

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Catherington Church of England Infant School
Number of pupils in school	88
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Maria Burden Head teacher
Pupil premium lead	Maria Burden Head teacher
Governor / Trustee lead	Full Governing Body

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 10,615
Recovery premium funding allocation this academic year	£ 500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
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	£ 11,115

Part A: Pupil premium strategy plan

Statement of intent

At Catherington Church of England Infant school our intent is that all pupils are enabled to build the knowledge, skills and understanding to make significant progress from their starting point in all areas of the curriculum.

We target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active and make good progress. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. All actions are focused to meet the needs of every individual, regardless of background.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school, whose attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach is responsive to shared and individual challenges evidenced by ongoing formative assessment and supported where appropriate by diagnostic and internal summative assessment.

Our continuous evaluation and review of all intervention ensures that we are able to act swiftly to respond to changing needs and challenges that our pupils face.

As a result we will ensure:

- A whole school approach is fully embedded so that all staff have high aspirations for all pupils and take responsibility for the progress and attainment of disadvantaged pupils.
- That we provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition This is not an exhaustive list and strategies will change and develop based on the needs of individuals.
- We target funding to ensure that all pupils have access to trips and first hand learning experiences
- That effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil progress meetings specific intervention and support for individual pupils which will be reviewed at least every 6 weeks.
- Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in phonics Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	Weak language and communication skills Our assessments and observations show that speaking and self-regulation is weaker for our disadvantaged pupils in EYFS. This has resulted in more children needing support to be ready to learn and develop their language skills to communicate their needs and ideas clearly and fully access the curriculum alongside their peers.
3	Social, Emotional and Mental Health Our assessments and observations show that the social and emotional development and wellbeing of many of our disadvantaged pupils is negatively impacting on their ability to make progress. These children often have a lack of confidence and resilience.
4	Parental engagement Observations show that parents of disadvantaged children do not engage in school life as positively as those who are not disadvantaged. These children need opportunities to take part in the wider curriculum, such as trips and clubs.
5	Reading, Writing and Maths Summative assessment shows that a lower percentage of PP/vulnerable children achieve the expected outcomes in reading and writing at the end of KS1 compared with all pupils.

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
Improved phonics and reading skills	Assessment and observations show improved phonic and reading skills with more disadvantaged pupils making accelerated progress. This is evident when triangulated with other sources of evidence.
Mental health problems improve and impact positively on learning behaviours.	Elsa feedback, wellbeing surveys and behaviour incidents show a positive change. Children can talk about having the courage to keep going and a can do attitude to their own learning journey.

Improved parental engagement and understanding	Parents attendance at school events, drop ins, class assemblies and parents evening. Support with reading and homework from parents.
Children with indicated gaps in knowledge catch up and show good progress.	Assessment and observations indicate significantly improved progress among disadvantaged pupils.
Improved language and communications skills in EYFS.	Assessment and observations show improved language and communication skills with clear evidence of identified disadvantaged pupils making accelerated progress. This can be seen through drop ins, pupil conferencing and diagnostic assessment and ongoing formative assessment.

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: £6,608

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational Psychologist training 1:1 consultations with teachers.	Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	3,2
Training for staff to deliver targeted speech and language intervention for identified children across the school.	Accredited interventions which impact on universal provision and planning for all learners. The targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-early-years/Preparing_Literacy_Guidance_2018.pdf?v=1670405718	2,3
Purchase of phonically decodable books that are part of the DfE validated SSP programme.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. From the DfE: <ul style="list-style-type: none"> A complete systematic synthetic phonics (SSP) programme is one that provides: <ul style="list-style-type: none"> all that is essential to teach SSP to children in reception and key stage 1 years of mainstream primary schools sufficient support for children in reception and key stage 1 to become fluent readers a structured route for most children to meet or exceed the expected standard in the year one phonics screening check all national curriculum expectations for word reading through decoding by the end of key stage 1 	1,5

Whole staff training on Trauma informed practice.	The key goal of trauma-informed practice is to raise awareness among all staff about the wide impact of trauma and to prevent the re-traumatisation of clients in service settings that are meant to support and assist healing.	3
CPD focus on planning, appropriate variation for a range of different needs throughout the class.	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217	1,2,3,4,5

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

Budgeted cost: £2,379.92

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support delivered by a trained teaching assistant.	Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 5, 2
Purchase and delivery of standardised diagnostic assessment PHAB	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback?utm_source=/guidance-for-teachers/assessment-feedback&utm_medium=search&utm_campaign=site_searchh&search_term	1,5

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

Budgeted cost: £2,201

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that all children can participate in engagement, enjoyment and enrichment activities linked to the wider curriculum.	Children who enjoy school, learn best and want to attend school. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1670404937	3,4
ELSA 1:1 sessions	Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) The development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem solving. Strategies that seek to improve learning by increasing self-regulation have an average impact of five additional months' progress.	3,4
ELSA sessions Supervision meetings	Targeted professional development intervention for Teaching Assistants, delivered and supervised by Educational Psychologists The intervention aims to build the capacity of schools to support the social, emotional and mental health needs of their pupils' using their own resources. https://www.elsanetwork.org/wp-content/uploads/2017/11/FinalElsaReport_North-Somerset.pdf	3,4

Total budgeted cost: £ 11,188.92

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Academic year 2021/2022- 8 Children- 10%

2 pupil premium children in Year R

3 pupil premium children in Year 1

3 pupil premium children in year 2

At the end of the academic year 2021/2022, outcomes for disadvantaged children in EYFS show a slightly lower percentage than those of children not disadvantaged.

In Year 1 outcomes for disadvantaged pupils completing the phonics screening check to the expected standard showed a lower percentage of children achieving the standard compared with all pupils but a higher percentage than the local authority percentages.

In KS1 50% of disadvantaged children achieved the expected standard. This is higher than the local authority percentages in all areas. The gap between disadvantaged and non-disadvantaged children achieving the expected was 40% for reading, 15% in writing and 30% in maths.

Our internal assessments

Triangulated evidence in books in the main shows all pupils making substantial progress from their given starting points but the continued impact of earlier school closures and lockdown has had a significant impact on pupils specifically in reading and writing. Training for teachers and teaching assistants with an educational psychologist has ensured adults are catering for a range of needs. There remains an ongoing focus on ensuring variation and intervention is well-tailored to meet the needs of **all** children.

Very effective bespoke emotional literacy and wellbeing support enabled the vast majority of identified children to be well-supported through their challenges and ensured they could access learning in the classroom.

Service pupil premium funding

Academic Year 2021-2022

3 children in Year 1 (4% of the school)

£960

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>We used our service pupil premium funding to contribute to the following:</p> <ul style="list-style-type: none">• Monitoring of service children's progress compared to the wider school population to ensure they learn, develop and achieve their own expected level of progress• Intervention strategies and support are put into place to support their learning• The provision of a trained teaching assistant to provide emotional literacy support- building social skills, self-esteem and develop positive attitudes to learning thus raising academic attainment• The purchase of a home/school/family bear who travels with the parent who might be away and then returns with pictures of his travels for the child to see.
What was the impact of that spending on service pupil premium eligible pupils?	<p>Academic achievement</p> <p>66% (2 out of 3) of our service pupil premium children achieved the expected standard in reading, writing and maths.</p> <p>66% (2 out of 3) also passed the phonics screening check.</p> <p>(In line with service children in the local authority)</p> <p>Wider strategies</p> <p>Support ensures our service children become tolerant, caring and well-rounded individuals with the skills to enable them to learn, develop and progress.</p> <p>The measures we have put in place help service children to access peers/adults that they feel they can approach and talk to that can reassure, help and if necessary advise.</p>

