

Pupil premium strategy statement – St Catherine’s 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	464
Proportion (%) of pupil premium eligible pupils	33.19
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023/24 2024/25 2025/26
Date this statement was published	31/12/2023
Date on which it will be reviewed	December 2024
Statement authorised by	Local Academy Committee
Pupil premium lead	Jheni Weir
Governor / Trustee lead	John Morris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£231,660
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£22,910
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>	£254,570

Part A: Pupil premium strategy plan

Statement of intent

St Catherine's is a vibrant and happy school with an enthusiastic, hardworking and dedicated staff team. We are a multicultural school and our parents and children are proud to be a part of it. We pride ourselves on having the highest levels of inclusivity and expectations, and are aspirant for all children that come through our doors.

We are a two-form entry primary school, and children often begin their journey with us aged 3 years old in our nursery provision. We are situated in Burngreave, close to Sheffield city centre, where there are high levels of economic deprivation.

At St Catherine's we recognise that many of our children are impacted by a range of factors beyond economic disadvantage. We recognise the significant barriers posed to children with SEND (36%), EAL (71% of our children have English as an additional language), those with multiple adverse childhood experiences, families with no recourse to public funds, families dealing with mental ill health, and close family bereavements. We also acknowledge that often, children will identify with more than one of these characteristics. As such, we would consider many of our children to be 'disadvantaged' beyond the 33.19% of children who are eligible for free school meals.

Our ethos when it comes to addressing disadvantage at St Catherine's is simple: we aspire to provide outstanding teaching and learning opportunities for all children, and additional, bespoke support for those children that need it. We feel that this combination allows all children to thrive at St Catherine's regardless of their starting point, and the allocation of Pupil Premium funding attests to this. Our aims were supported following our most recent Ofsted Inspection (December 2022) where Inspectors said 'Pupils with special educational needs and/or disabilities (SEND) receive an exceptional education', 'Leaders ensure that high-quality specialist teaching and support is provided for those pupils who need it.'

Our Leadership team provide a significant role in the planning, monitoring and evaluation of our curriculum offer, and leaders work collaboratively with both teaching and support staff to ensure the quality of teaching and learning remains a sharp focus in terms of school improvement, and therefore our delivered curriculum has the desired impact on outcomes for all children, particularly those who we identify as disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	Typically our disadvantaged children arrive without the ability to communicate their wants and needs with their peers and teachers. As a result there are high numbers of incidents that require intervention and support from staff.
2	High numbers of our disadvantaged children have English as an additional language.
3	High numbers of our disadvantaged children have SEND.
4	Since Covid, there has been a significant rise in the number of children who have increased social, emotional and behavioural needs and therefore find it challenging to emotionally regulate. This results in high numbers of incidents that require intervention and support from staff.
5	High numbers of our disadvantage children arrive without the social skills they need to thrive at school: ability to share, collaborate and take turns; they lack resilience and motivation; they are unable to participate in 'back and forth' interactions.

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
Development of oral language skills throughout the Early Years.	<ul style="list-style-type: none"> - Observations of EYFS show that children are exposed to high levels of spoken language. - Those that are not yet ready to communicate verbally are becoming proficient in communication through symbols and gestures (Makaton).
Children with EAL make good progress in reading and have improved understanding of the English Language to support their access of the curriculum and therefore make good progress in all curriculum subjects.	<ul style="list-style-type: none"> - Curriculum carefully planned and sequenced for all year groups. - RWI targets for EYFS and KS1. - Chn who do not progress from RWI by the end of KS1 continue to get regular RWI input. -
Children with SEND access a rich and varied curriculum, and receive additional support targeted to meet their individual needs supporting them to make good progress, based on their starting point, in all curriculum areas.	<ul style="list-style-type: none"> - Classroom observations demonstrate that children with SEND access the curriculum through well planned mechanisms of support e.g. worked examples. - Chn are assessed through the BTK and targeted interventions focus on identified gaps. - SEND children make good progress in relation to their personal BTK targets.
Throughout early years and year 1, children access provision that supports the development of social skills that support them to thrive both in and out of the classroom.	<ul style="list-style-type: none"> - Continuous provision is carefully planned and implemented.

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: £ 127,285

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Senior Leader to continue to plan, implement and review a curriculum that is broad and balanced that responds to the needs of the pupils –our curriculum reflects the rich heritage of pupils, their families and the wider community.</i>	The EEF Guide to the Pupil Premium: How to plan, implement, monitor, and sustain an effective strategy	1,2,3
<i>Regular Teaching staff professional development meetings to ensure high quality teaching across the breadth of the curriculum.</i>	EEF: Effective Professional Development	1,2,3
<i>Termly internal moderation of foundation subject assessments to ensure rigour, validity and reliability of teacher expectations and the requisite impact of high quality teaching of the curriculum.</i>	The EEF Guide to the Pupil Premium: How to plan, implement, monitor, and sustain an effective strategy	1,2,3
<i>Regular CPD delivered to teaching staff on Reading: phonics, reading for pleasure, reading fluency to ensure all children make good progress in reading, with a vast majority reaching age related expectations at the end of KS1 and KS2.</i>	EEF: Effective Professional Development	1,2,3
<i>Regular CPD delivered by reading lead for teaching assistants delivering RWI to ensure high quality delivery and fidelity to the programme.</i>	EEF: Effective Professional Development	1,2,3
<i>Reading Lead provides live coaching during RWI for all staff involved with the delivery of RWI.</i>	Mentoring and Coaching of Teachers: the national Institute of teaching	1,2,3

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Bespoke EYFS CPD delivered by 'Early Years Professional Development Trades Service' tailored to build expertise in areas of key practice e.g. language development.</i>	EEF Guidance Report: Guide to Effective Professional Development in the Early Years	1,2,3,4,5
<i>Weekly CPD for EYFS staff, delivered by EYFS Lead to ensure the delivery of a high quality curriculum and environment that supports development</i>	EEF Guidance Report: Guide to Effective Professional Development in the Early Years	1,2,3,4,5
<i>Training for Year 1 teachers delivered by EYFS Lead and 'Early Years Professional Development Trades Service' to support understanding and implementation of continuous provision and 'planning in the moment' to support children's development and fundamental skills.</i>	EEF Guidance Report: Guide to Effective Professional Development in the Early Years	1,2,3,4,5
<i>Termly Teaching cover arranged to allow the release of teaching staff to meet with the curriculum lead to evaluate and plan, ensuring high quality delivery of the curriculum and reducing teacher workload to support wellbeing.</i>	Reducing School Workload Collection: DfE	1,2,3
<i>Half termly teaching cover arranged to allow the release of subject leads to support the monitoring and evaluation of the curriculum, ensuring its high quality delivery. Additionally, reducing teacher workload to support wellbeing.</i>	Reducing School Workload Collection: DfE	1,2,3
<i>Termly Teaching cover arranged to allow the release of teaching staff to attend SEN reviews ensuring effective evaluation and planning of support plans for individual children. Additionally, reducing teacher workload to support wellbeing.</i>	Reducing School Workload Collection: DfE	1,2,3

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Continued CPD on a relational approach to behaviour management to ensure children are encourage to develop and use strategies to emotionally regulate in the classroom.</i>	<p>EEF guidance report: Improving Social and Emotional Learning in Primary Schools</p> <p>EEF Guidance Report: Effective Professional Development</p>	4,5
<i>Whole School (teachers and TA's)CPD delivered by SENCO to develop understanding of the Birmingham Toolkit to support effective planning, implementation and assessment of targeted support for children with SEND.</i>	<p>EEF Guidance Report: Effective Professional Development</p> <p>EEF: Special Educational Needs in Mainstream School: Evidence Review</p>	1,2,3
<i>Whole school CPD (teachers and TA's) on the use of Clicker to support identified children with developing independence in writing.</i>	<p>EEF Guidance Report: Effective Professional Development</p> <p>EEF: Special Educational Needs in Mainstream School: Evidence Review</p>	1,2,3

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

Budgeted cost: £ 63,642.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted phonics intervention by trained experts for FS2 and KS1 children to ensure good progress towards achieving ARE in reading.</i>	EEF: Making a difference with Effective Tutoring EEF Teacher Toolkit: Phonics	1,2,3
<i>Children in EYFS and KS1 access high quality S&L targeted intervention delivered by specialist support staff.</i>	EEF Early Years Teacher Tool Kit: Communication and Language Approaches EEF Guidance Report: Improving Literacy in KS1 EEF Teacher Toolkit: Oral Language Interventions	1,2,3
<i>Targeted intervention for children with SEND focussing on gaps identified using the Birmingham Toolkit.</i>	EEF Guidance report: Special Educational Needs Children in Mainstream Schools.	1,2,3,4,5
<i>High quality Teaching Assistant support in the afternoon teaching time to support the delivery of high quality targeted intervention to support all children to make good progress in all curriculum areas.</i>	EEF Guidance Report: making the Best Use of Teaching Assistants	1,2,3,4,5

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

Budgeted cost: £ 63,642.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist support staff to deliver targeted intervention to support emotional regulation and develop social skills in line with age related expectations e.g. Zones of regulation, ELSA, Lego Therapy	EEF Guidance report: Improving Social and Emotional Learning in Primary School.	4,5
<i>Parent workshops delivered by EYFS lead to promote understanding of: 'The importance of talk', 'Supporting children with SEND', 'PSED and challenging behaviour', 'Characteristics of effective learning: play', 'Understanding outdoor Learning', 'Early Maths', 'Early Reading'.</i>	EEF Guidance report: Working with Parents to Support Children's Learning	1,2,3,4,5
<i>Daily opportunities for parents to 'Stay and Play' in EYFS in order to promote understanding of:</i>	EEF Guidance report: Working with Parents to Support Children's Learning	1,2,3,4,5
<i>Termly SEN reviews attended by parents to support parents understanding of their child's area(s) of need and how they are being met through the curriculum offer at school.</i>	EEF Guidance Report: Working with Parents to support Children's Learning EEF: Special Educational Needs in Mainstream School: Evidence Review	1,2,3,4,5
<i>EYFS Parent workshops targeting parents of children on support plans. Foci include: 'Supporting Talk', 'Eat, sleep, personal care and establishing routines', 'Behaviour', 'Play'.</i>	EEF Guidance Report: Working with Parents to support Children's Learning EEF: Special Educational Needs in Mainstream School: Evidence Review	1,2,3,4,5

Total budgeted cost: £ 254,570

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The tables below detail the attainment data for 2023.

Disadvantaged pupils performed well in all areas, particularly in the Year 1 phonics check and Year 2 maths, where Pupil Premium children outperformed Non-Pupil Premium children. In all other areas, Pupil Premium children achieved less than their Non-Pupil Premium counterparts, but this was not by a significant margin. When reviewing the data, it is important to remember, as stated in our intent statement, many of our Pupil Premium children also have additional barriers to learning including EAL and SEND. Additionally, many of our children who do not qualify for free school meals, we recognise as having circumstances that disadvantage them.

Year 1 Phonics Screening

	%ARE National	%ARE St Catherine's	%ARE Pupil Premium	%ARE Non-Pupil Premium
Phonics Screening	75	85	88	75

Year 2

	%ARE National	%ARE St Catherine's	%ARE Pupil Premium	%ARE Non-Pupil Premium
Reading	69	58	55	61
Writing	61	58	59	61
Maths	72	60	64	58

Year 6

	%ARE National	%ARE St Catherine's	%ARE Pupil Premium	%ARE Non-Pupil Premium
Reading	73	78	72	83
Writing	71	72	64	77
Maths	73	78	72	80