Pupil premium strategy statement St Catherine's CE 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Number of pupils in school	418
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers	2025-2028 (rolling 3 year plan)
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Amanda Cope (Headteacher)
Pupil premium lead	Catherine Brogan (Deputy Headteacher)
Governor / Trustee lead	Margret Tindall (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 76,960
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 76,960

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium at St Catherine's

At St Catherine's we are passionate about ensuring that our Pupil Premium funding is used to maximise opportunities for all of our disadvantaged learners, whilst ensuring their inclusion in our whole school community. We aim to spend this money to raise the aspirations, ambitions and attainments of our most disadvantaged and vulnerable children (whether they are currently eligible for PP funding or not), to ensure that they engage with their learning, achieve well during their time at our school and leave us with good foundations for life. We recognise that disadvantage in education can take many forms, and therefore take into account children's circumstances, life experiences, prior attainment and engagement in learning to identify who our disadvantaged learners are. Pupil Premium funding, therefore, makes up one part of our spending on our disadvantaged learners, the school supplements pupil premium provision through its core budget to support disadvantaged and vulnerable learners.

Underpinning Principles

'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils'
(EEF Guide to The Pupil Premium).

While high quality intervention can have positive results on individual children's attainment, the quality of whole class teaching is paramount. The most vulnerable children should have their time with class teachers maximised so that they can benefit from the most skilled teaching approaches. We invest in support for class teachers to improve teaching quality, including expert led CPD, support from a dedicated Assistant Headteacher for Teaching and Learning and staff well-being support. We fund a high level of support in the classroom from highly skilled Teaching Assistants in order to maximise the capacity that teachers have to meet the needs of all children.

Relationships are at the heart of the success of every strategy and provision in school.
Engagement with learning, ability to assimilate information, behaviour and motivation to persevere are all impacted on by the relationship between pupils and staff. We recognise that disadvantaged and vulnerable learners are not a homogenous group and that our staff need to know pupils well in order to effectively provide for them. Our staff invest energy in strategies to improve wellbeing and develop the positive relationships that are fundamental to all of our interactions. Nurture and inclusion are at the heart of our school – every child is worth our time and we never give up on any child.

Assessment and data should be relevant to our pupils and inform our practice
As a school with relatively small cohorts of children entitled to PP in each year group, there is more benefit in monitoring, assessing and analysing outcomes for individual children and using this information to identify trends and needs for our school, than measurement of internal class or school gaps per se. We utilise robust assessment systems which include standardised assessment and AFL to really understand our children's attainment and needs.

All children need to feel a sense of belonging and identity within our school community
It is important that our curriculum has something to inspire and engage all children. If children do not feel that they are represented or that school life is relevant to them, they are less likely to engage and are likely to have poorer attainment and therefore life chances. We have a highly skilled and passionate Assistant Headteacher with an overview of teaching and learning and our wider school curriculum to ensure that subject and phase leaders are given the support and development to deliver a forward thinking curriculum, which is relevant to our children's lives and futures.

Challenges

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

Challenge number	Detail of challenge
1	**Social, emotional and Mental Health** Knowledge of our families and our strong relationships with parents tells us that a significant number of our disadvantaged and vulnerable learners have early childhood trauma or ACES and ongoing home situations that impact them. We understand the impact that these traumas can have on development and engagement with learning. We also understand that the relationships that we build with parents are paramount in providing the support that families need to enable children to engage with their learning.
2	**Language and Oracy** Children who enter school with lower levels of language and vocabulary are already at a disadvantage and without high quality teaching and intervention, this gap will continue to widen. We need to focus on closing the language gap throughout our children's time in school by accurate early assessment and ongoing intervention alongside high quality teaching that focuses on developing vocabulary and language skills for all. Many of our disadvantaged children have lower oracy skills and we recognise that this is "*an essential, foundational building block to support our young people on their journey towards living fulfilling adult lives*." ***Oracy Commission Report (2024)***
3	**Early reading skills** The number of PP children passing phonics at year 1 and year 2 is in line with other children in the school and above national. However, not mastering early reading skills, increases disadvantage in all areas of learning, so it is vital that we ensure all children make strong progress and support is in place where there are gaps. Support may need to extend throughout school to ensure that children attain as well as possible at the end of KS2, even where there are significant barriers.
4	**Attendance and prioritising school life** We note a relative decline in attendance of our children entitled to FSM, although this remains close to national average. Attendance of disadvantaged children has previously been a strength of the school and it is imperative that we focus on improvement in this area. Evidence shows that there has been a significant shift in attitude around school attendance and we need to ensure that this is tackled where it is evident in our parent body.
5	**Engagement with learning and curriculum** *"We live in a time when increasing numbers of children are becoming* **dis***connected from their world. Too often, circumstances and events act to* ***dis****connect* **dis***advantaged learners, who become increasingly* **dis***illusioned and* **dis***enfranchised from society and school;* pushed to the fringes*. As children become* **dis***connected their* ***status****, sense of* ***belonging*** *and self-****esteem*** *diminishes,* encouraging retreat." Dr Dan Nicholls We believe that no child should be 'pushed to the fringes' and we are investing in a curriculum that can engage all. This includes our oracy focus, metacognitive approaches, community links and global and future focus.

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
Processing trauma and developing self-regulation and self-esteem for life; good mental health and emotional wellbeing	Observations of targeted individuals show greater resilience in managing learning and social situations, reduced distractions and fewer behaviour incidents, leading to greater engagement in learning opportunities and recognition of their own success. This will be reflected over a longer period of time in academic results, with all children making measurable progress towards expected levels through KS2, and all disadvantaged children with no identified SEN achieving expected levels or above. No permanent exclusions as a result of behaviour incidences: behaviour, disengagement and social difficulties managed in line with school behaviour policy; nurturing relationship based approaches to maximise children's engagement and self-esteem;
Success in core subjects underpinned by good language understanding and vocabulary	Clear assessments of language needs Observations and outcomes demonstrate children developing wider vocabulary and more effective oracy through all curriculum areas Reduction in numbers of children accessing support from SALT through KS1 and 2 Maintain outcomes significantly above national disadvantaged averages in reading, writing and maths by end of KS2. All disadvantaged children make measurable progress towards expected levels. High levels of challenge and ambition evident for disadvantaged learners ensuring achievement at the higher standard for targeted individuals.
Catch-up of early reading and phonics skills in KS1 and Year 3	In phonics, all disadvantaged pupils make at least expected progress with targeted pupils making accelerated progress towards pass mark from low baseline. All disadvantaged children pass phonics screening in Year 2 unless significant SEN identified. Disadvantaged children achieve in line with peers in reading at end of KS1 At end of Year 3 disadvantaged children who did not achieve KS1 expected levels have

	made accelerated and significant progress towards expected levels.
To bring attendance of disadvantaged pupils in line with that of others in the school	Average attendance of disadvantaged pupils to move towards school average year on year. Reducing numbers of persistent absentees year on year, to ensure disadvantage is not perpetuated by absenteeism
Ensuring a curriculum and school experience that engages all learners, and in which they feel represented and develop a sense of belonging	Pupil voice demonstrates that pupils are motivated and can identify their strengths, interests and successes in the broader curriculum and school life Learning behaviours reflect a sense of belonging and engagement Evidence of high expectations and achievement in all subject areas Participation of disadvantaged learners in clubs and leadership opportunities

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £49,175

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing to deliver and embed Systematic Phonics programme (Jolly Phonics) including: • Training for new staff in using the programme and in phonics skills • Effective use of teaching assistants in Early Years and KS1 to deliver phonics teaching and intervention • Revisit of training as appropriate for all classroom staff including KS2	Systematic phonics teaching and targeted intervention for those children who are not making progress with their peers has a positive impact on children's decoding skills, particularly disadvantaged children. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	3
Leader of early reading and phonics supporting staff across the school • Release time for teachers' CPD • Cost of Early Reading and Phonics Lead time	Many of our disadvantaged children have ground to make up in all of their literacy skills. This provision will ensure that all aspects of literacy teaching are joined up, with the reading skills at their heart by Following Improving Literacy guidance report EEF model to support teacher's planning and evaluation of literacy teaching.	2,3
Developing oracy, vocabulary and oral language understanding through high quality universal approaches and targeted interventions • Assistant headteacher and oracy leader championing high quality universal approaches and pedagogies ensuring high levels of challenge and ambition for disadvantaged learners and targeting achievement at the higher standard. • SLA for work with Speech and Language Team to	There is a growing national focus on Oracy as a core component of education, viewing it as crucial for academic success and life skills, alongside literacy and numeracy. Many disadvantaged learners in particular need support in both learning to talk (developing communication skills) and learning through talk (using dialogue to deepen subject knowledge), to close the gaps with their peers. We need to develop structured approaches, to build vocabulary, reasoning, and confident communication across the whole curriculum.	2

develop staff knowledge and skills in vocabulary teaching and wider, evidence based language strategies throughout all Key Stages • Release for teacher CPD • TA CPD to work with the S&L team • WELLCOM language assessment in place for all reception children to identify gaps early	OFSTED Telling The Story The English Education Subject Report EEF talking the talk Evidence that explicit teaching of vocabulary and high quality discussion have a positive impact on oral language and, in particular, reading outcomes. Impact is also seen in maths and science and will benefit understanding in wider curriculum subjects Oral Language Interventions EEF Evidence from SALT of the impact of language strategies in the classroom (e.g. teaching children to listen; Word Aware)	
Raising self-esteem and engagement in education through provision of a broad and engaging curriculum • Assistant Headteacher role overseeing teaching and learning • Development of strong subject leadership across the school • Phase leaders developing community projects to engage learners in wider citizenship	***We need to acknowledge, however uncomfortable it may be, that having a curriculum which does not enable success, reflect identity, build belonging and broaden horizons is falling short – it is not yet doing its job, and so needs further work.*** HFL education	

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

Budgeted cost: £8,763

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Speech and Language programmes for disadvantaged children above what is Ordinarily Available for SEN children • SLA with S&L team • TA time for CPD • TA targeted support • Teacher release for CPD	Evidence suggests that tackling S&L needs will impact on all areas of learning. *'Language provides the foundation of thinking and learning and should be prioritised'.* (EEF – Literacy Key Stage 1 Guidance Report)	2
Rapid Reading resources used to develop fluency and comprehension delivered by lead practitioner and teaching assistants.	The Local Authority recommends this intervention support for children who are struggling to develop fluency when reading.	3
Additional Targeted class-based interventions and flexible groupings to ensure that disadvantaged children keep up and catch up in core subjects	EEF (Education Endowment Foundation) insights suggest that flexible grouping (temporary, purpose-driven groups based on need/interest) can personalize learning and support disadvantaged pupils by providing targeted help without labelling. Effective flexible grouping focuses on varied groupings using formative assessment. With additional TA support, teachers are able to focus on the children who need most support in particular subjects at particular times and ensure academic progress and continued engagement in learning.	2 3 5

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

Budgeted cost: £19,022

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop resilience, confidence, positive learning behaviours and self-regulation in all children to enable them to access learning within a positive relationship with adults and peers: • Additional TA hours in all areas of the school to enable positive relationships to be built alongside high quality academic teaching • Training for all Teachers and TAs in TISUK approaches, cascaded from Deputy Headteacher and SENCO as TISUK practitioners • TA time allocated to supporting children within their classes with emotional and wellbeing needs • Staff time and school resources to work with WEST and Starting Well Partnership to develop our offer to parents including drop in sessions and training courses • Additional SLT time to support behaviour and social and emotional development of children with the highest needs to ensure progress in self-regulation over time • JIGSAW PSHE resources including resilience module to inform staff training and staff knowledge of children's needs	***Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.*** ***SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.*** ***EEF*** Our PSHE programme delivers systematic approach to developing these skills in children, but in some cases, more support is needed to help children process their particular situations. Trauma Informed Schools UK, WEST (previously Mental Health in Schools teams) and Starting Well Partnership are funded by Local and National Public bodies to support the National agenda towards wider wellbeing as a route to more successful education and life opportunities. Our observations of these approaches in practice in individual cases show that there is impact on children's engagement and achievement as well as their wellbeing.	1
Raising attendance of disadvantaged children through:	Poor attendance disproportionately affects disadvantaged pupils and is associated with lower attainment, reduced engagement and poorer long-term	4

• Close monitoring by SLT of attendance data at an individual level to identify and target individuals at risk of persistent absenteeism • Half termly attendance monitoring • Support for parents with raising attendance levels through work with Family Support Worker • Additional TA hours to release teachers as appropriate to develop positive relationships with parents in order that parents value school attendance and feel positive about their child's experience • Additional TA hours to support children with EBSA as appropriate and to work with external agencies • SLT and teacher time invested in building positive relationships with families to understand circumstances and offer support • Free breakfast club for disadvantaged children • Daily flagging of targeted children and home calls/visits by SLT • Attendance reviews carried out by teachers • Attendance mentoring	outcomes. The DfE's Working Together to Improve School Attendance guidance highlights the importance of a whole-school culture of attendance, early identification of pupils at risk of persistent absence, strong partnerships with families, and targeted support to address barriers to attendance. Through a support-first approach, including attendance mentoring, regular monitoring, family engagement and personalised interventions, we aim to reduce persistent absence and ensure disadvantaged pupils are able to fully access learning and achieve their potential.	

Total budgeted cost: £ *76,960*

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils – evaluations of the strategy up to end of 2024-2025 academic year

100% of children entitled to pupil premium passed phonics screening at the end of year 1 (2025).

End of Key Stage 2 results were also strong with all children entitled to pupil premium, without significant SEN achieving in writing and maths. All but one of these children achieved in reading. 3 children with significant SEN made excellent progress through Key Stage 2 from their starting points. In total 64% of disadvantaged children achieved the expected standard in reading, writing and maths in line with local and national figures for non-disadvantaged children. None of our disadvantaged children achieved at the higher standard and this is something that we need to aspire to.

Our high focus on Speech and Language provision is paying strong dividends for our disadvantaged children. High levels of progress across all year groups have been reported and praised by the SALT therapists. Children are discharged from SALT as they move through school. Evidence shows that children who make good progress with their language skills have increased confidence and capacity to engage with classroom learning. This stands them in good stead for performance in reading, writing and maths at the end of KS2.

We were previously on target to achieve our attendance objectives. However, we note a relative decline in attendance of children entitled to FSM, which is now close to average, rather than above national average. Our overall school attendance remains above national average.

Through our focus on high quality relationships and strong social and emotional elements to our wider curriculum, we see behaviour in school well managed. Staff training and additional staff capacity allows us to manage children's behaviour in a trauma informed and attachment aware manner which sees great progress being made in children's self-regulation and engagement in learning. Children say that they feel safe in our school.

Externally provided programmes

Programme	Provider
WEST	NHS – CAMHS
Rapid Reading	Pearson
Oracy	Woven
Phonics	Jolly Phonics
Speech and Language Interventions	NHS SALT