St Catherine's Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 Catherine's
Number of pupils in school	421
Proportion (%) of pupil premium eligible pupils	8.3%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022 to 2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024(annually)
Statement authorised by	Headteacher
Pupil premium lead	Holly Evans
Governor / Trustee lead	Peter Collins & Francesca Giacon

Funding overview 23-24

Detail	Amount
Pupil premium funding allocation this academic year	**£54,343**
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 6,126
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	£60,469

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 National 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, 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 indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from nursery through to KS2

	and in general, are more prevalent among our disadvantaged children than their peers. This has impacted on their writing progress.
2	Our assessments (including wellbeing survey), behaviour tracker, observations and discussions with pupils and families have identified social and emotional issues for many children. This has had an impact on the children's play and interactions with their peers and their ability to articulate and communicate their feelings in a constructive manner. Several pupils currently require additional support with social and emotional needs
3	Our wellbeing surveys, assessments and discussions with children and their families have identified disadvantaged children as having a notable lack of enrichment opportunities and experiences. This challenge has had a particular effect on disadvantaged pupils' language, progress, and attainment. Teacher referrals for support have markedly increased during the pandemic.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan Dec 2025)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Our disadvantaged children have age - appropriate language and communication skills and are able to articulate their feelings, knowledge and understanding with ease.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Our disadvantaged children are confident and have good self-esteem and social skills, showing an understanding of their emotional wellbeing and the feelings of others in their immediate and extended community.	Sustained high levels of wellbeing demonstrated by qualitative data from pupil voice, student and parent surveys and teacher observations.
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, particularly among disadvantaged pupils

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year (23-24)** 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	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. We will focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. Improving Literacy in Key Stage 2 | EEF (educationendowmentfoundation.org.uk) Teacher Feedback to Improve Pupil Learning | EEF (educationendowmentfoundation.org.uk)	1,2,3
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)	2
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: £ 18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Booster tutoring for children in yr 5 and 6	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
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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)	
TA's 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
Targeted Language interventions for each	The targeted use of oral language interventions/ approaches will support	1, 2

year group to enable accelerated progress in language and vocabulary skills.	disadvantaged pupils to catch up with peers, Making Best Use of Teaching Assistants | EEF (educationendowmentfoundation.org.uk) Oral language interventions | EEF (educationendowmentfoundation.org.uk)	

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

Budgeted cost: £10,469 (£6126 – covid recovery)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils social and emotional needs	Social and emotional skills support effective learning and are linked to positive outcomes later in life. We use a blend of whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully Learning behaviours | EEF (educationendowmentfoundation.org.uk)	1, 2
Increased arts participation	Arts participation approaches have a positive impact on academic outcomes in other areas of the curriculum Arts education | EEF (educationendowmentfoundation.org.uk)	1, 2, 3
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1,2,3
Development of a sensory room, targeted sensory provision and additional intervention spaces	This was recommended by external advisors as a way to support children with additional needs to regulate and thus focus in lessons.	1,2,

Total budgeted cost: £ 60, 469

Part B: Review of outcomes in the previous academic year 2022- 23

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Our external assessments during 2022/23 showed that the pupils achieved above national expectations in all areas. The EYFS GLD was 75.9%, phonics check result was 98.3%. Both KS1 and KS2 SATS were significantly above nationals in all three areas. Disadvantaged children achieved in line with their non disadvantaged peers, unless they had other barriers to learning such as a Special Education Need. Disadvantaged children made above average progress in all three areas.

Importantly progress in Writing and maths at KS2 was above national, this was impacted by the small group tuition and the whole school focus on writing.

Attendance continued to be exemplary for the past year at 97%.

Following on from last year we were aware that pupil behaviour, wellbeing and mental health had been significantly impacted COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We continued to use pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.