

# Pupil premium strategy statement – Catfield Primary Academy

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil 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	77
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b>	2024-2027
Date this statement was published	4/12/2025
Date on which it will be reviewed	4/12/2026
Statement authorised by	Natalie Butcher (Exec Head)
Pupil premium lead	Natalie Butcher (Exec Head)
Governor / Trustee lead	Sheila Watts (Chair of LGB)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 40, 905
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0
<b>Total budget for this academic year</b> <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>	£40, 905

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for individual and small groups of pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Our assessments indicate that many of our disadvantaged pupils across the school have specific gaps in learning in Maths, GPS and/or Reading. Without addressing these, they are unlikely to meet the standard they are capable of whether that is expected or higher standard.
2	Our assessments, observations and discussions indicate that spelling is a specific barrier for many of our disadvantaged pupils. If this is not addressed, then this will prevent their development in writing which could in turn act as a barrier to achievement in the wider curriculum.
3	Our assessments, observations and discussions indicate that many of our disadvantaged pupils do not keep on track with the year group expectations outlined in with our adopted synthetic phonics teaching programme. This is across the whole primary phase.
4	Our tracking indicates that disadvantaged pupils do not attend school as well as their peers. If this is not addressed there could be a negative impact not only on their academic attainment but their social, emotional and mental health development.

## 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
Adapted teaching and interventions/therapies will be targeted to remove gaps in learning.	A rigorous analysis of summative assessment at question level will take place for all pupils at least termly. This data will be used to determine how lessons can be adapted and interventions/therapies will be delivered to address.  Improvements in % of PP children achieving EXS and HS across reading, GPS and Maths. However, small cohorts, many of which are also SEN, may not have improvements and impact reflected in percentages.
Pupils spelling outcomes will improve. This will lead to higher outcomes in writing as well as the wider curriculum where writing is a tool for recording.	Teaching will ensure pupils access a high quality spelling curriculum. Where pupils have gaps in knowledge or a specific barrier, interventions/therapies will be delivered to address these.

	<p>Improvements in % of PP children achieving EXS and HS in spelling. However, small cohorts, many of which are also SEN, may not have improvements and impact reflected in percentages.</p>
Pupils will keep on track with year group expectations in phonics.	<p>A rigorous assessment system will allow pupils that are falling behind to be identified quickly. They will receive Keep Up sessions, targeted to their specific needs. In addition, pupils in Key Stage 2 who did not pass the phonics screening or who have gaps in their phonic knowledge will receive Catch up intervention.</p> <p>Improvements in % of PP children remaining on track with year group expectations.</p> <p>Improvements in % of PP children passing the Year 1 phonics screening.</p> <p>Improvements in % of PP children working at EXS in Reading in Key Stage 2.</p> <p>However, small cohorts, many of which are also SEN, may not have improvements and impact reflected in percentages.</p>
Pupils will attend school for at least 95% of the time and establish positive attitudes towards school attendance.	<p>A rigorous staged system will be implemented to identify pupils who are not attending well and put in support to improve attendance.</p> <p>Intervention will be considered on an individual basis, identifying areas of support that best meet the needs of the child/family.</p>

## 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: £300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle subscription to allow all staff to access ongoing CPD including for Keep Up and Catch up.	High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.  <a href="#">EEF – effective professional development</a>	3

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

Budgeted cost: £ 35,605

Activity	Evidence that supports this approach	Challenge number(s) addressed
PiXL subscription to allow support QLA and provide targeted therapies to address gaps in learning.	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. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.  <a href="#">EEF – small group tuition</a>	1
Raising standards lead role and specific classroom assistant hours. Targeted to specific children and	Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome	1, 2

areas of need in line with those identified through pupil progress meetings.	barriers to learning and 'catch-up' with previously higher attaining pupils.  <a href="#">EEF – Teaching Assistant Interventions</a>	
Delivery and resourcing of Little Wandle Keep Up and Catch Up	<p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p>	2, 3

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

Budgeted cost: £ 5000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Through a staged approach, designated attendance lead to support families individually in removing barriers to school attendance.	<p>Build a holistic understanding of pupils and families, and diagnose specific needs</p> <p>There is no one-size-fits-all approach to improving attendance. Knowing and understanding your pupils, their families, their influences, and their specific challenges can help you diagnose some of the underlying causes of absence and more clearly define the problem. It can also help to understand individual barriers to attendance and learning and help choose effective targeted approaches.</p>	

**Total budgeted cost: £40, 905**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### 2024-2025 National Assessments

##### End of Key Stage 2

- 100% of PP children achieved expected standard in Reading. The national for PP children was 63%.
- 86% of PP children achieved expected standard in Writing. The national for PP children was 59%.
- 71% of PP children achieved expected standard in Maths. The national for PP children was 61%.

##### Multiplication Check

- The average points scored by PP children was 23 with national for PP being 19.4. 40% of PP achieved full marks with national for PP being 27.9%.

##### Phonics Screening – Y1

- 25% of PP children passed the phonics screening. 67% of PP passed this nationally. *Note this cohort also has a high level of complex needs.*

##### Phonics Screening – Y2 retake

- 100% of PP children passed the phonics screening as a retake.

##### EYFS

*As only 1 PP in the cohort, unable to report to protect identity.*

**Intended Outcome 1 - Adapted teaching and interventions/therapies will be targeted to remove gaps in learning.** As shown above, our PP outcomes at the end of Key Stage 2 were above national average. In Reading this was significantly above. Our ongoing summative data also shows similar trends across all year groups, with PP achieving broadly in line with their peers. A rigorous assessment cycle and analysis of this ensures gaps in learning are identified quickly and actioned. This will continue to be an area for focus to ensure systems and fully embedded and new staff are inducted effectively in their implementation.

**Intended Outcome 2 - Pupils spelling outcomes will improve. This will lead to higher outcomes in writing as well as the wider curriculum where writing is a tool for recording.**

Focused work at key stage 1 has led to improved results shown in our summative data. This work was primarily focused on completing question level analysis following assessments, and targeting teaching towards this. The same effective strategy is now being applied to key stage 2 for the 2025-6 academic year. In addition, the spelling programme through Little Wandle has

been researched and shown to be highly effective with successful outcomes. In the Summer of 2025 CPD was accessed by all staff and the programme implemented from September 2025.

**Intended Outcome 3 - Pupils will keep on track with year group expectations in phonics.**  
The Little Wandle Programme continues to be effectively delivered. Results are just below average, however, the 2024-25 cohort had a high percentage of complex needs. A rigorous monitoring programme supports this. An action identified is to further develop the reading practice sessions, to support pupils in their reading fluency. Consultation took place with a Little Wandle advisor and the systems used have been reviewed to ensure maximum impact. These will be implemented from January 2026.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
CUSP	Unity Schools Partnership
Little Wandle	Wandle Learning Trust