

Pupil premium strategy statement

For the academic year 2024 - 25

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 Katharine's C of E Primary
Number of pupils in school	94
Proportion (%) of pupil premium eligible pupils	1%
Academic year/years that our current pupil premium strategy plan covers	2024 - 25
Date this statement was published	December 24
Date on which it will be reviewed	December 25
Statement authorised by	Niki Jones
Pupil premium lead	Niki Jones
Governor / Trustee lead	Kim Lydon Strutt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 1480.00
School Led Tutoring (including schools' contribution)	none
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total funding the year	£1480.00

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 levels of 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.

As a small school with a significantly lower than national proportion of children whose families qualify for Pupil Premium, we will consider the challenges faced by all vulnerable pupils and those facing challenges; academically, socially and emotionally. 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 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 approach will be responsive to common challenges and individual needs. Continued assessment identifies those children who are not achieving as well as they might be. 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
- regularly review and evaluate the progress of all learners
- place a consistent focus on reading at all ages to ensure that all children develop an at least age appropriate reading level including a focus on developing fluency.

Challenges

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

Challenge number	Detail of challenge
1	In maths: retention of basic fluency skills and key number facts, x tables
2	Reading: fluency, accuracy and reading rate
3	A very small minority of children have emotional difficulties that impact on their readiness for learning. We support children for whom anxiety can impact 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
<p>Disadvantaged pupils (and all pupils targeted for catch up') make at least expected progress from their individual starting points in all areas of the curriculum and especially in Reading, Writing and Maths.</p>	<p>Teacher assessment and end of year formal testing confirm that these learners have made expected progress +.</p> <p>Reading and spelling ages support above assessments (triangulation).</p> <p>Intervention is targeted at those learners where assessment identifies gaps.</p> <p>Interventions are tracked for effectiveness and only continue if strong progress is being made.</p>
<p>Quality first teaching (including the use of adaptive teaching within lessons) alongside pre-teaching and next day intervention enable all children working within year group expectations to succeed in lessons</p>	<p>Class action planning identifies all children who are not currently working at ARE in Maths and English lessons and across the curriculum.</p> <p>Adaptive teaching (i.e. EEF daily 5 and scaffolding) to support learning across all curriculum areas.</p>
<p>Children with social and emotional challenges are happy to come to school and attendance is strong or improving.</p> <p>Strong communication with families to ensure that support in school can translate to home.</p>	<p>Children requiring ELSA, emotional regulation support make strong progress.</p> <p>Parents report improvement where behaviours are disruptive to life at home.</p> <p>ELSA support is targeted for defined period of time.</p> <p>Attendance data <u>at least</u> in line with national. Target 97%.</p>
<p>Reading remains a strength of the school:</p> <p>Phonics teaching aligns tightly to home school reading.</p> <p>Little Wandle SSP effectively embedded to align practice and ensure high quality training for all staff, <i>including those new to role</i>.</p> <p>Children read at least daily in school and 4 x weekly at home.</p> <p>Children develop a love of reading and reading is widely promoted in all classes.</p> <p>Reading material is up to date and inviting for all year groups.</p>	<p>Reading data across the school: 78% of children ARE+</p> <p>Y 1 Phonics data: 83% achieve pass 32+ (2023)</p> <p>Guided reading timetabled in all classes (3 - 4 sessions per week)</p> <p>Pupil voice identifies vast majority of children as having an enjoyment of reading and reading lessons.</p> <p>Reading is widely promoted and encouraged; classrooms and general areas reflect this.</p>

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: £ 0 (ongoing CPD within the staff CPD schedule)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding of whole class guided reading in line with Reading Reconsidered	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	2

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

Budgeted cost: £ 1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading intervention in line with school 'reading rationale' document that maps entry points for different intervention.	<p>Reference the DfE Reading Framework</p> <ul style="list-style-type: none"> • Precision reading – key words and to address phonics gaps • Little Wandle 'catch-up' and 'keep-up' programmes. • Reading Theatre • Paired Reading <p><i>If pupils are not able to read well, they will not be able to access the full curriculum. Rigorous 'keep-up' reduces 'catch-up' later. Catch-up is essential for pupils who have fallen behind. Ofsted 30 Aug 2023</i></p>	2
<p>Maths:</p> <p>intervention, pre-teaching and next day intervention.</p> <p><i>Pre-teaching and next day intervention is predominantly led by teachers.</i></p> <p>X tables support groups</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>Mastery approach to the teaching of mathematics.</p>	1

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

Budgeted cost: £ 480

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA/trauma informed intervention in support of identified individuals and small groups. This is typically for a 6-week block of support which is then reviewed and extended is if needed.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	3

Total budgeted cost: £ 1480.00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact our pupil premium activity had on pupils in the 2023 to 2024 academic year.

<p>National Data comparisons Year 1 Phonics 83% (81.25% national) Year 2 phonics 100%</p> <p><u>Year 2</u> Reading 79% (68% national) Writing 71% (59% national) Maths 93% (70% national)</p> <p><u>Year 6</u> Reading 69% (74% national) Writing 77% (72% national) Maths 54% (73% national)</p> <p><i>*23-24 Academic Year 2% of children in receipt of PP not represented in the data above.</i></p>
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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
Times Tables Rockstars	Maths Circle Ltd
Jigsaw PSHE scheme of work	Jan Lever Group
Phonics and reading catch up programmes	Little Wandle