

Premium Strategy Statement for Catcott Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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	Catcott Primary School
Number of pupils in school	155
Proportion (%) of pupil premium eligible pupils	13.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Laura Constanza
Pupil premium lead	Laura Constanza
Governor / Trustee lead	Luke Thomas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23 185
Recovery premium funding allocation this academic year	£ 1044
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£14 411
Total budget for this academic year	£38 640

Part A: Pupil premium strategy plan.

Statement of intent

At Catcott Primary School we are determined to provide a high quality of education for all our pupils regardless of ability or background to ensure we give them the best possible to achieve their potential through high quality teaching, a broad and balanced curriculum, focused support, and pastoral support.

We will use this funding to ensure that we understand the needs of all children particular the children who are eligible for the Pupil Premium grant. We acknowledge, however, that the educational outcomes for children eligible for the Pupil Premium Grant are not as good nationally as the attainment of children who do not receive the grant. With this in mind, we have prioritised our spending so that this pupil group have the best targeted help to enable them to do at least as well as their peers in both the core areas of Mathematics and English as well as in other areas of their education including health and wellbeing.

We know that high expectations and inclusive teaching are essential and that we must provide challenge and support built on trusting relationships. We will use this grant to ensure that we deliver equality in our curriculum and widen the life experiences of our disadvantaged children as well as to safeguard our children by providing social and emotional interventions such as ELSA.

Demography and School Context

Catcott Primary School is a rural school set in the heart of one of Somerset's most beautiful villages. The school attracts pupils from a wide geographical area; including local villages and local towns. Most children come from within our catchment area.

The school comprises of 7 single year group classes in the morning and then a mixed Reception/Year 1 and single year group classes in the afternoon. Currently, there are 155 children on roll. The proportion of children in receipt of Pupil Premium is 13.5% (21/155).

Challenges

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

Challenge number	Detail of 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
2. Attendance	Disadvantaged children have lower attendance than their peers.
3. Progress	Disadvantaged children are making less progress in reading, writing and maths than their peers.
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.

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>Emotional well-being Ensure that opportunities to improve children's sense of wellbeing are provided and that social and behavioural needs are supported in order to improve children's readiness to learn and their ability to progress.</p>	<p>Intervention data Pupil interviews Engagement with ELSA and PFSA Enrichment opportunities to promote wellbeing and healthy lifestyles.</p>
<p>Attendance Ensure children attend school to access education, intervention and support</p>	<p>Attendance improved for all PP children matching at least national average.</p>
<p>Progress To narrow the gap in attainment caused by the pandemic and access to / engagement with remote learning.</p>	<p>Increase the progress for specific pupils in receipt of pupil premium in reading, writing and maths from their identified baseline.</p>

	Evidence of progress in Reading, writing and maths from termly data.
Outcomes Continue to ensure the outcomes for children in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.	The gap between PP and non -PP children narrows, as reflected in end of year assessment data. PP children achieve in line with their peers.

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: £ 15 775

Activity	Evidence that supports this approach	Challenge addressed
Professional development on evidence-based approaches - National College CPD - Metacognition strategies - Feedback	EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)	3, 4, 5
Recruitment and retention of teaching staff. - Supporting smaller class sizes.	Reducing class size EEF (educationendowmentfoundation.org.uk)	3, 4, 5

Targeted academic support

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

Budgeted cost: £ 9 663

Activity	Evidence that supports this approach	Challenge addressed
Interventions to support language development, literacy, and numeracy.	Mathematics EEF (educationendowmentfoundation.org.uk)	3, 4, 5

<ul style="list-style-type: none"> - Numbots and TTRS subscription to build fluency. - PIRA/PUMA (Reading and maths assessments) provide diagnostic assessments. - Shine Interventions (reading and maths) - Fisher Family Trust, diagnostic assessment tool to monitor progress. 	Phonics EEF (educationendowmentfoundation.org.uk)	
<p>Teaching assistant (TA) deployment and interventions</p> <ul style="list-style-type: none"> - Daily phonics support - Additional reading - Small group targeted intervention. - Shine interventions 	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk)	2, 3, 4, 5
<p>Activity and resources to meet the specific needs of disadvantaged pupils with SEND</p> <p>Purchase Gold Level access to the school library service (R4L) to provide greater access to books.</p>		3, 4, 5

Wider strategies

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

Budgeted cost: £ 13 202

Activity	Evidence that supports this approach	Challenge addressed
<p>Supporting pupils' social, emotional, and behavioural needs</p> <ul style="list-style-type: none"> - ELSA - Team Teach - Emotion coaching - Empathetic listening 	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	2
<p>Communicating with and supporting parents</p> <ul style="list-style-type: none"> - PFSA Contribution - Gift pot - Book fair contribution - Wrap around care 	Parental engagement EEF (educationendowmentfoundation.org.uk)	2, 4

Extracurricular activities - Residential - Trips	Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)	1, 2
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Total budgeted cost: £ 38 640

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Review of 2021 – 2022

National data was shared for the first time since the pandemic in July 2022. This data has highlighted the initial impact of reduced schooling for the previous 2 years and is not directly comparable to the 2019 results.

1. Outcomes

To continue to ensure the outcomes for children in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.

All children in receipt of pupil premium made progress in reading, writing and maths across the school however the gap still needs to close further.

	Whole School	PP	National
EYFS GLD	45%	100% 1 child	65%
Year 1 Phonics Screen	76%	0% 2 children	75%
Year 2 Phonics Screen	75%		87%
Year 2 Reading	58%	0% 1 child	67%
Year 2 Writing	54%	0% 1 child	58%
Year 2 Maths	71%	0% 1 child	68%
Year 6 Reading	65%	57%	74%
Year 6 Writing	70%	43%	69%
Year 6 Maths	55%	43%	71%
Year 6 SPAG	75%	71%	72%

2. Oracy

Improved oral language skills and vocabulary among pupil premium pupils.

Vocabulary was a key area of focus across the school in all areas of the curriculum with lessons beginning with a focus on pre teaching key vocabulary. EYFS and Year 1 children received the Nuffield Early Language Intervention.

3. Wellbeing

To ensure that opportunities to improve children's sense of wellbeing are provided and that social and behavioural needs are supported to improve children's readiness to learn and their ability to progress.

ELSA support was in place for children with additional needs. 6 children in receipt of pupil premium received on going support from the ELSA.

4. EYFS

To construct an Early Years Curriculum that is ambitious and provides no limits or barriers to children's achievements regardless of their starting points.

The 2021 cohort of EYFS children had low entry data in all areas, they made some progress through the year. GLD was 45%. This cohort will continue to be monitored in Year 1.

Externally provided programmes

Programme	Provider
White Rose Maths	White Rose Maths
TTRS/Numbots	TTRS/Numbots
Emotion and Wellness coaching	Liz Peacock