

# Pupil premium strategy statement – Catherington Church of England Infant 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	84
Proportion (%) of pupil premium eligible pupils	11% (9 children)
Academic year/years that our current pupil premium strategy plan covers	2023/2024 2024/2025 2025/2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Maria Burden Head Teacher
Pupil premium lead	Maria Burden
Governor / Trustee lead	Full Governing Body

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,290
Recovery premium funding allocation this academic year	£ 500
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£ 0
<b>Total budget for this academic year</b>	£ 10,790

# 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	<b>Gaps in phonics</b> 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	<b>Weak language and communication skills</b> 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	<b>Social, Emotional and Mental Health</b> 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	<b>Parental engagement</b> 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	<b>Reading, Writing and Maths</b> Pupil premium children at Catherington are often also children with Special Educational Needs. 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. Parents attendance at workshops specific for managing behaviour and their child's emotional wellbeing at home. Parents are problem solving and relying less on staff for support.
Children with indicated gaps in knowledge catch up and show good progress.	Assessment and observations indicate significantly improved progress among disadvantaged pupils.
Improved progress in the core areas of reading, writing and maths closing the gap between PP children and Non PP children	Support for PP children is targeted and specific to childrens needs. Children are targeted <b>within</b> lessons.

## 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: £ 7,200

Activity	Evidence that supports this approach	Challenge number (s) addressed
Education al 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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	2, 3
Purchase of phonically decodable books that are part of the DfE validated	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. <b>From the DfE:</b> <ul style="list-style-type: none"> <li>A complete systematic synthetic phonics (SSP) programme is one that provides:</li> <li>all that is essential to teach SSP to children in reception and key stage 1 years of mainstream primary schools</li> </ul>	1, 2, 5

SSP program me.	<ul style="list-style-type: none"> <li>sufficient support for children in reception and key stage 1 to become fluent readers</li> <li>a structured route for most children to meet or exceed the expected standard in the year one phonics screening check</li> <li>all national curriculum expectations for word reading through decoding by the end of key stage 1</li> </ul>	
CPD focus on planning, appropriate variation for a range of different needs throughout the class- Training for 3 teachers focusing on Neuro-diverse children.	<a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217</a>	1, 2, 3, 5.
Drawing club training and resources for Early Years lead	<a href="https://www.canigoandplaynow.com/drawing-club.html">https://www.canigoandplaynow.com/drawing-club.html</a> The progress children can make through Drawing Club across all areas of child development is exceptional with the added bonus of confidence and joy.	1, 2, 5.
Extra lunchtime adults to support positive play and improve behaviour at lunchtime	Behaviour interventions seek to improve attainment by reducing challenging behaviour in school.  <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf?v=1701666291">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf?v=1701666291</a>	2, 3

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

Budgeted cost: £1916

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further	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.	1, 2, 5

phonics support delivered by a trained teaching assistant.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	
Parent support- Wellbeing team monthly drop in sessions for parents who find their children's behaviour and mental wellbeing difficult to manage. Use the back to basics programme.	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p> <p>Using the back to basics approach can empower you to take control of the 5 Ways to Wellbeing.</p>	3, 4

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

Budgeted cost: £1659

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 (After school activities including Rocksteady Music tuition plus funding for trips- ensuring all children can attend trips	<p>Children who enjoy school, learn best and want to attend school.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1670404937">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1670404937</a></p>	3, 4
ELSA 1:1 sessions	<p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p><a href="https://educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p>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.</p>	3, 4

**Total budgeted cost: £ 10,775**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Academic Year 2022/2023- 8 children

Year R- 3 children Year 1- 3 children Year 2- 2 children

#### Intended Outcomes

- Children with indicate gaps in knowledge show good progress
- Improved language and communications skills in EYFS
- Improved phonics and reading skills

#### EYFS

3 PP Children

66% achieved GLD (this percentage has risen from last academic year) This percentage is also higher than the local authorities percentage of 49.3%

78% of Non PP children achieved GLD- This gap has closed.

#### Local and National Data

##### Year 1

3 PP children- 1 also SEN and 1 has an EHCP

Estab. Name	Indicator	Average of Years	Values (& YoY* vs Self)		Values Trend	YoY* vs NCER Nat '22 to '23
			2022	2023		
NCER National	Cohort <sup>1</sup>	614755	616,900 -	612,610 -4,290		-
	Good Level of Development <sup>2</sup>	66.3%	65.2% -	67.3% +2.1%		-
Local Authority - Hampshire	Cohort <sup>1</sup>	14714	14,861 -	14,566 -295		-
	Good Level of Development <sup>2</sup>	71.2%	70.7% -	71.6% +0.9%		-1.2% 
School Group	Cohort <sup>1</sup>	1473	1,507 -	1,439 -68		-
	Good Level of Development <sup>2</sup>	68.8%	67.6% -	70.0% +2.4%		+0.3% 

0% passed phonics screening

Our schools internally data showed the gap between disadvantaged and non-disadvantaged children during the year decreased in Reading, Writing and Maths.

## Local and National Data

Estab. Name	Indicator	Average of Years	2019	2022	2023	Trend	'18 to '19	'19 to '22	'22 to '23
NCER National	Cohort	127093	117,280	134,250 +16,970	129,750 -4,500		-	-	-
	WA	66.7%	70.8%	62.5% -8.3%	66.9% +4.4%		-	-	-
	APS	0.3	30.9	28.8 -2.1	29.9 +1.1		-	-	-
Local Authority - Hampshire	Cohort	2307	1,946	2,544 +598	2,431 -113		-	-	-
	WA	62.4%	67.9%	55.9% -12.0%	63.4% +7.5%		-	-3.7%	+3.1%
	APS	0.3	30.1	27.3 -2.8	29.3 +2.0		-	-0.7	+0.9
School Group	Cohort	388	336	420 +84	407 -13		-	-	-
	WA	66.2%	73.8%	58.3% -15.5%	66.6% +8.3%		-	-7.2%	+3.9%
	APS	0.3	31.4	26.4 -5.0	29.4 +3.0		-	-2.9	+1.9

## Year 2

KS1 RWM Combined

2 PP (1 LAC)

0% KS1 Disadvantaged

Establishment	Indicator	2023	Years	2019	2022	2023	Viz.	'18 to '19	'19 to '22	'22 to '23
NCER National	Reading ≥ EXS	149,870	55.8%	61.8% -	51.5% -10.3% pts	54.0% +2.5% pts		-	-	-
	Writing ≥ EXS	149,880	46.8%	54.7% -	41.2% -13.5% pts	44.5% +3.3% pts		-	-	-
	Maths ≥ EXS	149,880	56.6%	62.2% -	51.9% -10.3% pts	55.8% +3.9% pts		-	-	-
	RWM ≥ EXS	149,870	42.3%	49.8% -	36.9% -12.9% pts	40.2% +3.3% pts		-	-	-
Local Authority - Hampshire	Reading ≥ EXS	2,879	56.5%	63.7% -	52.3% -11.4% pts	53.4% +1.1% pts		-	-1.1% pts	-1.4% pts
	Writing ≥ EXS	2,879	45.5%	54.0% -	39.8% -14.2% pts	42.8% +3.0% pts		-	-0.7% pts	-0.3% pts
	Maths ≥ EXS	2,879	54.3%	61.5% -	48.4% -13.1% pts	53.0% +4.6% pts		-	-2.8% pts	+0.7% pts
	RWM ≥ EXS	2,879	40.7%	48.8% -	34.6% -14.2% pts	38.7% +4.1% pts		-	-1.3% pts	+0.8% pts
School Group	Reading ≥ EXS	468	57.2%	63.2% -	53.2% -10.0% pts	55.1% +1.9% pts		-	+0.3% pts	-0.6% pts
	Writing ≥ EXS	468	46.1%	52.2% -	41.5% -10.7% pts	44.7% +3.2% pts		-	+2.8% pts	-0.1% pts
	Maths ≥ EXS	468	55.3%	62.6% -	49.9% -12.7% pts	53.4% +3.5% pts		-	-2.4% pts	-0.4% pts
	RWM ≥ EXS	468	42.8%	49.2% -	37.5% -11.7% pts	41.7% +4.2% pts		-	+1.2% pts	+0.9% pts

In 2021/2022 the gap between disadvantaged and non-disadvantaged children was closing. In the 2022/2023 the gap has widened again. The gap is very cohort dependant.

## Improvement in mental health problems- impacting on learning behaviours

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.



### **Improved parental engagement**

Attendance figures last academic year showed disadvantaged children attendance is 91%. This is an improved score. Non disadvantaged children' s attendance was 95%.

## **Service pupil premium funding**

Academic Year 2022/2023

1 child in Year R

3 children in Year 2

£1,340

### **How our service pupil premium allocation was spent last academic year**

We used our service pupil premium funding to contribute to the following:

- 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 impact of that spending on service pupil premium eligible pupils**

The 1 service child in Year R achieved a Good Level of Development at the end of Year R.

66% (2 out of 3) of our service pupil premium children achieved the expected standard in reading, writing and maths.

#### **Wider strategies**

Support ensures our service children become tolerant, caring and well-rounded individuals with the skills to enable them to learn, develop and progress.

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.