Pupil premium strategy statement – Catcott Primary School

This statement details our school's use of pupil premium (and recovery 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	142
Proportion (%) of pupil premium eligible pupils	20/142 14%
Academic year	2023 – 2024
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Lisa Carter
Pupil premium lead	Laura Constanza
Governor / Trustee lead	Martin Stanley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26 190
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£ 2 610
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£ 9 103
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*	£35 293

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, in order 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	Technology - Not all children have sufficient access to technology to support their learning.
7	Quality of Education - Delivering evidence backed interventions to promote progress of children. - Investing in staff through Continuous Professional Development

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 achieving age related expectations	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 are able to 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 (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 6349

Activity	Evidence that supports this approach	Challenge number(s) addressed
National College	High quality CPD for all staff.	4, 5, 6
Unlocking Letters and Sounds (ULS)	Unlocking Letters and Sounds is a systematic synthetic phonics programme which follows the progression of the 2007 Letters and Sounds framework, with the addition of some KS1 National Curriculum objectives.	3, 5 ,7
Team Teach training	Evidence based intervention to promote social, emotional and mental health.	4, 7
Widgit Online training	Widgit Symbols are used worldwide to support people to realise their full potential, regardless of age, ability or background.	4,5,6, 7
Resources for Learning	To support the wider curriculum including computing and online safety.	2, 6
HLTA training Best Practice Network	Improving quality of education by investing in timely professional development.	7

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

Budgeted cost: £13 406

Activity	Evidence that supports this approach	Challenge number(s) addressed
ILI Training for KS2 support staff	High quality literacy intervention enabling pupils to close the gap in their literacy skills and double their rate of progress I reading and spelling 3 x £158	4 ,5, 7
Talk Boost	High quality speech and language development course. Cost of releasing staff	4 ,5, 7
Block therapy	High quality SEMH intervention Supporting children with communication and language £120 per delegate	4, 7
Widgit Online	Widgit Symbols are used worldwide to support people to realise their full potential, regardless of age, ability or background.	4, 5, 6, 7

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

Budgeted cost: £ 15 538

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to trips, clubs and enrichment opportunities e.g. music	Developing knowledge of British values.	2
ELSA	Evidence backed intervention to support social and emotional mental health. Emotional regulation strategies enable children to access learning.	4
Breakfast club	Hungry children cannot learn. Children are offered a range of breakfast items to ensure they are ready to learn.	1 & 4
SCERTS Training	SCERTS is an evidence-based framework that provides guidelines for helping an individual confidently and competently connect to others in ways that are meaningful to them. Its focus is to	4

	create a positive environment for young people who are autistic or have social, emotional and mental health differences.	
Transport	Children should not have their education limited by a lack of transport. Providing transport ensures that children are here on time and ready to learn.	1
Attendance rewards	Celebrating attendance instead of advertising absence will encourage more children to be at school.	1
Reading for pleasure - Scholastic book fayre - Library provision	Giving children a wide range of reading opportunities to read for pleasure.	3
Technology	Using accessibility tools to bridge barriers to learning .	6, 7
Mental Health first aider x 1	To support the social, emotional and mental health of children.	4

Total budgeted cost: £ £35 293

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Challenge 1: Social and Emotional wellbeing

Children's emotional well-being, social and behavioural attitudes to learning are affecting their readiness to learn. This can lead to children attaining less well than their peers and being unable to regulate their emotions causing a barrier to accessing learning.

Impact:

1. *Children are in school and have family support.*

2. *Improvements in emotional wellbeing are reported for 6/7 of these children.*

3. *2 children have accessed music lessons, 1 drums and 1 piano. This has enhanced their curriculum offer.*

4. *8 children were able to attend residential trips this term due to the PP allocation.*
this enabled them to be with their peers and experience life outside the classroom.

5. *19/20 children have accessed a school trip this year.*

Challenge 2: Attendance

Disadvantaged children have lower attendance than their peers.

Impact:

13/20 children are in school at least 90% of the time.
6/13 of these children are at ARE in R/W/M.

Persistent absence
(90% or less) – 7/20 children
2/7 of these children are at ARE in R/W/M

Severe absence (50% or less)
1/20 children, outside agencies are support this family.
This child is working at a pre key stage level

Challenge 3: Progress

Disadvantaged children are making less progress in reading, writing and maths than their peers

Impact:

Teacher assessment data shows that 19/20 PP children have made progress this year.
5/20 PP children are also on the SEND register
   - 1 EHCP with severe attendance, no progress made so alternative provision has been secured.
   - Speech and Language referrals and medical support plans are in place.

Pupil Passports introduced for all Pupil Premium children listing the following
   - Strengths and interests

- Barriers to learning
- Ways to support

These will be reviewed as part of the APDR cycle.

Challenge 4: Outcomes

Overall outcomes for children in receipt of Pupil Premium in Reading are below that of children non in receipt of Pupil Premium at end of Key Stage 2.

Impact:

Year 6

	R	W	M
PP (5 chn)	40%	40%	60%
Not PP (12 chn)	92%	67%	92%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:
How our service pupil premium allocation was spent last academic year
N/A
The impact of that spending on service pupil premium eligible pupils