

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 | 85 |
| Proportion (%) of pupil premium eligible pupils | 11% (9 children) |
| Academic year/years that our current pupil premium strategy plan covers | 2024/2025 2025/2026 2026/2027 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | December 2025 |
| 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 | £14,610 |
| Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i> | £ 0 |
| Total budget for this academic year | £ 14,610 |

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 and their personal development.

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 and 1:1 support. 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 interventions 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 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 children's needs. Children are targeted within lessons. |

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8,115

| 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 | 2, 3 |
| CPD training on supporting children with complex needs, supporting parents with children's wellbeing and supporting staff to use the Great teaching toolkit. Training then delivered through inset days and staff meetings. | https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217 | 1, 2, 3, 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. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf?v=1701666291 | 2, 3 |

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

Budgeted cost: £2,904

| 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. | <p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> | 1, 2, 5 |
| Additional maths sessions using the Maths programme 'Pathways to progress' delivered by a trained teaching assistant. | | |
| Parent support- Wellbeing team monthly drop in sessions for parents who find their children's behaviour and mental wellbeing difficult to manage using 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: £4074

| 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 | 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 |
| THRIVE training and delivery across the school to vulnerable children | The Thrive Approach is a dynamic, developmental, trauma sensitive approach to meeting the emotional and social developmental needs of all children and young people. It is informed by recent developments in neuroscience research and is underpinned by a theoretical base in child development theory, attachment theory and research into creativity, play and the arts. | 3 |

Total budgeted cost: £ 15,093

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Academic Year 2023/2024- 7 children

Year R- 1 child Year 1- 4 children Year 2- 2 children

Intended Outcomes

- Children with indicated gaps in knowledge catch up and show good progress.
- Improved progress in the core areas of reading, writing and maths closing the gap between PP children and Non PP children
- Improved phonics and reading skills

EYFS

1 PP Child

This child achieved the Early Learning Goal in Maths.

Year 1

4 PP children (1 child also has an EHCP)- Each child worth 25%

23 Non PP children- Each child worth 4%

75% (3 out of 4) of the pupil premium children passed the Year 1 phonics screening test. 91% (21 out of 23) of the non-pupil premium children passed the Year 1 phonics screening test. This is a gap of 16%, matching the national gap but lower than Hampshire's gap.

National and local data for Year 1 phonics testing

National:

PP children- 68% Non PP children- 84% Gap of 16%

Hampshire- 64% Non PP children- 85% Gap of 21%

In maths 75% of pupil premium children reached the expected standard and 83% of non-pupil premium children.

In writing 50% of pupil premium children reached the expected standard and 74% of non-pupil premium children.

In reading 50% of pupil premium children reached the expected standard and 83% of non-pupil premium children.

Year 2

2 PP Children (Both children also on the SEN register) Each child is worth 50%

26 Non pupil premium children, each child is worth 4%

In maths 0% of pupil premium children reached the expected standard and 83% of non-pupil premium children.

In writing 0% of pupil premium children reached the expected standard and 73% of non-pupil premium children.

In reading 50% of pupil premium children reached the expected standard and 81% of non-pupil premium children.

The gap between pupil premium and non-pupil premium children changes every year and 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 94%. This is an improved score from last academic year which was 91%. Non disadvantaged children's attendance was 96%.

Service pupil premium funding

Academic Year 2023/2024

2 children in Year R (each child worth 50%)

£640

| How our service pupil premium allocation was spent 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 as well as targeted speech therapy support thus raising academic attainment |
| The impact of that spending on service pupil premium eligible pupils |
| <p>50% of our service pupil premium children achieved their Good level of development (GLD) by the end of year r. One child had an average point score of 28, 34 is the expected standard.</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> |