

Pupil premium strategy statement – Catcott Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	126
Proportion (%) of pupil premium eligible pupils	10.3%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Frances Barr
Pupil premium lead	Laura Constanza
Governor	FGB

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34 045
Pupil 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>	£34 045

Part A: Pupil premium strategy plan

Statement of intent

At Catcott Primary School it is the collective responsibility of all Governors and staff to:

1. Ensure that all pupils, irrespective of their background or challenges make good academic progress.
2. Ensure High quality teaching and learning to support disadvantaged pupils.
3. Support staff development to ensure quality knowledge and expertise to address disadvantages to learning.
4. Ensure that individuals receive a balance of opportunities to develop academically in and out of the classroom environment.
5. Provide enrichment activities and opportunities for disadvantaged pupils, to support their holistic development and allow them to develop ambitions and motivation for academic success.

We aim to do this through:

1. Early intervention for addressing gaps in learning.
2. Investing in evidence-based strategies to improve attainment through academic interventions
3. Develop positive attitudes towards learning, which has an advantageous impact upon academic attainment.
4. Support families and pupils through the Parent Family Support Advisor and ensure they are signposted to the correct support.
5. Having high expectation of all pupils giving them every opportunity to reach their full potential.
6. Support children and families with activities, uniform, educational trips and residential visits.
7. Effectively use diagnostic assessments to indicate areas for development and targeted support.
8. Ensure that there is an effective monitoring system in place to measure the impact on every child.
9. Promote the "Love of Reading" through the provision of books and reading interventions.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality - Access to transport impeding attendance for some children. - Children arriving late and hungry. - Children missing education due to absence.
2	Narrow experiences of life outside of school – Rural deprivation Children not having access to clubs, trips or extra curriculum activities (e.g. music lessons)
3	Reading for pleasure - Not all children have access to books. - No local library services.
4	SEMH - Children are struggling to regulate their emotions. - Children are arriving at school hungry and not ready to learn. - Children are struggling to communicate their needs leading to frustration.
5	Writing - Children are making less than expected progress from their starting points. - Attainment of PP children is below that of their peers.
6	Quality of Education - Delivering evidence backed interventions to promote progress of children. - Investing in staff through Continuous Professional Development
7	Insecure Attachment - Poor parental mental health

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 raise attendance.	Attendance to remain above 96%
For children to have access to a range of clubs, trips, and extra-curricular activities.	95% of children attend school trips. PP children to attend Year 5/6 residential PP children attend clubs including music lessons
All children have access to a wide range of high-quality texts.	School library is stocked to reflect the needs and interests of the children. Reading ages to rise in line or above with chronological age.
Children can regulate their emotions and are ready to learn.	Children have access to breakfast. Snacks are available to all children. Children can regulate their emotions. Children can communicate their needs with those around them
Children are making good progress from their starting points.	Year 1 children pass Phonics screening check. ULS scheme has been embedded and is used in children's writing. All children are using taught spelling, punctuation and grammar independently.
Children have access to technology	Children can communicate using technology Laptops/i-pads are used to make learning accessible. Educational apps are available to support specific learning difficulties.
Children have access to high quality provision leading to raised standards	All staff deliver quality first teaching. Support staff are confident in the delivery of evidence backed interventions.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £ 1054

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>National College</i> £1054	National College CPD: High-Quality Professional Development for All Staff High-quality CPD is essential for driving educational excellence. It: - Empowers educators to deliver high standards of teaching - Supports the diverse needs of learners - Fosters a culture of continuous improvement across the school - Benefits staff, students, and the wider school community	6

Targeted academic support

Budgeted cost: £ 24 107

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Insight Tracking.</i> £594	Insight Tracking: Supporting Informed Decisions for Academic Success and Well-being Monitoring Pupil Progress - Identifies strengths and weaknesses across subjects - Tracks long-term trends to evaluate interventions and curriculum impact Targeted Interventions - Enables early identification of pupils at risk - Supports personalised strategies based on individual needs Evaluating Pupil Premium Impact - Demonstrates accountability for funding use	4,5,6

	- Informs resource allocation to maximise outcomes for disadvantaged pupils Informing Teaching and Learning - Supports differentiated instruction - Enables precise feedback to guide pupil progress Supporting Transitions - Facilitates smooth transitions between year groups or key stages - Aids in realistic and ambitious goal setting	
<i>Numbots/TTRS</i> £250	TTRS (Times Tables Rock Stars) and NumBots These digital platforms are effective maths interventions that support foundational skills through engaging, structured, and research-based methods. Times Tables Rock Stars (TTRS) - Core Focus: Builds fluency in multiplication and division - Engagement: Gamified experience with avatars and competitions - Differentiation: Adaptive difficulty tailored to individual learners NumBots - Target Audience: Ideal for younger or struggling learners - Step-by-Step Progression: Gradual development from number bonds to more complex calculations - Focus on Fluency: Promotes automaticity to ease cognitive load in advanced maths	6
<i>Teaching Assistant Interventions</i> - Fluent in 5 Literacy - Fluent in 5 Maths - Snip - Talk Boost - ULS £23 263	Effective Use of Teaching Assistants (TAs) Teaching assistants can significantly boost learner outcomes, especially when deployed strategically and trained to deliver targeted interventions. Key Benefits: Individualised Support - Personalised learning tailored to students' needs, styles, and abilities - Bridges learning gaps not addressed in whole-class teaching Improved Academic Outcomes - Focused attention through small-group or one-on-one support	

	- Reinforces learning by revisiting concepts and clarifying misunderstandings Support for SEND and Vulnerable Learners - Reduces anxiety by offering help in a more informal, supportive setting	
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Wider strategies

Budgeted cost: £ 8884

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA/Wellbeing</i> £4033 <i>PFSA</i> £900	Social and Emotional Learning (SEL) Approaches SEL strategies can lead to an average of 4 months' additional academic progress per year. However, their benefits go beyond academic outcomes: Key Impacts: - Emotional regulation supports overall wellbeing, even if not directly reflected in academic scores. - Improved social interactions among pupils show strong promise. - SEL enhances attitudes to learning and relationships in school. Equity Considerations: - Disadvantaged pupils often have weaker SEL skills. - Lower SEL skills are linked to poorer mental health and lower academic attainment. - Targeted SEL interventions can help narrow gaps and support holistic development.	1,4,7
<i>Educational visits and residentials</i> <i>Residential:</i> £1840 <i>School Trips:</i> £400	Prioritising access to well-designed school trips helps create equitable opportunities for Pupil Premium children, supporting both academic and personal development through: Enhanced Learning Opportunities - Promotes contextual learning and deeper engagement - Helps close learning gaps by enriching curriculum experiences Improved Social Skills - Encourages teamwork, confidence, and social inclusion	1,2,4,6

	Cultural and Personal Enrichment - Provides exposure to new experiences - Inspires aspirational thinking and broadens horizons	
Supporting Families and Removing Barriers to Learning £1711	- Uniform support to ensure all pupils feel a sense of belonging and confidence - Transport assistance to improve attendance and access to learning - Access to clubs and music provision to enrich experiences and promote personal development - Breakfast provision where needed, to support wellbeing and readiness to learn	

Total budgeted cost: £ 34,045

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance and punctuality

- Overall Attendance Improvement:
Attendance for Pupil Premium children increased from 86.2% (2023-24) to 92.6% (2024-25).
- High Attendance Rates:
68.4% of PP children (13 out of 19) achieved good (above 90%) or excellent (above 96%) attendance.
- No Severe Absence:
There were no children classified as severely absent (attendance below 50%).
- Impact of School Transport:
One child's attendance rose significantly from 65.5% to 91.2% due to continued access to school-arranged transport.
- We are on target to achieve this challenge by the end of this strategy.

Narrow Experiences of Life Outside School – Rural Deprivation

Full Participation in Key Activities:

- 100% of Pupil Premium children in Years 5 and 6 attended the Kilve Residential (June 2025).
- 100% of Pupil Premium children from Reception to Year 6 attended an annual school trip.

Access to Enrichment Opportunities:

- One child participated in a 'Coding Club' provided by Young Engineers.
- We are on track to achieve this challenge by the end of the strategy.

Reading for Pleasure

Barriers:

- Not all children have access to books at home.
- There are no local library services available.

Progress Towards Target:

- **58%** of PP children achieved Expected or Greater Depth in summer reading assessments (up from 55% in 2023-24).

- **26%** are working towards the expected standard, and **16%** are significantly below. This is an improvement from 2023-24, when **27%** were significantly below and **9%** were working towards.
- **100%** of PP children received a £25 voucher to buy books at the Scholastic Book Fair.
- Progress is being made, but the challenge has not yet been fully met.

SEMH Summary

Barriers

- Emotional Regulation: Many children are struggling to regulate their emotions.
- Readiness to Learn: Some children arrive at school hungry and not ready to learn.
- Communication: Difficulties in communicating needs are leading to frustration among children.

Progress Towards Target

- Breakfast Club:
 - 47% (9 out of 19) of Pupil Premium (PP) children accessed Breakfast Club in 2024-2025.
 - This provision supports smoother transitions into school and ensures children have breakfast before lessons.
 - Breakfast Club also helps working parents by extending the school day.
- ELSA (Emotional Literacy Support Assistant):
 - 37% (7 out of 19) of PP children accessed one or more terms of ELSA support in 2024-2025.
 - Most PP children required three or more terms of ELSA.
 - An internal ELSA was trained this year, increasing capacity for support and enabling earlier identification of need.
- PFSA (Parent and Family Support Advisor):
 - There was no PFSA until June 2025.
 - Since June, the new PFSA has supported two families.

Writing:

Barriers

- Children overall are making less than expected progress from their starting points.
 - PP children's attainment is below that of their peers.
- Attainment:
 - Only 26% of PP children met or exceeded expected standards in summer writing assessments, down from 36% the previous year.
 - In contrast, 63% of non-PP children met or exceeded expected standards.
- Progress:
 - 57% of PP children made expected progress; 14% made accelerated progress.
 - Non-PP children: 68% expected progress; 16% accelerated.
- Key Points:
 - Writing remains a significant focus in both the PP strategy and the School Development Plan (SDP).
 - The school is currently not on track to meet the writing attainment target for PP children by the end of the current strategy.

Quality of Education: Summary

Barriers:

- Need for evidence-based interventions to accelerate pupil progress.
- Ongoing investment in staff through high-quality CPD.

Progress:

- Continued investment in staff CPD, including statutory updates via National College.
- Safeguarding and mental health training accessed through Somerset Safeguarding Board.
- All staff trained in Trauma Informed Practice last year.
- In-house ELSA training now enables quality emotional support for pupils.
- Agreed interventions in place for children with academic barriers, focusing on early reading, spelling, writing, and maths fluency.

- Additional targeted support discussed with occupational therapists and speech & language teams.
- School is beginning the process of joining MHST to further support pupils' mental health.

Insecure Attachment

Barriers

- Parental Mental Health: Recognized as a key factor affecting attachment.

Progress

- Parenting Support: Two rounds of "Tuning into Kids" delivered with Young Somerset (2024–2025).
- Targeted Family Support: PFSA (Parent Family Support Advisor) directed to help families overcome barriers and establish routines.
- Emotional Literacy: ELSA (Emotional Literacy Support Assistant) in place to develop children's emotional skills.
- Mental Health Interventions: Collaboration with MHST (Mental Health Support Team) to deliver parent workshops and CBT (Cognitive Behavioural Therapy) for children and families experiencing mental health challenges.
- We are currently on track to meet this challenge by the end of the strategy/