

# Pupil Premium Strategy Statement for Catcott Primary School

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	Catcott Primary School
Number of pupils in school	157
Proportion (%) of pupil premium eligible pupils	22 pupils = 14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sharon Foxall Acting Headteacher
Pupil premium lead	Sharon Foxall
Governor / Trustee lead	Lucy Ashburne

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 26,210
Recovery premium funding allocation this academic year	£653
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£8,566
<b>Total budget for this academic year</b>	<b>£35, 429</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Where you start in life shouldn't determine your future. At Catcott Primary School we believe that education should ensure that each generation of children reaches their full potential. We aim to ensure that every child's potential, skills, talents and choices determine what they achieve and is not influenced by any potential disadvantage.

Through our rich curriculum we provide our children with the opportunity to explore, collaborate, and talk to others and practice our core values in an environment which is safe, supportive, encouraging whilst also challenges their thinking.

Through the use of additional funding we aim to ensure that all our pupil premium children leave us:

- Achieving in line with age expected peers in reading, writing and maths.
- Confident communicators with skills and values which ensure they can access the full curriculum, and are ambitious and hopeful for their future.
- Resilient, independent learners who understand how to keep themselves safe and physically and mentally healthy.

We recognise that some of our children do not arrive at school ready to learn due to adverse childhood experiences and lower levels of language. This may result in them lacking confidence, self-esteem and often an inability to self-regulate their emotions; these are all barriers to their learning. We believe that this can be best addressed through highly effective home school relations to improve home learning environments and practices, transition plans, consistently high-quality teaching and learning and intervention (peer tutoring, tuition, high quality feedback) so that learners are confident to take on responsibility for evaluating their own learning and respond to teachers' feedback to strive to improve.

Here at Catcott Primary School, decision making on how to use our Pupil Premium Funding is based upon the barriers that children are currently experiencing both socially, emotionally and academically. Evidence is clear here that disadvantaged children have fallen further behind during the pandemic. As a school, it is essential that we develop, implement and monitor

an evidenced-informed approach to our pupil premium strategy to support all children to thrive.

All teaching staff are involved and are accountable for identifying children who need support. Professional dialogue around what this support needs to look like is discussed, recorded and actioned in our Pupil Progress Meetings.

### **Demography and School Context**

Catcott Primary School is a rural school set in the heart of one of Somerset's most beautiful villages. The school attracts pupils from a wide geographical area; including local villages and local towns. The majority of children come within our catchment area. The school comprises of 7 single year group classes in the morning and then a mixed Reception/Year 1 and a mixed Year 1/2 in the afternoons. Currently, there are 157 children on roll. The proportion of children in receipt of Free School Meals is consistently below National averages. 18 out of 157 (11%). The National average is 20.8%. The percentage of children supported by pupil premium is significantly below average and currently is 22 out of 157 children (14%).

## **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Children's emotional well-being, social and behavioural attitudes to learning are affecting their readiness to learn. As a result, this can lead to children attaining less well than their peers and can result in children being unable to regulate their emotions causing a barrier to accessing learning.
2	Low attainment on entry to the Early Years Foundation Stage in all areas.
3	The impact of the pandemic has highlighted the gaps within reading and writing as a proportion of children are not supported to read at home which impacts on their vocabulary range, their comprehension of texts and the development of their cultural capital. Children's low development of oral language is linked to limited exposure to literature.
4	Identified children in receipt of Pupil Premium are not making expected progress despite previous interventions.
5	Levels of engagement during the National lockdown varied during the pandemic. There are identified gaps within their learning (maths, reading, writing) and emotional wellbeing.

## 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
To continue to ensure the outcomes for children in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.	Increase the progress for specific pupils in receipt of pupil premium in reading, writing and maths from their identified baseline as determined by their reading and comprehension ages with progress being at least in line with non-PP pupils. Evidence of progress in Reading ages (moderation assessment data). Evidence of progress in Maths (moderation assessment data) Writing (evidenced on Pride and Progress Boards and moderation assessment profile)
Improved oral language skills and vocabulary among pupil premium pupils. Readiness includes speech and language in the earlier years and use of NELI additional support where needed.	Assessments and observations will indicate significantly improved oral language among disadvantaged pupils. This will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To ensure that opportunities to improve children's sense of wellbeing are provided and that social and behavioural needs are supported in order to improve children's readiness to learn and their ability to progress.	Intervention data, pupil interviews and ABC forms demonstrate that children's emotional needs are being met and that progress is reflected in academic progress. Engagement with ELSA and PFSA etc. where needed. Enrichment opportunities to promote wellbeing and healthy lifestyles.
To narrow the gap in attainment caused by the pandemic and access to / engagement with remote learning.	The gap between PP and non -PP children narrows, as reflected in end of year assessment data
To construct an Early Years Curriculum that is ambitious and provides no limits or barriers to children's achievements regardless of their starting points.	All children gain a Good Level of Development. All children are Year 1 ready at the end of the academic year. The learning environment and provision provoke children's learning. (SDP)

## 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: £15419

Activity	Evidence that supports this approach	Challenge number(s) addressed
PFSA contribution for PP support.	PFSA to support PP children and their families. An increase in referrals made highlights the need for parental support.	1 and 5
The purchase of Times Table Rockstars	Diagnostic assessments show gaps within children's fluency and arithmetic skills.	5
The purchase of phonological decodable books for home readers.	Evidence shows that when children read decodable books they are more likely to try to decode—to sound out the words. Some studies have found that they're also more likely to read words accurately.	3, 4 and 5
Purchase of National College CPD	There is a gap between the attainment of PP children and non-PP children in Reading, Writing and Maths. The National College provides access to high quality, easily accessible CPD to enhance teaching and learning	2, 3, 4 and 5

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

Budgeted cost: £15,965

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistants to provide targeted small group interventions across the school.	Groups to include children in receipt of PP. Small group interventions enable children to have teaching tailored to their needs so that academic outcomes improve.	2 and 4

Purchase Gold Level access to the school library service (R4L) to provide greater access to books.	Access to books will enable children to have the opportunity to practise and extend their reading at home and in school.	3 and 5
Provide Catch-Up tuition sessions using Recovery Premium: Maths fluency, speed of reading and comprehension skills.	Small group interventions enable children to have teaching tailored to their needs so that academic outcomes improve. Education Endowment Foundation, DfE confirms that reading comprehension strategies has high impact (+6mths progress) for disadvantaged pupils.	5
Early Language Skills – NELI (3x week)	Education Endowment Foundation, DfE confirms that oral language interventions has high impact (+6mths progress) for disadvantaged pupils.	1, 2, 3, 4 and 5
Early Reading skills (1:1 daily lowest 20% and target children, additional phonics in timetable)	Education Endowment Foundation, DfE confirms that phonics intervention has high impact (+5mths progress) for disadvantaged pupils.	3, 4 and 5

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

Budgeted cost: £4045

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide free breakfast club care for families in need of support with attendance and to ensure children arrive at school on-time.	Attendance for children in receipt of FSM is lower than for all children. Providing breakfast club care free to specific children will improve attendance.	1 and 2
Subsidise afterschool club care for families in need of support.	Children are accessing enriched activities and participating in social and physical activities.	1
To purchase books from the Scholastic book fair.	Each PP child is allocated £50 to spend on books for them to keep at home. Children who develop an interest and passion for reading make accelerated progress.	3

<p>Pupil Premium children to take part in residential trips and to subsidise visits linked to learning.</p>	<p>This follows the inclusive ethos of our school – for all children to have the opportunity to participate in these extracurricular activities. This provides valuable experience (and memories) for children. Learning out of the classroom environment can be very beneficial. Personalised gift pots.</p>	<p>1</p>
<p>Meals provided for PP children who are required to isolate.</p>	<p>Packed lunches to be purchased, made on site and delivered to children who are unable to come into school.</p>	<p>1</p>

**Total budgeted cost: £ 35, 429**

## 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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

This strategy, despite the pandemic, had good impact. We ensured pupil premium engagement, resources directed to support children access, additional school support to promote home learning. Good engagement and accelerated progress during the Autumn Term 2020-21 and following the lockdown in the Summer Term 2020-21 ensured that the gap between all pupils and PP children did narrow but this now needs to be accelerated further to ensure that they leave primary school with outcomes in line with all non-pupil premium children. During the Spring Term we invited pupil premium children to attend school during the National Lockdown in which we had 67% engagement (12 out of 18 pupils attended).

#### **Our desired outcomes were as follows:**

Maths: Greater percentage of pupil-premium children achieving 'secure' within their teacher assessments at the end of the 2020 – 2021 academic year. Reduce gap between pupil premium children and non-pupil premium children: All PP children made progress in Reading, Writing and Maths across school however, the pandemic has disproportionately affected PP children, especially those children who did not attend school during the Spring Term, the gap needs to close further.

Reading: Children to be reading at their chronological age and above with fluency and good comprehension skills: 96% children passed their phonics screening. (75% of PP passed).

Reduce the difference between the levels of attendance for Pupil Premium children and non-pupil premium children: Some improvement in PP in line with national attendance. Continued focus on reducing children's attendance across school.

### Externally provided programmes

Programme	Provider

