

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 Primary School
Number of pupils in school	127
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	21-22
Date this statement was published	Oct 21
Date on which it will be reviewed	Dec 21
Statement authorised by	FGB /ESM
Pupil premium lead	Lydia Blake
Governor / Trustee lead	Teresa Sturtivant/ Charlotte Targett

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26, 900
Recovery premium funding allocation this academic year	£ 2755
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£29,655

# Part A: Pupil premium strategy plan

## Statement of intent

### **St Catherine's Catholic Primary School.**

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

### **Principles**

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

### **Long term objectives in the implementation of the school PP Strategy**

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- • For all disadvantaged pupils in school to exceed nationally expected rates in order to reach Age Related Expectation at the end of Year 6

- To provide an enriched curricula experience to all PP pupils ensuring that PP attend all trips and residential by supporting 50% of payment.
- To ensure that the impact of partial school closures which have been found to have impacted disadvantaged pupils the most are mitigated.

**The school has the following objectives in the implementation of the current strategy plan 2021-2022.**

- PP pupils in EYFS to make better than expected progress in reading and writing.
- PP pupils to achieve the expected standard at least in line with non PP pupils in reading, writing and maths. (Combined Score.)
- PP pupils to achieve the expected standard at least in line with non PP pupils in writing
- Attendance for PP pupils will be in line with the whole school average of 97%

**This will be achieved through:**

- Quality teaching for all : The Write Stuff , learning journals and mastery teaching across the curriculum.
- Targeted Support: Handwriting skills, NELI Language Intervention, Daily Streamed phonics, Reading Catch-up
- Wider Strategies : Forest Schools lunchtime and after school club, parental engagement for focussed feedback to improve learning outcomes, peer to peer coaching for teachers to improve teaching and learning and outcomes for PP pupils in writing. School funding 50% of school residentials from Year 3 to Year 6.

## Challenges

Challenge number	Detail of challenge
1	Writing attainment for this group of pupils remains below expected both compared to school peers and compared to the 2019 national.
2	The impact of COVID lockdown has been observed to be more significant on KS1 pupils in particular and PP pupils in KS 1. In particular writing and phonics where phonic knowledge, sentence writing and pencil grip have been identified as issues.
3	6 of the PP pupils are pupils identified with complex additional learning needs impacting their cognitive and social, emotional mental health skills. 3 PP pupils have agreed EHCP plans requiring extensive personalised support to enable them to access the curriculum.
4	Attendance for PP pupils is lower than the school average. (95%-97%)

5	Low levels of language skills, impacting progress in Literacy and maths.
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## 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
PP pupils in EYFS make better than expected progress in reading and writing.	Increased numbers of PP pupils will achieve GLD in EYFS.
PP pupils achieve the expected standard at least in line with non PP pupils in reading, writing and maths. (Combined Score.)	80% of PP pupils achieve the expected standard in R,W,M
PP pupils achieve the expected standard at least in line with non PP pupils in writing	85% of PP pupils achieve expected standard in writing. (17 pupils)
Attendance for PP pupils will be in line with the whole school average of 97%	85% of PP pupils have attendance of 97% (17 pupils)

## 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 (for example, CPD, recruitment and retention)

Budgeted cost: The Write Stuff: £1299

Mastery Training: 2 days supply £360

Year 2 Read Write Inc Training 2 days- £1200 for training.

£360 2 days supply

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All staff will use The Write Stuff methodology and CPD to improve outcomes in writing.</p> <p>5 full days of online CPD prior to Sep 2021</p> <p>Full INSET session for planning in Sep 21</p> <p>Planning review by English Lead.</p> <p>Weekly drop ins and planned book looks</p> <p>Peer to Peer Review used to improve teaching and learning</p> <p>No more marking moderation and internal writing moderation.</p>	<p>Evidence from The Learning Space document "Intended design and impact of The Write Stuff" provides research-based evidence on the variety of ways in which this programme supports Learning Science.</p> <p>Peer to Peer coaching models have good scholarly evidence to improve teaching and learning.</p>	<p>15 PP pupils will achieve expected in writing with increased PP pupils reaching GD in writing</p>
<p>Learning journals will be used with all pupil groups- additional focus sessions for PP pupils.</p> <p>Journals will be used to develop pupil's awareness of their learning, areas to develop across of the curriculum.</p> <p>Teachers will have planned time to conference with pupils.</p> <p>Learning journals will be moderated and reviewed and used as the focus for parents' evenings.</p> <p>Conferencing will be linked to pupil progress reviews with staff.</p>	<p>Conferencing and Metacognition interventions show good to moderate impact on pupil outcomes (EEF +4-7mths progress)</p>	<p>15 PP pupils will achieve RWM expected combined.</p>
<p>The implementation of mastery teaching across the curriculum</p> <p>All teachers will use maths mastery to improve outcomes in maths, observed in weekly learning walks.</p> <p>Mastery teaching skills will be used in all curriculum teaching in learning walks.</p>	<p>Mastery teaching evidence suggests moderate impact upon pupil outcomes. (EEF).</p> <p>The implementation of Powermaths scheme supports the implementation of mastery in maths. (EEF suggests +4 months progress)</p>	<p>15 pupils will achieve at least expected maths</p>

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

Budgeted cost:

1x Full time TA- targeted interventions £17,500 (Maths Intervention, handwriting intervention. NELI Intervention.)

12 days teaching supply for Peer to peer coaching sessions: £1920

Dorset Reading Partner cost per volunteer £180 and 3 volunteers @ £150- £630

NELI Intervention training sessions 3 supply days- £480.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>9 PP pupils identified require focus support to improve handwriting skills.</p> <p>The handwriting intervention will be completed daily by identified TA.</p> <p>TA performance management with LB.</p>	<p>The EEF states “fluent writing supports writing composition because pupils cognitive resources are freed from focusing upon handwriting” Therefore a structured handwriting intervention supports this approach and impact on writing will be evident.</p>	<p>9 pupils will achieve expected in writing.</p>
<p>All PP pupils in EYFS and YR1 to improve language skills through access to the NELI language intervention EYFS/Yr1</p> <p>Link to EYFS/Yr1 teachers performance management.</p> <p>Identify groups and link to TA performance management.</p>	<p>The EEF have recognised that the Nuffield Early language intervention as a promising project when completed over 30 weeks.</p> <p>Language interventions have a very high impact at low cost based on EEF evidence (+6 months.)</p>	<p>All EYFS PP pupil attain expected levels of development in speaking and listening.</p>
<p>PP pupils in Yr2/3 access daily streamed phonics.</p> <p>All 3 PP pupils to reach the required standard by the end of Year 1 or achieve close to required standard.</p>	<p>The EEF is due to publish an assessment of data following assessment of this support.</p> <p>EEf evidence indicates that phonics has a high impact (+5mths.)</p> <p>School based data 2020-2021 indicates that consistent streamed teaching can affect good phonic progress- in this year all pupils in Yr 2 who retook achieved the required standard.</p>	<p>All 6 PP pupils in Yr2 and Yr 3 will access phonic/reading catch up intervention.</p> <p>Streamed daily phonics using all KS 1 staff and guided reading implemented according to the RWinc scheme.</p>
<p>Reading catch up.</p> <ul style="list-style-type: none"> <li>Daily reading.</li> <li>Dorset Reading Partners.</li> </ul>	<p>Targeted support for reading 1:1 can improve reading progress</p>	<p>17 PP pupils will achieve the expected standard in Reading.</p>

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

Budgeted cost: £ 5000

£ 900 Residential/ trip support for PP pupils.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Forest schools Lunchtime and after school Forest school club priority will be given to PP pupils with good levels of attendance. Improve pupil and parent feedback.</p>	<p>EEF evidence suggests that Outdoor Learning has a moderate impact upon pupils learning +4 months.</p>	<p>15 PP pupils achieve expected standard in R,W,,M PP attendance is in line with non PP peers.</p>
<p>Provision for all PP pupils to attend all school and enrichment trips and residential provision from EYFS to Yr6 supported by school funding 50% and parents contributing 50% where possible.</p>	<p>EEF evidence suggests that Outdoor Learning has a moderate impact upon pupils learning +4 months.</p>	<p>20 pupils attend/access trips and residential.</p>
<p>Implementation of peer to peer coaching model to improve teaching and learning and pace in lessons Focus upon outcomes for PP pupils in coaching planning.</p>	<p>Peer to Peer coaching models have good scholarly evidence to improve teaching and learning.</p>	<p>15 PP pupils achieve expected standard in R,W,,M</p>
<p>Implementation of pupil feedback. Use of Reflection journals across school daily linked to educational reflection and personal and spiritual reflection</p>	<p>EEF indicates that feedback has very high impact (+6mths) on pupil progress.</p>	<p>15 PP pupils achieve expected standard in Writing.</p>
<p>Parental Engagement All staff to use a structured conversation model to provide focused feedback to PP pupils and parents at parents evening</p>	<p>EEF evidence indicates that Parental engagement projects have moderate impact on pupil outcomes. (+3 months.)</p>	<p>15 PP pupils achieve at least expected in RWM.  All PP parents attend parents evening and know how to support pupils learning.</p>

**Total budgeted cost: £29,655**

## 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 2020 to 2021 academic year.

Please refer to review of PP plan 2020-2021 available on school website.

### 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*

<b>Programme</b>	<b>Provider</b>
Forest Schools	Primary Forest Schools Dorset
Read Write Inc Phonics	Read Write Inc.

