



Pupil Premium 3 Year Strategy Statement

School Overview	
Total number of pupils on roll 354 (x £1,345)	Approximate % of Disadvantaged Pupils 16.6% Of the overall proportion of disadvantaged, % of FSM only
Pupil Premium allocation this academic year £90, 155	Publish Date
Pupil Premium Lead Jo Devonshire	Review Date 20 th July 2020
Statement authorised by Angela Wallis	Governor Lead Peter Falconbridge

	Current Performance				
	Sept 2018	Sept 2019	Sept 2020 <small>(Due to Covid19 and school closures, this is unvalidated data at the end of the Spring term)</small>	Sept 2021 (Current)	Sept 2022
%of disadvantaged pupils	19% 63/328pupils	19% 62/331pupils	20% 68/345pupils	16.6% 59/354 pupils	
Amount of PPG	£99,157	£90,160	£90, 160	£90, 155	
Achievement in Reading at KS2	<u>Progress</u> -0.79 (Nat 0.31) <u>Achievement</u> ARE 58% Exceeding ARE 25%	<u>Progress</u> -0.44 (Nat 0.32) <u>Achievement</u> ARE 86% Exceeding ARE 21%	<u>Progress</u> <u>Achievement</u> ARE 62% Exceeding ARE 8%		
Achievement in Writing at KS2	<u>Progress</u> 0.03 (Nat 0.24) <u>Achievement</u> ARE 58% Exceeding ARE 25%	<u>Progress</u> -0.44 (Nat 0.27) <u>Achievement</u> ARE 86% Exceeding ARE 14%	<u>Progress</u> <u>Achievement</u> ARE 54% Exceeding ARE 15%		
Achievement in Maths at KS2	<u>Progress</u> 0.55 (Nat 0.31) <u>Achievement</u> ARE 58% Exceeding ARE 33%	<u>Progress</u> -2.52 (Nat 0.37) <u>Achievement</u> ARE 86% Exceeding ARE 0%	<u>Progress</u> <u>Achievement</u> ARE 62% Exceeding ARE 15%		

Support for review and reflection - considering the tiered approach to Pupil Premium, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>TEACHING <i>Spending on improving teaching might include progression development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending. (The EEF guide to the Pupil Premium)</i></p> <p>Progress indicators show that across the whole school, PPG pupils were making similar progress in reading, writing and maths to non PPG pupils and this progress was considered GOOD in the Spring term, before Lockdown. The difference between the % of PPG and Non-PPG pupils achieving ARE was <i>least significant</i> in Reading. At the end of the Spring term, the difference in %of PPG and non PPG working at ARE in reading was -27%. All PPG have received additional opportunities to read with trained volunteers. PPG children were provided with a token to purchase 2 of their ‘own’ books from the book fayre to support their growing love of books and reading at home.</p> <p>Teaching is good across the school and leaders have a clear strategy to support excellent teaching during 2019 – 2020 and beyond. Teachers have all commented on at least 2 aspects of their teaching that has developed as a result of observing others during Teacher Trios. An ‘open door’ policy is developing and CPD support varies to include, coaching, team-teaching, observation, learning walks etc.</p> <p>Curriculum development weeks were introduced successfully in the Autumn and Spring term and subject leaders were in a better position to provide targeted feedback <i>related to</i> their subject. During Pupil voice in the Curriculum Development week in Autumn term (see Gov SIC notes), children could talk confidently about their learning in History, RE, Geography, Science and History and knew which subject the skills and knowledge developed – showing an increasing subject integrity in their learning.</p> <p>Projects with a real experience as a hook have had the most positive impact on learning which is evident when pupils talk about their learning during pupil voice. Incidentally, during the Aut and Spr lesson observations and curriculum development weeks, oracy strategies (from School21 CPD) continued to be seen in lessons e.g; talking trios, conscious alley.</p> <p>Subject Leader Budgets included an additional 20% targeted on raising the standards for PPG pupils within their subject. Examples of this spend; A lunch time art club for PPG pupils with a strength or interest in Art. Subject Leader interviews included a specific focus on the impact the proposed PPG spend had on raising standards within their subject.</p>	<p>TEACHING</p> <p>%of PPG achieving ARE in R,W and M to be in line with non PPG. Particularly in Year 1 and 4 who have been identified as target year group for PPG pupils and accelerating progress.</p> <p>Provide CPD and re-launch Project Based Learning within a blended curriculum, to include discrete learning, a take one book approach (and high quality online learning in the event of a second schools lockdown)</p> <p>Responding to Covid closure – Teaching and whole school strategies will continue to be a significant focus in September with targeted CPD on <i>Making effective use of Formative and Summative Assessment, Good quality Assessment for Learning (AfL), Differentiation for all learners and effective targeted support for all pupils including PPG and SEND.</i></p> <p>Development of Writing/Editing/Critique/target time. In Year 6, where the difference between PPG and Non PPG is the least significant in writing there was a greater emphasis on editing and proof-reading.</p> <p>Raising the importance of developing speaking and listening opportunities (Oracy) through PBL and discrete lessons. Evidence list and the impact this has on learners achievement and attitude to learning. Developing use of Makaton to support S&L for all learners throughout the whole school. Increased opportunities for planned debate.</p> <p>-----</p>
<p>TARGETED ACADEMIC SUPPORT <i>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group interventions to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy. (The EEF guide to the Pupil premium)</i></p> <p>Pupil Progress and Targeted Support</p> <p>The working hours of support staff <i>were restructured</i> to extend the day for children identified as needing support. This approach was effective because it did not ‘narrow the curriculum’ because children were not taken out of learning during the <i>teaching</i> day. Early Birds were not being well attended so were refined and reorganised (where the needs/focus was the same) to release additional support within the school day for individuals as needed. Interventions have become more purposeful and reviewed for impact using a traffic light system and are reviewed at least termly as part of Pupil Progress meetings before a new cycle starts. However, where staff reviewed the intervention and found little evidence towards the intended impact earlier than this, interventions were changed or ceased. Following Pupil Progress meetings with staff, the SLT/SENCO review pupils’ barriers to learning and needs to determine appropriate additional interventions before agreeing the aim for the group. This is shared with the relevant staff member leading the intervention who then plans and delivers the sessions. The RAG assessments on impact are made following pupil progress meetings. The introduction of the traffic light impact review has been positive and now needs to be established.</p> <p>WIDER STRATEGIES <i>Wider strategies related to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will</i></p>	<p>TARGETED ACADEMIC SUPPORT</p> <p>Establish the Inclusion team</p> <p>Establish the traffic light impact review process for all additional interventions and targeted support such as Tutoring.</p> <p>Research effective targeted support and Government Tutoring scheme in response to Coronavirus pandemic.</p> <p>Provide CPD for support staff; focus on effective interventions (Support Hubs?)</p> <p>Provide CPD for teaching staff on making effective use of TAs (EEF)</p> <p>Targeted ‘Catch up’ interventions, small group or 1:1 tutoring</p> <p>Research staff/pupil mentoring (Year 6) for 2021.</p> <p>Greater consideration of the aim and planned impact of each intervention before they begin.</p> <p>-----</p>

affect spending in this category. (The EEF guide to the Pupil premium)

The launch of the updated restorative STEPS behaviour strategy meets the needs of all learners and the needs of all PP children. The number of behaviour related incidents recorded was lower than the previous year.

Termly Attendance meetings (HT and Attendance Admin)

Attendance for all pupils in the Spring term was slightly higher than the previous year.

The study of the location of PPG families in relation to the school site, showed that the majority live in flats within walking distance of school. This has formed part of our discussions around developing the role of outdoor play and learning at lunchtimes and throughout the school day.

27% of all PPG children have returned to school to either cool club or eligible year groups.

94 chn have returned to school of which 20% are entitled to PPG. This is broken down into 20% of Cool club, 20% of Year 6, 26% of Year 1, 6% of Early Years.

Home Learning has continued to take place virtually and via workbooks/packs sent home to support all pupils who remain at home.

During Lockdown, the school day was extended for those attending 'Cool Club' for key workers and other eligible pupils at no additional cost to families (20% PPG)

Children had access to a balanced meal in school which supports their health, wellbeing and readiness to learn.

During the pandemic, families were invited to school each day to collect a prepared lunch and were complimented by *Morrisson's food bags at weekends*

A large number of PPG pupils were attending Bagel Bar each morning and staff leading this used this as a time to 'check in, check up' with individuals.

Before Lockdown, home learning packs were provided for every child (19%) PPG; this consisted of an exercise book, printed lessons and activities and access details to the virtual platforms (PurpleMash/TimesTable Rock Stars)

PPG pupils identified, were also provided a stationery pack *which included writing and colouring materials as well as a ruler, rubber and glue stick* and in the Summer term additional home learning packs as requested.

WIDER STRATEGIES

Following Coronavirus, a whole school focus on Rebuilding and Reigniting Rebuilding relationships and reigniting a positive attitude towards learning.

Raising the aspiration of our pupils.

Research the impact of *Aspiration intervention (EEF)*

Developing resilience in our pupils – being prepared to fail.

Increasing awareness and celebration of cultures beyond their own.

Consider instigating a 'knock and stroll' walking bus to call for PPG pupils whose attendance is *giving cause for concern*.

Our vision for Pupil Premium

As our vision *exemplifies*, we are striving for our Pupil Premium children to be prepared for life and their next steps in learning. Through our vision and strategy, we aim for children to have aspiration and hope for their future and possess the skills needed for their next steps. Providing life experiences, excellent teaching, and a consistent learning journey, is at the heart of what we do at St Catherine's and we support all children to fulfil their potential. *Eliminating the achievement gap between children from a Pupil Premium (PP) background is one indicator of our success in achieving this.* We are building partnership with families and external agencies to give our Pupil Premium children the very best start in life.

We have identified 5 areas that contribute to children entitled to PPG not yet performing as well as their non-pupil premium peers.

These are:

1. To experience **a consistent curriculum** within their learning journey at St Catherine's and high quality teaching
2. **Oracy** and language development
3. **Resources** to access all of the curriculum – including physical resources to support maths and reading resources to develop language acquisition
4. Opportunities and experiences to learn and be supported **outside the classroom and at home**
5. To **attend** school, be **ready** and eager to learn and understand the **value** of learning and its role in the 'big picture'

Allocation of planned spending and actual spending for 2020-21

TEACHING PRIORITIES				Percentage of total allocation
Priorities: Raising the % of PPG achieving ARE in core subjects, specifically Writing. Children receive excellent teaching that meets the needs of all learners.			£54,460 60% of PPG	
School focus with clarity on intended impact on pupils:	Actions to achieve	Funding allocated (£)	Evidence and Impact	Sustainability and suggested next steps
Providing pupils with curriculum stability	A proportion of our PPG supports the delivery of the curriculum to single aged classes as we expand from 1.5 form entry to 2 form entry (in 2018). Ensuring all children, particularly those entitled to PPG receive a consistent curriculum and develop a positive relationships, particularly with their peers (across two classes rather than 4).	40,000		
Effectively re-establish Project-based learning so that learning is meaningful, and purposeful for children.	Provide termly CPD in What is Project-Based learning and why is it effective, <i>to include</i> effective critique and planning an authentic project. Resources support the delivery of the curriculum and motivate children to engage in learning. Additional release time for teaching staff each term, to plan PBL.	2000		
Teacher development and collaboration focus on excellent teaching for all pupils.	Teacher Trios for teaching staff (this year and support staff next) based on research from the EEF and Great Teaching Toolkit Evidence Review June 2020 ensure children receive good quality teaching. These areas, include; -Understanding the lesson and curriculum content -Creating a supportive environment -Maximising opportunity to learn- Activating hard thinking CPD in barriers to learning, effective differentiation, use of AfL and practical strategies for how to meet the needs of all learners. (20-21) Teacher Trios – Research projects linked to known barriers to learning (21-22)	5000		
Raise the Oracy skills of pupils across the school, with a focus on Speaking and Listening by the end of KS1.	CPD in increasing vocabulary, developing oracy and supporting Speech and Language use across the school. Embed whole school ethos ‘one word responses need expanding’. Classrooms are language rich environments. Develop assessments in Speaking and listening. Oracy skills to have a higher focus in Pupil Progress meetings, to be in line with reading, writing and maths. Talk is developed through assemblies and the re-introducing of the St Catherine’s Principles of Talk Assign a separate Oracy Lead (2021) –currently part of the English Lead (period of transition).	1500		

Developing outcomes in Speaking and Listening to PPG at the end of Early Years and KS1	Developing Communication and Language in EYFS (+6months EEF) Use of Wellcom to identify needs and next steps The Early Years unit is language rich inside and out. Teachers facilitate talk to learn and talk from learning. Sentence stems are used to support Oracy development.	2500		
PPG pupils achieve well in Maths	Delivery of a mastery Maths approach through Maths No Problem. Participation in a maths matrix with other schools to share best practice. (Mastery teaching add up to 5months EEF)	1000		
Raising PP pupil achievement across the curriculum – ensuring a breadth of study.	Interventions and tutoring within the school day is limited to minimise missed opportunities to engage pupils in learning across the curriculum and more time in class building relationships with their teachers and peers.			
Ensuring supporting Disadvantaged pupils is shared amongst all staff.	Provide 20% of subject budget request to supporting PP within each subject, as appropriate but possibly through resourcing, CPD, extra curricular opportunities. (20% reflects the approximate 20% of PPG pupils on roll). PPG lead provides an annual update to staff and Governors of ‘Supporting our Families - What we know’ based on responses to family survey, pupil voice, staff voice. This will be shared in AUT 2 after a return to school following Covid-19 pandemic.	2460		
TARGETTED ACADEMIC SUPPORT				Percentage of total allocation
Priorities: Closing the gap between PPG and Non PPG pupils, particularly in Writing. Supporting pupils to ‘Catch up’ on return to school following the Covid-19 Pandemic			£16000 18% of PPG total	
School focus with clarity on intended impact on pupils:	Actions to achieve	Funding allocated	Evidence and Impact	Sustainability and suggested next steps
Children receive additional targeted support in R, W, M	After a period of re-igniting learning in the Autumn term, formative and summative assessments are used to identify pupils who would benefit from targeted support. Research HfL Back on Track materials and updated AfL guidance to support staff identifying pupils who would benefit from targeted support. Pupil progress meetings <i>with</i> DHT/PPG Lead/ Inclusion lead and class teacher each term; Autumn (this year at the end of the first half term following return to school after the COVID-19 pandemic), Spring, Summer term to discuss each pupils barriers to learning, needs and next steps. Support staff lead interventions to small groups with a	2000 10,000		

	<p>clear aim for the intervention. Review the impact of interventions regularly and at depth at least termly within Pupil Progress week using a traffic light system.</p> <p>Research effective interventions for raising achievement, particularly in writing. Currently deliver Sir Kit to small groups and Grammar for Writing.</p> <p>Research the Government Tutoring scheme and which pupils could benefit.</p> <p>Some 1:1 tuition for individual pupils at early bird/late stay –using internal 1:1 tuition material and delivered by teaching staff.</p>	4000		
WIDER STRATEGIES				
Priorities: Providing a smooth transition on return to school following COVID-19 school closures. Reigniting a love for learning. Raising attendance for all pupils – particularly those with PPG.			£19,655 22% of PPG total	Percentage of total allocation
School focus with clarity on intended impact on pupils:	Actions to achieve	Funding allocated	Evidence and Impact	Sustainability and suggested next steps
<p>Children have a positive attitude to their learning and behave well.</p>	<p>Children understand how they learn (metacognition) and are able to talk about their learning, with a particular focus on developing resilience. Raise the focus on proof-reading, editing and CRITIQUE across the school.</p> <p>Re-establish the behaviour policy introduced last year and apply consistently following the return after Covid (READ THE NEW DFE SUPPORTING BEHAVIOUR)</p> <p>STEPS tutor training for new Inclusion lead and then regular training for all staff.</p> <p>Establishing positive relationships. Teachers have flexibility within the timetable to address class based issues and priorities PSHE as appropriate. PSHE will be taught weekly and class based circle time.</p>	<p>1600</p> <p>1200</p>		
<p>Develop the role of the new Inclusion Lead/Team to support individuals</p>	<p>Increase the staff within the team to be able to provide more class based support for individual pupils as necessary. <i>What are the most effective ways to support disadvantaged pupils achievement? Mental Health and behaviour in schools Nov 18</i></p>	<p>2000</p>		
<p>Support children to be ready to learn, specifically helping pupil to manage</p>	<p>Increasing the in school Nurture support available to full time with inclusions team.</p>	<p>2000</p>		

<p>anxiety</p>	<p>Counsellor from the counselling service a full day each week. CPD in supporting wellbeing, particularly pupils with anxiety in the classroom. Teaching Staff read 'Returning to School' Hertfordshire Educational Psychology Service with CPD on effectively supporting pupils transition following the COVID-19 outbreak.</p>			
<p>Increasing pupils aspirations</p>	<p>Interim Free School meals support for families whose circumstances have changed.</p> <p>Provide financial support for attendance at Breakfast club, after school club and holiday provision.</p> <p>PP pupils receive a book each term from the book fair to promote a love for reading PP pupils receive a magazine subscription during the Summer and Easter holidays so that New EY pupils receive a book in their welcome back before starting school.</p>	<p>2000</p> <p>2500</p> <p>1500</p>		
<p>All children experience trips, visits and school based activities to increase their knowledge and understanding of their own character development, cultural respect and future aspirations</p>	<p>Subsidised cost for lessons for pupils who have shown an increased desire, aptitude, attendance or interest in subject linked to the arts, such as Drama groups and music lessons.</p> <p>Financial support for pupils to partake in; - Guaranteed St Catherine's experience list - Trips and visits linked to the learning - Hook activities to inspire learning within the Project-based approach - Year 6 residential trip</p>	<p>1000</p> <p>3000</p>		
<p>Increasing attendance for all pupils, specifically those entitled to PP</p>	<p>Attendance meetings as identified by the attendance lead. The inclusion team to liaise with families of persistent absentees to identify possible supports. Introduce staffed Walking bus 'Knock and Stroll' from areas of high absenteeism for children to join without family member if necessary. Exit surveys to identify any trends that could have an impact on children's attendance at school.</p>	<p>1200</p>		
<p>Promoting a safe and healthy lifestyle for children to be 'prepared for the world they live in'</p>	<p>Children taught cooking skills (D&T) annually and ingredients subsidised up to 20%.</p> <p>Healthy lunches encouraged and family workshops/guidance on what makes a healthy lunch</p>	<p>655</p> <p>300</p>		

	<p>shared with families.</p> <p>Active travel is encouraged to and from school.</p> <p>PPG may be spent to support pupils health, safety and wellbeing in other ways specific to individual circumstances (such as the purchase of a bike helmet).</p>	700		
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Catch Up Premium

In addition, the government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

Total number of pupils on roll 354 (x £80)

Catch Up allocation, estimated: £28.650

The final amount will be dependent on the number of children included in the census in October.

TEACHING PRIORITIES

Priorities: Supporting positive wellbeing and mental health

Increasing Emotional literacy in all pupils.

Pupils have a positive attitude towards learning in school and remotely.

£xxxx
% of allocation

School focus with clarity on intended impact on pupils:	Actions to achieve	Funding allocated	Evidence and Impact	Sustainability and suggested next steps
<p>Teachers model use of key strategies for identifying emotions and employing self-regulation strategies.</p> <p>Regular CPD on mental health and wellbeing.</p> <p>Therapeutic 'STEPS' behaviour policy is embedded within school routines.</p> <p>Regular CPD on employing self-regulation strategies, particularly building resilience and perseverance</p> <p><i>In the event of a local lockdown;</i> Provide a weekly timetable of home learning with daily 'live' check in between teacher and class/year. Staff respond to concerns promptly. Concerns logged via staff email or CPOMS.</p>	<p>CPD strategies for developing metacognition.</p> <p>Raising the importance of developing speaking and listening opportunities (Oracy)</p> <p>Provide CPD for teaching staff on making effective use of TAs (EEF)</p> <p>Additional High quality teaching coaching for NQT and recently qualified teachers.</p> <p>Effective use of diagnostic assessments.</p> <p>Supporting remoted learning – CPD in quality instruction. <i>'the elements of effective teaching – clear explanations, scaffolding and feedback is more important than how or when they are provided.'</i> EEFA tiered approach. Electronic quizzing</p> <p>Purchase of webcams/microphone for staff delivery of daily 'live' instruction session.</p>			

TARGETTED ACADEMIC SUPPORT

Priorities: Supporting pupils to 'Catch up' on return to school

£xxxx
% of allocation

School focus with clarity on intended impact on pupils:	Actions to achieve	Funding allocated	Evidence and Impact	Sustainability and suggested next steps
<p>Inclusion team provide small group and 1:1 support to assist children in returning and transition to school.</p>	<p>Inclusion team, daily check-in with children identified. Program of support for individual pupils with EHCP/SEND.</p>			

<p>Staff make effective use of assessments in lesson planning and delivery.</p> <p>High quality one to one and small group tuition.</p> <p><i>In the event of a local lockdown;</i> Collaboration with the Inclusion team to create targeted learning packs for specific children, including those with EHCP's.</p>	<p>Hertfordshire 'Back on Track' materials support effective use of assessments.</p> <p>Academic tutoring Research effective targeted support and Government Tutoring scheme. A small number of pupils requiring more frequent tutoring, identified within pupil progress meetings and grouped if appropriate to their needs.</p> <p>Provide CPD for support staff; focus on effective interventions (Support Hubs?)</p> <p>Teacher led targeted 'Catch up' interventions, small group or 1:1 tutoring 2x30mins weekly or 3 x 20mins weekly.</p>	<p>Possibly subsidised by National Tutoring Program is eligible.</p> <p>£2,640 (£22ph x 12weeks term) x 10 classes</p>		
WIDER STRATEGIES				£xxxx
<p>Priorities: Providing a smooth transition on return to school following COVID-19 school closures. Reigniting a love for learning. Raising attendance for all pupils – particularly those with PPG</p>				% of allocation
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve</p>	<p>Funding allocated</p>	<p>Evidence and Impact</p>	<p>Sustainability and suggested next steps</p>
<p>Lessons on identifying emotions and self-regulation strategies.</p> <p>Metacognition strategies for self awareness, self-regulation, problem solving, relationship skills shared.</p> <p>Staff well-being</p> <p><i>In the event of a local lockdown;</i> Frequent delivery of food parcels outside of FSM entitlement.</p> <p>Weekly contact; Live lessons, phone calls or home visits.</p> <p>Supporting pupils social, emotional and behaviour needs.</p>	<p>Rebuilding relationships and reigniting a positive attitude towards learning. Raising the aspiration of our pupils. Research the impact of <i>Aspiration intervention (EEF)</i> Developing resilience in our pupils – being prepared to fail.</p> <p>Worry box/Check-in, check-up, check-out in each class, developing emotional literacy and supporting wellbeing.</p> <p>CPD in effective feedback, other ways than marking. Meaningful, timely meetings with clear purpose.</p> <p>Planning 'device free' days/activities at least weekly. Staying safe online support guidance and material shared with families regularly.</p> <p>Supporting families with siblings in different year groups...ideas for peer collaboration and family activities. Purchase tablets/laptops for family 'lease' in order to access online learning.</p>			

Aim High – In Life, In Learning, With God – Together