

## Pupil premium strategy statement

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	St Catherine's Hoddesdon
Number of pupils in school	330
Proportion (%) of pupil premium eligible pupils	17.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2021
Statement authorised by	A Wallis
Pupil premium lead	J Devonshire
Governor / Trustee lead	P Falconbridge

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94, 148
Recovery premium funding allocation this academic year	£8, 555
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£102, 703

# Part A: Pupil premium strategy plan

## Statement of intent

Aim High; In Life, In Learning, With God – Together As our vision exemplifies, we are striving for our pupil premium children to be equipped for life and prepare them for challenge. Through our vision and strategy, we aim for children to have aspiration and hope for their future and strive for excellence. Providing life experiences, mastery teaching and a consistent learning journey

We believe that the best way to raise standards for disadvantaged children is by having high aspirations and ambition for all. Therefore our priority in deciding how to allocate the Pupil Premium Grant is to ensure children are ready to learn and to provide the best quality teaching first and foremost.

We aim to provide a rich curriculum for all; developing cultural capital and learning from experiences, providing a balance of subjects and supporting children to see the purpose of knowledge and skills learned as well as how subjects are connected. We also ensure our priorities of Themselves (identity, confidence, team-work, health, mental health, well-being), Readiness for the world (self-confidence, experiences, resilience, mastering subject knowledge) and Communication (voice, technology, oracy, reading, writing) come through in real life, day-to-day in practical terms by being embedded within the curriculum.

Children are carefully tracked through pupil progress meetings and under achievement is challenged/supported and challenge provided where children may be coasting / high attainers.

## Challenges

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

Challenge number	Detail of challenge
1	The attendance of our pupil premium children as a group is lower than that of the whole school
2	An increasing number of our pupil premium children have complex needs, including SEND; speech and language, social communication, poor working memory, attention difficulties and social and mental health.
3	A high proportion of disadvantaged pupils do not yet demonstrate positive learning behaviours; low resilience, limited challenge etc.
4	Our pupil premium pupils start school with lower levels of speaking and literacy/oracy and breadth of vocabulary than non-pupil premium children on entry.
5	Lack of parental engagements and understanding of how they can support their child's learning at home – particularly in Reading.
6	Many of our pupil premium children do not have the rich and varied experiences non-pupil premium children seem to have. PPG pupils and their families often benefit from additional pastoral or emotional support in order to be ready for learning.

## 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
Overall attendance for all pupils is greater than 95%	<p>Attendance meetings with HT to address and challenge poor attendance and consider best strategies for supporting improved attendance.</p> <p>Family Support worker will complete a 'knock &amp; stroll' or home visit for identified families with historic attendance concerns.</p> <p>Targeted walking bus routes and 'knock &amp; strolls' will be effective in ensuring pupils with poor attendance improves.</p>
Children with additional SEN needs make at least expected progress from their starting points.	<p>PPG pupils with additional SEN needs make progress against their Pupil Support Plans (PSPs).</p> <p>The % of PPG/SEN pupils making expected progress from their own starting point, increases to be broadly in line with Non SEN peers.</p>
Children demonstrate positive attitudes to their learning - particularly in showing resilience and becoming more independent	<p>PPG children will 'have a go' at learning activities independently within lessons and actively participate.</p> <p>PPG pupils social skills, independence, perseverance and team work develop as evidenced by PPG Learner profiles.</p>
Children talk effectively for different purposes including when talking about their own learning	<p>PPG children will meet half-termly with DHT / Link Governor to talk about their experiences, their learning and their progress.</p> <p>PPG children take an active part in the termly exhibitions.</p>
Raise standards in reading	<p>PPG children will show a greater love of reading and be reading books that are correctly matched to their reading ability.</p> <p>Families entitled to PPG, will hear their children read at least 3x weekly.</p> <p>PPG pupils at the end of KS will make at least expected progress.</p> <p>Some PPG pupils will exceed their expected progress.</p>
Many of our pupil premium children do not have the rich and varied experiences non-pupil premium children seem to have.	<p>A wide-range of extra curricular activities will be offered.</p> <p>The number of PPG pupils attending clubs will increase.</p> <p>Financial support (as outlined in our charging policy) will continue to apply to PPG families for enrichment opportunities, including trips, visits, residential.</p> <p>Pupil and Family Surveys reflect enjoyment in school.</p>

## 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: £35,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching for all pupils CPD throughout the year</p> <p>Teacher Trio/Professional development release time for all teaching staff every half term.</p>	<p>The EEF Guide to Pupil Premium – <i>‘good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils’ ‘tackling disadvantage is not only about supporting low attainers’</i></p> <p>Sutton Trust – What makes great teaching?</p> <p>Reviewing the underpinning research Great Teaching Toolkit Evidence Review 2020 Evidence Based Education:</p> <p><i>Aim to help teachers make better decisions about what they can best do to improve their effectiveness</i></p>	<p>2, 3, 4</p>
<p>CPD ‘harnesses oracy to elevate learning’</p> <p>Program of Early Years CPD for all EYFS Teachers and TAs</p> <p>The Importance Of Talk In The EYFS’</p>	<p>The Oracy Benchmarks Voice 21 Increases, confidence, improves academic outcomes, fosters wellbeing, equips students to thrive in life beyond school, narrows gaps promotes social equity</p>	<p>4</p>
<p>Reading, Writing and Metacognition are high priority on school development plan, CPD plan and monitoring schedule</p> <p>Growing positive learning behaviours and attitudes to learning;</p> <p>Provide parents/carers with the e-learning video</p> <p>Supporting Learners At Home: A Parent Guide To Mindsets, Learning Behaviours And Metacognition</p>	<p>EEF Metacognition and Self-Regulation Guidance Report</p> <p>EEF Improving Literacy in KS2</p> <p>EEF IPEELL: Using Self-Regulation to improve writing found that teachers that used an SRSD approach to deliver writing projects based on memorable experiences made 9months+ progress.</p> <p>The e-learning video has the following learning outcomes:</p> <ul style="list-style-type: none"> <li>• To introduce key ideas about how we learn and how our mindsets and behaviours contribute.</li> <li>• To explore practical ideas for use at home</li> </ul>	<p>3, 5</p>
<p>Teachers and TAs are trained to implement and assess Little Wandle Phonics &amp; Reading scheme / Essential Spelling</p>	<p>Specialist modelling and working alongside staff has greater impact on student progress.</p> <p>DfE The reading framework: teaching the foundations of literacy</p>	<p>4, 5</p>

All teachers and TAs trained to support pupils with additional SEND needs, specifically autism as part of the HfL Autism in Schools Pilot.	Specialist modelling and working alongside staff has greater impact on student progress.  EEF Special Education Needs in Mainstream Schools 5 recommendations... Ensure all pupils have access to high quality teaching ' <i>To a great extent, good teaching for pupils with SEND is good teaching for all</i> '	2
HfL Developing Independent, Resilient And Powerful Learners' staff meeting	The training has the following learning outcomes: <ul style="list-style-type: none"> <li>To develop further knowledge and understanding of research and principles linked to developing pupils' metacognition and self-regulated learning.</li> <li>To explore the key concepts of metacognition and incorporate the development of these skills into everyday classroom practice</li> </ul>	2, 3
Attend HfL Striving for Equity: The Herts for Learning Annual Disadvantaged Conference (17.03.22)	The training has the following learning outcomes: <ul style="list-style-type: none"> <li>the opportunity to learn from the expertise of skilled and respected practitioners</li> <li>strategies to ensure pupils can attain and progress as well as their peers</li> <li>resources and ideas for implementation in schools that have worked effectively in other settings</li> <li>the confidence to be proactive in addressing the moral purpose of education – no child left behind, no school left behind</li> </ul>	1, 3, 4, 5, 6,

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

Budgeted cost: £36, 955

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Pupil Progress meetings with teachers, Deputy Headteacher and Inclusion Lead	Ensuring a regular timetabled forum for analysis and discussion of the factors that have supported pupil progress and identifies, collaboratively, actions that overcome barriers to learning. Impact of additional support/targeted intervention is monitored and reviewed frequently ensuring it has an impact.	1, 2, 3, 4, 6
Introduce 'Book clubs', Reading interventions and reading volunteers	EEF Reading Comprehension strategies – <i>along with Phonics, Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies</i>	5
HT/DHT/Inclusion Lead deliver intervention 'Catch Up' groups from Autumn 2 onwards	The most experienced staff supporting the most vulnerable pupils so that children are getting quality personalised support.	4, 5

Phonics, Math, Reading Small group targeted 'Catch Up' interventions (reviewed termly)		
Purchase web based programs to support learning at home; Purple Mash Number Bots /TT Rock Stars	EEF – digital technology and the evidence that technology approached are beneficial for Writing and Maths practice.	5
Experienced specialist TAs deliver interventions 1.1 days a week to identified pupils. Speech and Language therapist supports TA to plan and deliver intervention. Sp&L, NELI, WELLCOMM	EEF – Oral language interventions consistently show positive impact on learning <ul style="list-style-type: none"> <li>High quality, small group intervention</li> </ul>	2, 3

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

Budgeted cost: £30,548

Activity	Evidence that supports this approach	Challenge number(s) addressed
A series of trips and visits support the whole school curriculum and all children attend.	Children have a deeper understanding and appreciation for their learning and learning becomes more purposeful through concrete experiences and language rich environments. When finance isn't a factor for families, they almost always want their children to participate. Ofsted Research (2019) placed emphasis on improving cultural capital, particularly for disadvantaged pupils.	6
The library will be re-organised and books audited, sorted and collated to ensure all children have access to good quality, current and appropriately pitched books.	Children who enjoy reading are motivated to read more frequently and make better progress.	4, 5
Hold an information session for parents/carers on phonics and reading.	The session has the following learning outcomes: <ul style="list-style-type: none"> <li>To explore the importance of developing positive reading behaviours.</li> <li>To develop understanding of how to support children in learning to read.</li> <li>To explore quality books and strategies for fostering a love of reading</li> </ul>	5, 6
Continue to work with Magic Breakfast, the Jedidiah charity and St Catherine's & St Pauls Messy Church	Children who are not hungry are ready to learn. Many PPG families appreciated the food boxes last year and during previous lockdowns.	1, 6

	Children frequently visit the Bagel Bar at the start of the day.	
Admin Attendance Lead (AAL) phone families first thing if pupil not in school and offers support. HT/AAL monitor attendance and pupils below 95% are protocols followed (attendance meeting, attendance officer) Inclusion Team/Nurture lead collect child and/or provide walking bus or 'knock & stroll' from home if required. Provide Wraparound care to support families as needed.	Attendance Data Children with higher attendance make better progress and understanding the sequence of learning more.  Research published by the Department for Education (DfE) in 2016 shows that overall absence has a negative link to attainment. The links between attendance and achievement are strong. Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years	1, 6
Sports events and extra curricular activities are promoted and PPG pupils are encouraged to participate.	EEF – sports participation increases education engagement and attainment.	1, 3
Provide pastoral support and additional counselling	Safe Space identify the benefits of school based counselling; <ul style="list-style-type: none"> <li>• Improved self-esteem</li> <li>• Reducing the risk of exclusion</li> <li>• Improvements in behaviour and/or attendance</li> <li>• Improved peer relationships</li> <li>• Better attainment/achievement</li> </ul>	3, 6

**Total budgeted: £102, 703**

## 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.

#### **This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.**

Our PPG pupils were significantly affected by the school closures. The % of PPG pupils working at the expected standard dropped significantly from the Spring 2020 data for the same cohorts and their progress reflects this. 80% of families continued to access learning remotely and all children had access to a device and remote learning. The Inclusion team/SLT along with class teachers monitored daily access to learning and called families at least weekly to encourage children to access remote learning. All PPG pupils were offered a space in school if they were not regularly accessing the online learning or it was thought the school routine would be beneficial, although a number of PPG families declined.

Throughout the partial closures and then on the school return, we noted a significant drop in the sustainability pupils show towards learning outcomes/tasks, a drop in the motivation to challenge themselves and a varying level of effective collaboration with others. In KS1, this broadly presented itself with a regression in the number of instructions a child could follow at any one time.

Many pupils, particular in Year 6, reported how they had spent hours online – staying connected through online means but as a result some of their Oracy and collaboration skills were affected. We also noted across the school a rise in the % of obesity.

As a result, we identified the need to reignite learning, reconnect with others, revise prior learning to identify gaps and remain physically and mentally healthy.

### Reading

	READING	No Data	PRE-CE	WTS	EXS	GDS
Prior Attainment	No Data		Year 2 (2) Year 6 (1) Year 5 (2)			
	PKS		Year 2 (2) Year 3 (2)			
	WTS		Year 6 (2) Year 5 (3) Year 4 (4) Year 3 (1)	Year 6 (1)	Year 6 (1)	
	EXS		Year 2 (2) Year 6 (1) Year 4 (2) Year 3 (1)	Year 2 (5) Year 6 (2) Year 3 (3)	Year 2 (1) Year 6 (5) Year 5 (4) Year 4 (2) Year 3 (1)	
	GDS				Year 6 (1) Year 5 (2) Year 4 (1) Year 3 (1)	Year 3 (3)

In year 6, 54% of PPG pupils made expected progress (dropping from their same assessments in Spring 2020).

The introduction of the Reading Fluency Project across the school noted significant progress in pupils ability to read fluently and with greater understanding of the texts.

Time to read was prioritised in the curriculum and every class continued to ensure all children were present for the class reader. Informal pupil voice sited the class reader as a fun part of the day and a positive way to raise a love for reading – talking about the books they had read with their class.

The diagnostic star assessment piloted at the end of year 6 showed that the average reading age of children entitled to FSM at our school was 9.49 compared to 10.3 for Herts FSM and the average reading age of our non FSM children was 10.39 compared to 11.07 for Herts non FSM children.

## Writing

WRITING		No Data	PRE-CE	WTS	EXS	GDS
Prior Attainment	No Data		Year 2 (2) Year 6 (1) Year 5 (2)			
	PKS		Year 2 (2) Year 5 (1) Year 4 (1) Year 3 (2)	Year 6 (1)		
	WTS		Year 6 (4) Year 5 (1) Year 4 (2) Year 3 (2)	Year 6 (3) Year 4 (1) Year 3 (2)		
	EXS		Year 2 (5) Year 6 (2) Year 5 (1) Year 4 (2)	Year 2(3) Year 6 (1) Year 5 (2) Year 4 (1) Year 3 (1)	Year 6 (1) Year 5 (3) Year 4 (1) Year 3 (2)	
	GDS			Year 3 (1)	Year 6 (1) Year 4 (1)	Year 5 (1) Year 3 (2)

Since lockdown staff have noticed significant drop in the sustainability pupils show towards extended writing and progress in writing is looking poor across the school.

The curriculum has been refined to ensure that children are writing for an authentic purpose/audience as research by CLPE and EEF has shown to be effective.

Book looks in the Summer term show that PPG have made progress in their fine motor control (handwriting) and effective use of grammar as well as a the amount of sustained writing.

The introduction of 'Free Writes' were very effective across the school, including for those with entitled to PPG. Teachers noted greater motivation from children when writing about something of their own choosing. Book looks showed that during Free Writes, generally children wrote more and applied features of a text learned in class.

More support is needed in developing children secure the use of basic punctuation, accurate spellings and greater vocabulary which has been included in this years school development priorities.

In year 6, 38% of PPG pupils made expected progress. Of the 8 pupils who did not make their expected progress, 5 were receiving additional SEN support. 2 pupils

received additional 1:1 tutoring which helped them to access the lessons confidently and positively.

Year 6 being taught in smaller teacher led groups for the Summer term to address the core subjects of R, W & M noted significant progress in pupils sustained writing and more accurate use of punctuation and grammar. A small group case study shows the improvement in writing from the start of the term until the end in terms of content, presentation, accuracy and challenge. (See HM case study).

Our Year 2 cohort, have been greatly affected by their interrupted Year 1 and 2 school years and we identified that this cohort were not displaying positive learning behaviours. For the Summer term, we prioritised supporting this cohort to be 'ready for year 3' in terms of their self-regulation, resilience, challenging themselves, collaborating positively and working independently through an authentic project to develop their outside area and 'leave a mark' for future cohorts. Although, it is not yet reflected in their Writing progress from Early Years, it was evident from pupil voice and book looks that children were motivated to write for authentic purposes (invitations, instructions, lists) and share it with the audience orally at the Exhibition.

The Year 3 receiving teachers have identified gaps, particularly in phonics and are prioritising Sentence construction

## Maths

	MATHS	No Data	PRE-CE	WTS	EXS	GDS
Prior Attainment	No Data		Year 2 (2) Year 6 (1) Year 5 (2)			
	PKS		Year 2 (2) Year 3 (1)	Year 2 (1)		
	WTS		Year 6 (4) Year 5(3) Year 4 (4) Year 3 (4)	Year 6 (1) Year 5 (1) Year 4 (1) Year 3 (2)		
	EXS		Year 2 (3) Year 4 (1)	Year 2(4)Year 6 (4) Year 5(1) Year 4 (1)	Year 2(1)Year 6 (3) Year 5(2)Year 4 (1) Year 3 (1)	
	GDS			Year 3 (1)	Year 6(1)Year 5 (2) Year 4 (1)	Year 3 (3)

Daily maths lessons were delivered throughout remote learning. The maths subject lead provided a gap analysis for all teachers in order to ensure lessons for the remainder of the term addressed units that would need revisiting.

Staff extended the teaching sequence of each new unit/concept in order to start with lessons revisited learning from previous year group missed and gaps in knowledge before introducing new learning.

At the end of Year 6, 62% of pupils made expected progress. This dropped to 54% across the remaining key stage.

In Year 4, 25% exceeded their progress.

### **Targeted Interventions**

Due to ongoing speech and language intervention Pupils have made progress towards their targets in their Pupil Support Plans (PSPs).

Year 6 – Small group tuition for the Summer term. Book Looks and evidence in books shows the progress particular on boys writing in particular. Case Study is available.

In EYFS, the Nuffield Early Literacy Intervention was effective (Of the 17 pupils, 5 achieved ARE in Communication and Lanugugage but it must be noted that this year group did not complete the program in Early Years due to Covid measures. They are continuing the program in Year 1.

### **Wider Strategies**

The newly formed Inclusion team have supported families throughout lockdown with weekly phone calls, support with accessing food banks and food hampers, home visits and offering well-being support. They have collected pupils for whom attendance was low and worked with families where the family could not get the child to school.

33 (45%) families were supported with additional food parcels during Lockdown measures.

## **Externally provided programmes**

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>

## **Service pupil premium funding (optional)**

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	



## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*