St Catherine's Pupil Premium Strategy Statement

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 Catherine's
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	5.9% 25 pupils
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2025 to 2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Headteacher
Pupil Premium lead	Sen Selvi
Governor Lead	Peter Collins & Francesca Giacon

Funding overview 25-26

Detail	Amount
Pupil premium funding allocation this academic year	£40,504
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	£40,504

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. Quality first 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, notably in its targeted support through the school tutoring and interventions for pupils whose education has been worst affected, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs, not assumptions about the impact of disadvantage.

The approaches we have adopted are coherent and mutually reinforcing, enabling disadvantaged pupils to achieve well and make strong progress from their starting points. To ensure these approaches are effective, we will:

- ensure that disadvantaged pupils access ambitious work that is well matched to their needs, with staff identifying gaps in knowledge and skills swiftly and taking timely, targeted action to remove barriers to learning;
- implement a consistent, whole-school approach in which all staff are accountable for the progress and attainment of disadvantaged pupils, maintaining high expectations and securing positive outcomes through strong teaching and effective use of assessment.

Challenges

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

Challenge number	Detail of challenge
1 **Oracy**	Assessment, observation and pupil voice indicate that many disadvantaged pupils have underdeveloped oral language skills and gaps in vocabulary. These needs are evident from the early years through to Key Stage 2 and are more pronounced among disadvantaged pupils than their peers. This has had a detrimental impact on their ability to express ideas effectively in writing and, consequently, on their overall writing progress. Research by National Literacy Trust (2024) shows: • Almost a third (31%) of five-year olds started primary school without the language, communication and literacy skills they need to thrive • This statistic rises to almost half (47%) of children from disadvantaged communities The Oracy Education Commission (DFE 2024) outlined: Oracy is a stated priority for the new government and its on going Curriculum and Assessment Review is to focus its attention in part on young people's speaking and listening skills
2 **Social, Emotional Mental Health Suppor**t	Assessment information (including wellbeing surveys), behaviour records, observations, and discussions with pupils and families indicate that a significant number of pupils experience social and emotional needs. These challenges affect pupils' engagement at play, their interactions with peers, and their ability to articulate and regulate their feelings appropriately. Several pupils currently require targeted support to address these social and emotional needs.
3 **Curriculum Enrichment**	Wellbeing surveys, assessment information and discussions with pupils and their families indicate that disadvantaged pupils have had more limited access to enrichment opportunities and life experiences. This lack of exposure has had a negative impact on their language development and ability to make connections as well as their limited progress and attainment across the curriculum.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our 3-year strategy plan Dec 2027)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Challenge 1: Development of Oracy	
To ensure children have sufficiently wide vocabulary to meet the expected levels for their age-related expectations. Children are confident and able to express themselves effectively within their learning environment. Pupils develop a broad and rich vocabulary and are confident in their use of language, which supports them to raise their attainment across the curriculum. Children can access enrichment activities that enable and develop oracy opportunities including drama, role-play and workshops	Pupils' books across the curriculum demonstrate accelerated progress in language and vocabulary development. This is seen through ongoing monitoring through learning walks, book looks and informal drop ins, Learning walks show that there is greater engagement and contribution in lessons. Pupil voice and learning walks indicate a greater breadth of language acquisition and use within the classroom environment Children in EYFS make measurable progress through TalesToolkit
Intended Outcome	**Success Criteria**
Challenge 2: Social Emotional Mental Health Support	
Pupils demonstrate improved emotional awareness and ability to express their feelings appropriately.	Pupils can name and describe a range of emotions in structured and informal set-tings. Pupils increasingly use appropriate lan-guage to communicate their feelings to peers and adults. Observations and discussions show a re-duction in frustration-related behaviours linked to miscommunication of emotions.

Pupils develop effective self-regulation strategies.	Pupils independently use taught strategies (e.g., breathing techniques, time-out, widget visual supports, zones of regulation) to manage emotions. Behaviour records show a reduction in incidents linked to emotional dysregulation. Staff observations indicate improved recovery time following emotional distress.
Pupils show improved engagement in play and learning activities.	Pupils participate more consistently and positively during playtime and structured activities. Wellbeing surveys and observations indicate increased enjoyment and confidence in engagement. Reduced need for adult intervention to sustain involvement in activities.
Pupils demonstrate improved social interaction skills with peers.	Pupils initiate and maintain positive interactions with peers more frequently. There is a noticeable increase in cooperative play and group participation. Behaviour records show a reduction in conflicts or social misunderstandings.
Targeted pupils make measurable progress in social and emotional development.	Assessment data (including wellbeing surveys) shows improvement for pupils receiving targeted support. Individual support plans demonstrate clear progress against personalised targets. Feedback from families and pupils reflects improved confidence and wellbeing.
Strong partnerships with families support pupils' social and emotional development.	Regular communication with families demonstrates shared strategies and consistency between home and school.

	Family feedback indicates increased understanding and support of pupils' needs. Discussions with families reflect positive changes in pupils' behaviour and emotional wellbeing.
Intended Outcome	**Success Criteria**
Challenge 3: Curriculum Enrichment Opportunities	
All children have access to a range of curriculum experiences Relevant staff work in partnership with families to provide support Pupils have access to after school clubs that interest them and enables them to explore their talents and skills Pupils talk positively about themselves as learners. Pupils can confidently express their achievements, needs and challenges and talk about strategies they can use to support themselves, as well as how adults can support them Staff understand behaviour as a communication and the possible barriers to learning which affect emotional regulation. Class deploy strategies effectively to support and guide pupils. Pupils have an increased emotional literacy. Our disadvantaged children have a "bank" of cultural knowledge and cultural experiences that they can call upon to help them navigate the next stage of their learning with increased opportunities.	A significant increase in participation in enrichment activities such as among disadvantaged pupils Opportunities for holiday camps and themed experiences. Pupils enjoy the outside space as a learning environment and Forest School is accessed by disadvantaged pupils with their class and in small groups. Children are targeted to participate in clubs such as fencing and golf to widen their experiences Pupils are encouraged to excel in the wider curriculum with opportunities to explore or develop specialist skills such as the Young Poet Laureate Competition. Pupils are able to express feelings and use self-regulation strategies effectively evidenced in observations Pupils feel happy, safe and well supported in school. They are supported to be calm alert and ready for learning through soft starts, sensory circuits, and early morning activities. This is evidenced in learning walks and pupil voice.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year (25-26)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality CPD to support the ongoing development of high-quality teaching, assessment and a curriculum which responds to the needs of pupils	EEF – Effective professional development indicates that high quality teaching is the most important lever schools have to improve pupil attainment, particularly for disadvantaged pupils. We will focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. Professional development should be targeted to ensure that it builds on existing knowledge, develops teaching techniques, embeds good practice and motivates staff to make the link with professional development and improved teaching and learning in the classroom. Further access to a rich vocabulary further develops pupils' language development. Improving Literacy in Key Stage 2 | EEF (educationendowmentfoundation.org.uk) Teacher Feedback to Improve Pupil Learning | EEF (educationendowmentfoundation.org.uk)	1,2,3
All pupils to receive quality first teaching which includes our St Catherine's non-negotiables which ensures all teachers have the highest possible	Access to subject based vocabulary supports children to gain and retain knowledge across the curriculum. NFER Report (2015) (Supporting the Attainment of Disadvantaged Pupils) indicates that more successful schools	

expectations for all pupils in their class. Lessons to be appropriately adapted and scaffolded to meet the needs of all children, ensuring they can access the learning and are fully involved. Feedback to be subject based and next steps are clear and explicit for each child.	have an ethos of high attainment for all pupils. They view each pupil as an individual and therefore avoids stereotyping disadvantaged pupils by referring to them as a group. Never assume all disadvantaged pupils face similar barriers or have less potential to succeed. All NFER Reports including as recent as April and May 2026 indicate high quality teaching for all is fundamental to supporting the attainment of disadvantaged pupils. EEF – Target teaching and support by accurately assessing pupils' needs. The "Five a day" approach describes the five approaches that the evidence base underpinning the SEN Mainstream guidance reports suggests teachers should be considering for all learning including those with SEND. This has a positive impact for all learners.	
Effective teaching of phonics and spelling through "Little Wandle" and "No Nonsense Spelling Programme"	The EEF Toolkit states the phonics approach has been consistently effective in supporting pupils to master the basics of reading, with an average impact of an additional +5 months progress. Use of small tuition groups is identified as supporting +4 months progress.	1 and 2
Dedicated training sessions for support staff to further develop their skills and knowledge across the curriculum	Whole school training ensures consistency of approaches. Staff improve teaching pedagogy which both increases their subject knowledge as well as confidence which has a positive impact on pupils progress.	1, 2, 3
English – Thorough and regular monitoring and moderation of	Outcomes for children highlighted the need for further moderation particularly for GD writing. Internal moderation and	1, 2

writing across all year groups. Moderation Training for key staff	external moderation with nearby schools.	
Reading – Increased book provision ensuring there is a wide variety of books available across the school for children to read. To continue to develop a pleasure and love for reading To increase the diversity of books across the curriculum so that they better represent our community	EEF guidance on improving literacy indicates that schools should support children to develop reading fluency. Ensuring children have access to a wide range of reading materials they can relate to and fosters their likes and interests supporting pupils to develop a love for reading which in itself can improve fluency.	1, 2, 3
Wider strategies – Continue funding the employment of specialist teachers for PE, Music, French and Forest School	Specialist provision ensures that pupils have access to consistently high-quality teaching by subject specialists. This ensures we deliver a high-quality enriching wider curriculum to all pupils including those who are disadvantaged Pupils with talents in the wider curriculum are recognised and their skills are developed through attendance at specialist events, competitions and festivals,	
Recruitment and retention of teaching staff	Due to the current difficulties in teacher recruitment especially in London we have to ensure that working at St Catherine's is attractive, sustainable and rewarding. Managing workload and supporting the delivery of effective professional development are key to retaining great teachers. Reducing school workload - GOV.UK (www.gov.uk) EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)	

Mentoring and Coaching Early Career teachers	Ensuring the ECT training provider adheres to the following approach EEF-Effective-PD-Mechanisms-Poster.pdf (d2tic4wvo1iusb.cloudfront.net)	1,2,3

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

Budgeted cost: £ 4,544

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop whole school implementation of oracy strategies to develop language skills and the ability to speak about learning	For all staff to receive targeted training to support the most vulnerable learners with their talk for learning (Oracy) and making their learning "stick" For an ongoing programme of support for year groups with high number of disadvantaged pupils (compared to other year groups). This will tailor learning and strategies deployed so that these children make accelerated progress. Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners use of vocabulary, articulation of ideas and spoken expression.	1, 2
Small group tutoring & interventions	Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind Small group tuition | EEF (educationendowmentfoundation.org.uk) Tutoring_Guide_2022_V1.2.pdf (d2tic4wvo1iusb.cloudfront.net)	1, 2, 3

Big Cat books for Little Wandle fluency link to the phonics scheme	Little Wandle is an evidence based phonics programme and Big Cat decodable books are fully matched to its progression. This alignment applies phonics accurately, builds fluency and confidence and closes early reading gaps. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | EEF (educationendowmentfoundation.org.uk)	1, 2
Speech and Language targeted interventions	Children have been identified and receive tailored support to help with speech and language difficulties and strategies are put in place to support pupils within the classroom setting and at home.	1, 2
TAs to deliver structured Interventions to support language development, literacy, and numeracy,(language groups, precision teaching)	Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress Nuffield Early Language Intervention Scale Up | EEF (educationendowmentfoundation.org.uk) Education Endowment Foundation | EEF Selecting_interventions_tool.pdf (d2tic4wvo1iusb.cloudfront.net)	1, 2
IAT (Inclusion Advisory Team)	Targeted support from the Inclusion Advisory Team (IAT) helps identify and remove barriers to learning for pupils	2
Invest in new books for the school library to encourage reading for pleasure	Access to high quality, engaging books increases reading for pleasure, which is strongly linked to improved vocabulary, comprehension and academic outcomes. Investing in new diverse library books increases motivation to read, broadening cultural capital and helping to close literacy gaps.	1, 2, 3
BICS support	Children identified with social and emotional needs receive support from BICS through referrals.	2
Subscriptions to online learning sites to be used in school and at home	EEF Guidance report was used to support senior leaders and teachers to make better informed decisions based on the best available evidence. School	1,2,3

including: Tapestry, Numbots, Times Tables Rock Stars, IDL	have referred to practical examples of technology being used in ways which support improved teaching and improve pupil learning	
Subscription to Little Wandle, ongoing training to upskill teaching staff	Little Wandle provides high outcomes when Teachers have complete fidelity to the programme so that it is taught consistently in all classes. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way the words are written	1

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

Budgeted cost: £3,960

Activity	Evidence that supports this approach	Challenge number(s) addressed
Personal Development and Financial Development – Provision of a 4 day a week non class based Inclusion Leader /Pastoral Leader to support the development of the social, emotional and mental health at both strategic and management levels continues to be essential	EEF Pupil Premium Guidance Sept 23 indicates the positive outcome of wider strategies supports not only the disadvantaged pupils but the rest of the class. “significant non-academic challenges – such as attendance, behaviour and social and emotional needs can have a negative impact on academic outcomes. Addressing wider barriers to learning is an important part of any Pupil Premium Strategy” The continued periods of the financial crisis and the cost of living difficulties continues to impact pupils’ educational achievement as the home situations increase the stress felt by families. Ongoing monitoring systems identifies individuals needs so that swift action can be taken. Levels of engagement with other professionals (eg social workers, Early Help, BiCs, CAMHS) provides families with a more holistic approach to their needs.	1, 2, 3

Personal Development and Financial Support Workshops (in person and online) trips, residentials, and whole class experiences to support participation in the Arts. Financial support is also arranged on individual basis at the discretion of the Headteacher.	The EEF Toolkit states overall the average impact of Arts participation on other areas of academic learning appears to be positive approx. +3 months progress. These activities also help support engagement and wellbeing	1, 2, 3
Parent App	Improved communication between home and school to improve level of engagement for disadvantaged pupils	2,3
Development of a designated quiet learning space	This was recommended by external advisors to support children with additional needs to regulate and focus in lessons.	1,2,3

Total budgeted cost: £ 40,504

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 2024 to 2025 academic year.

Outcomes

National Tests Outcomes 2025:

	Cohort	Disadvantaged
GLD	76.7%	100%
	Cohort	**Disadvantaged**
Phonics Screening	95%	100%
MTC	**Cohort**	**Disadvantaged**
MTC Average	24.4	21.5
MTC 25/25	88.7%	75%

KS2	WA+	Disadv WA+	High Score (110+)	Disadv high score (110+)	Av Scaled Score	Disadv Scaled Score
Reading	97%	100%	56.6%	44%	110	108.1
Writing	87%	88%	30%	11%	-	-
SPAG	95%	100%	50%	44%	110	108.2
Maths	95%	100%	45%	33%	109	107.2
Combined	85%	88%	27%	11%	-	-