pupils including disadvantaged to increase.</p>	<ul style="list-style-type: none"> • High quality texts 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.
	<ul style="list-style-type: none"> • Staff are highly skilled in phonics. • Teaching demonstrates pupil progress within lessons. • High quality phonics teaching in Key Stage Two for pupils who are working below the expected standard. • Pupils have access to high quality books and these are matched to their phonic ability. • 95% pass rate in Year 1 phonics screen 2022. • 95% pass rate in Year 2 phonics re-takes in 2022
	<ul style="list-style-type: none"> • Staff are highly skilled in maths mastery. • Teaching demonstrates pupil progress within lessons. • Number fluency is prioritised. • Average score of 22 in Year 4 Multiplication Check 2022.
<p>Continue to evaluate and develop our full curriculum that allows all children to flourish.</p>	<ul style="list-style-type: none"> • High take up of children at extra-curricular clubs across the school. • 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. • SEASIDE leaders monitor and evaluate new and planned initiatives related to our SEASIDE themes.
<p>All disadvantaged children in need of therapy, ELSA or pastoral support will be identified and receive appropriate support.</p>	<ul style="list-style-type: none"> • 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 • Full time FSW ensures consistency of provision and communication with pupils and families. • All pupils with an EHC receive personalised pastoral support. • Effective pastoral intervention is delivered, tracked and impact is monitored.
<p>Good attendance for all pupils including disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Strong relationships built between school and families through parent meetings, coffee mornings, FSW, SAPP team leads. • Strong leadership of attendance with rigorous follow up on attendance including TAC meetings, home visits, EHA. • 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