

# Pupil premium strategy statement – Catfield CofE VC Primary 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	68
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	1/12/2022
Date on which it will be reviewed	1/12/2023
Statement authorised by	Natalie Butcher
Pupil premium lead	Natalie Butcher
Governor / Trustee lead	Angie Johnson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28020
Recovery premium funding allocation this academic year	£2900
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£30920

# 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, observations and discussions indicate that many of our disadvantaged pupils continue to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in English and maths.

2	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due a lack of social opportunities and changed routines as a result of the COVID-19 pandemic.</p> <p>Pupils require SEMH support remains high with 15% of pupils in the school requiring intervention. More than half of these are disadvantaged.</p>
3	<p>Our assessments, observations and discussions indicate that many of our disadvantaged pupils have not developed reading behaviours where they access texts for pleasure and a wide range of purposes. This is most prevalent at Key stage 2.</p>

## 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 reading, writing and maths attainment among disadvantaged pupils.	<p>KS2 outcomes in 202/25 show that % of disadvantaged pupils meeting the expected standard is in line with national.</p> <p>All disadvantaged pupils make expected progress in line with their EYFS/KS1 outcomes.</p>
To achieve and sustain improved SEMH outcomes for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of improved SEMH outcomes by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in behaviour incidents.</li> <li>• Improved attainment across the curriculum due to SEMH barriers being reduced.</li> </ul>
All pupils, including those that are disadvantaged, have well established reading behaviours in particular reading for pleasure.	<p>Reading for pleasure culture established by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• Improved attainment in reading.</li> <li>• Improved attainment across the curriculum with improved access through reading .</li> </ul>

## 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: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional support staff to be targeted towards delivering high level scaffolding to all teaching, ensuring pupils are able to access age related outcomes and gaps are identified and addressed rapidly.</p>	<p>The evidence on TA deployment suggests schools have drifted into a situation in which TAs are often used as an informal instructional resource for pupils in most need. This has the effect of separating pupils from the classroom, their teacher and their peers. Although this has happened with the best of intentions, this evidence suggests that the status quo is no longer an option. School leaders should systematically review the roles of both teachers and TAs and take a wider view of how TAs can support learning and improve attainment throughout the school.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	<p>1, 3</p>
<p>CPD is directed to the above, to ensure teacher and support staff are aware of the importance of an d effective delivery of the approach.</p>	<p>As above</p>	<p>1, 3</p>
<p>Whole school focus on developing reading behaviours, with a focus on reading for pleasure/ Resources and CPD to be directed towards this.</p>	<p>Research shows at key stage 1 and for key stage 2 pupils who have fallen behind their peers, it is important to remember that progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in their</p>	<p>3</p>

	<p>reading. Children need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms. This includes active engagement with different media and genres of texts and a wide range of content topics.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p>	
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**Targeted academic support (for example, tutoring, one-to-one support, structured interventions)**

Budgeted cost: £ 10,920

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Pastoral lead as part of staffing structure. Designated time given to deliver SEMH intervention.	<p>As well as a robust PSHE curriculum, Social and Emotional Learning is taught explicitly to those who have significant barriers to learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p>	2

**Total budgeted cost: £ 30.920**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Review December 2022 - SEMH outcomes for disadvantaged pupils in the 2021 to 2022 academic year have shown significant improvement. Effective staff deployment has meant that needs have been made rapidly and effectively, leading to a significant reduction in the number of recorded behaviour incidents. Pupils with SEMH needs are now able to more fully engage in all learning, supporting greater academic progress in all areas of the curriculum.

Internal data shows that 83% of disadvantaged pupils have made at least expected progress in Maths since the end of their last key stage. This is lower in reading (67%) and writing (50%), however in all cases the rate of progress since last academic year has increased. The impact of the pandemic continues to be the predominant contributing factor as gaps in these areas were most significant. Leaders have identified, in line with research, that upskilling support staff to enable effective scaffolding within the class rather than withdrawal for intervention will have a positive impact in ensuring these pupils make expected or better progress and a higher percentage meet age related expectations.