

Pupil premium strategy statement – St Catherine’s Catholic Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	108
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Rebecca Davies
Pupil premium lead	Rebecca Davies
Governor / Trustee lead	Denis Smith

Funding overview – Will be updated in April after move to academy

Detail	Amount
Pupil premium funding allocation this academic year	£ 29,795
Recovery premium funding allocation this academic year	£ 2,571
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£32,366

Part A: Pupil premium strategy plan

Statement of intent

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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to wider school plans for education recovery, including in its targeted support through the School Led Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will: -

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. It also suggests they perform lower in the Year 1 phonics check,
2	Assessments, observations and discussions suggest disadvantaged boys generally have greater difficulty with reading comprehension particularly at KS2.
3	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many children. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Information shows that disadvantaged pupils attendance is lower than their peers, this then impacts on both SEMH and attainment.

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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none">• The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.• the percentage of all pupils who are persistently absent reducing.
To ensure all pupils make good and sustained progress from their starting point in phonics.	<ul style="list-style-type: none">• Children to be closely monitoring to ensure they make progress in phonics.• To ensure that children who have not achieved the pass mark in Year 1 continue to receive support to enable them to reach the required standard.
For ALL pupils to achieve well in relation to their starting points in Maths.	<p>Children to become confident mathematicians demonstrated by:</p> <ul style="list-style-type: none">• Children being number fluent shown through successful implementation of Mastering number.• Increased percentage of children achieving well in Yr4 times table tests.• Children's attainment showing good progress through 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: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). Implementation of Mastering Number at Key Stage 1 and Key stage 2.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	2

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

Budgeted cost: £ 16,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Precision teaching for reading and spelling.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2
One to one/ small group support maths – keep up not catch up.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3
Reading intervention/ structured spelling and grammar programmes across KS2	Support pupils to develop fluent reading capabilities EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf (d2tic4wvo1iusb.cloudfront.net)	2

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

Budgeted cost: £ 3,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Elsa sessions 1 to 1 and group for key identified children.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Social and emotional learning EEF (educationendowmentfoundation.org.uk)	4
Use of before and after school clubs as a nurture approach.	As above	4, 5
Targeted attendance support		5

Total budgeted cost: £ 32,400

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our number of children in each cohort is low therefore using percentages to look at disadvantaged outcomes is not always helpful. There are always lots of contextual information to add.

There are no disadvantaged children in the 23/24 EYFS cohort.

There were 3 disadvantaged pupils in Year 1. 1 child passed the phonic screening check.

There were 3 disadvantaged children in Year 6, 2 meet the expected standard for RWM which is slightly above national.