



# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding (and recovery premium for the 2024 to 2025 academic year) 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	372
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mrs Marlow
Pupil premium lead	Mrs J Devonshire
Governor / Trustee lead	Mr Dowle

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121, 698
Recovery premium funding allocation this academic year	£6,162
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	£127,860

# Part A: Pupil premium strategy plan

## Statement of intent

At St Catherine's School, our aim is to be a community of joy, where children flourish and shine. We respect ourselves, and others, for our uniqueness, and together work to create lifelong learners who thrive in all they do. Grounded in our Christian values of Respect, Love, Forgiveness, Hope, Courage, and Trust, we work towards the Church of England's vision for education. This includes educating for wisdom, community, dignity, and respect, while promoting positive learning behaviours through our 'animal learners'.

We believe school is an important place for children to grow, develop and learn in a safe and warm environment. Therefore, we prioritise ensuring that children in receipt of the pupil premium attend regularly, are ready to learn, and receive high-quality teaching. This commitment has shown to be the most impactful strategy in narrowing the disadvantage attainment gap, while simultaneously benefiting all pupils within our school. Our intention is that non-disadvantaged pupils' attainment is sustained and improved alongside the progress of their disadvantaged peers.

Our curriculum is designed to enthuse and excite children and help them see connections across subjects. We recognise that many children enter our school with limited vocabulary and speech and language skills; therefore, we place considerable emphasis on developing phonics and fostering a genuine love of reading from their first day in Reception. To address the vocabulary gap for some of our pupils, we focus on developing their speaking and listening skills throughout their time with us.

Children's progress is closely monitored, with underachievement addressed through targeted support and evidence-based interventions. We also support pupils facing social and emotional challenges by promoting positive learning behaviours and providing pastoral support, often utilising sensory spaces and self-regulation activities to support this goal. Our aim is to enhance confidence and self-esteem, ensuring regular attendance to bridge gaps between disadvantaged and non-disadvantaged pupils, thereby enabling them to fully partake in the rich learning experiences we offer.

To further support progress, we facilitate enrichment experiences, both in and out of school, positively impacting academic performance and wellbeing and prioritise children in receipt of the pupil premium having the opportunity to explore their interests through attendance on school trips and at after school clubs and music lessons.

## 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 disadvantaged children is lower than that of the whole school.
2	Attainment in Reading, Writing and Maths is lower than peers, particularly in Maths.
3.	Social and emotional resilience affect learning, relationships, and wellbeing.
4	Lack equal access to extra-curricular clubs, trips and enriching childhood experiences.

## 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.

<b>Intended outcome</b>	<b>Success criteria</b>
Raise pupil attendance	Overall attendance for children in receipt of pupil premium is at least 95% and broadly in line with their peers.
The attainment gap between pupils in school, reduces.	Children in receipt of pupil premium achieve in line with their peers and the % of pupil attaining ARE in R, W and M is at least in line with National.
Children behave well throughout the school day and online	Children engages positively at lunchtime and the number of lunchtime incidents recorded for behaviour reduce. Children know how to stay safe online and the number of online safety incidents declines.
All children attend school trips and visits and an extra-curricular activity	Children are prioritised to take part in extra-curricular clubs and given the opportunity to represent the school in sports teams and arts events. All children in receipt of pupil premium are invited and supported to attend at least one extra-curricular activity each year.

## Activity in this academic year (2024-2025)

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: £59,496

Activity	Evidence that supports this approach	Challenge number(s) addressed
Invest in CPD for teachers on strategies to increase student engagement, participation and motivation. How do we make school feel 'unmissable.'	Research shows that when students are more engaged, they are more likely to attend school regularly (Education Endowment Foundation)	1
Invest in CPD focusing on inclusive teaching practices and sensitivity training towards the needs of children in receipt of the pupil premium. This aims to build a supportive classroom environment that fosters a sense of belonging and encourages participation in all school activities.	Improved teacher professional development significantly enhances classroom environments and student participation in school activities (EEF).	1
Provide HfL Supporting Cognition & Learning CPD with guidance on effective scaffolding, use of technology and metacognition.		1
Provide Effective Teaching program of CPD – Walkthru's program		2
Investment in software such as NfER/Renaissance that supports diagnostic assessment which can help in identifying specific areas where pupils need improvement	Tailored teaching approaches. (J. Hattie)	2
Funding the professional development of teachers through courses focused on Maths teaching methodologies and monitoring the implentaion of the scheme	Enhanced pedagogical skills lead to better student outcomes. (EEF)	2
Provide CPD focused on Therapeutic Thinking/Kindness Principle behaviour management strategies, emphasising positive reinforcement and consistent application of rules.	EEF Behaviour Guidance Behaviour	3
Provide Calm Zones in each classroom and provide CPD in supporting pupils with SEND.	EEF Behaviour Guidance Behaviour	3
Review PSHE curriculum to ensure social, emotional understanding is explicitly developed.		3

Review Computing curriculum to ensure children are taught how to behave in different situations online.		3
Use technology tools such as CPOMS to help monitor and support behaviour including online	This supports high-quality teaching by providing insights into pupil behaviour patterns.	3
Provide CPD in developing 'Collaborative Learning'		2

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

Budgeted cost: £29, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide structured activities (KICK Coaching, Mentoring and Chaplaincy) during lunchtime, supervised by trained staff that focus on social skills, teamwork, and positive interactions.		3
Provide small group sessions that focus on enhancing social, communication, and emotional regulation skills.	It has been evidenced that boosting these skills can reduce negative behaviour and improve student interactions.	3
Utilise NTP resources to provide targeted tutoring in behaviour and social interaction.	This can help pupils struggling with self-regulation or social norms, offering them more intense one-on-one or small group support.	3
Provide targeted 1:1 Individualised support sessions to help struggling learners catch up with key literacy and numeracy skills Catch Up Literacy/Catch Up Numeracy	Missing out on fundamental skills can demotivate students from attending school; thus, reinforcing these skills can improve their academic confidence and encourage regular attendance.	1/2
Training teaching assistants to deliver structured interventions in Maths	Supports pupils falling behind, providing them with the additional practice needed. (Education Endowment Foundation)	2
Provide formative assessment and timely feedback which can encourage pupil attendance by helping them see the direct benefits of school attendance and inform teaching.		1
In further years; Setup peer mentoring systems where older or more experienced pupils who participate in after school clubs mentor younger children in receipt of the pupil premium providing academic support	Peer tutoring has positive impacts on academic achievement, self-confidence, and social skills, encouraging broader participation in school	1

but also emotional and social support.	life (Education Endowment Foundation).	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £39,364

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club/After school Club provision in place  Enhance 'Toast/Bagel Bar provision as an incentive for pupils to attend school.	Adequate nutrition is essential for academic performance and engagement, and offering a reliable, nutritious start to the day can reduce absenteeism linked to hunger or poor diet.	1
Facilitate a Maths clubs or similar activities lunchtime/after school	enhance engagement and interest in Maths, providing a less formal environment for reinforcing learning. (T. Bell et al.)	2
Initiating parent workshops and family/child programmes that involve parents in their children's Maths education (Maths Week)	leading to better educational outcomes by reinforcing learning at home. (S. Goodall)	2
Allocate funds specifically to technology that supports learning (sound buttons, reading pens etc)		2
Provide support to families about online behaviour and expectations around behaviour through workshops and resources that help families understand and support positive behaviour at home. e.g NESSie in Ed		3
Invest in a range of extracurricular activities such as sports, music, and art clubs that provide structured environments where pupils can develop positive behaviour, cooperation, and respect for others		4
Develop programmes that specifically introduce children in receipt of the pupil premium to various after-school activities (e.g taster sessions and support in choosing the activities that match their interests).		4
Subsidise the cost for Pupil pupils in receipt of the pupil premium for trips and after-school clubs, ensuring that the financial barrier is reduced.		4
Initiate a weekly celebration of achievements outside of school and a way for families to communicate this via email to increase pupil engagement with school and the sense of belonging and positive relationships	HfL 'Underserved Learners' series of CPD and the	1

Plan opportunities for Whole School Moments of Togetherness to develop a strong sense of belonging for all our children		1
Liaise with local secondary schools to find out ways that they manage online safety issues.		3
Introduce and implement Forest School curriculum to provide explicit teaching and opportunities to develop team- work, problem solving and engage pupils leading		1/3

**Total budgeted: £127,860**

## 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 2021 to 2022 academic year.

**This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.**

**Aim: Overall attendance for all pupils is greater than 95%**

2023-2024 PPG: 89.7% Non-PPG: 93.1% Difference: -3.4%

This area remains a focus.

The Deputy Head has taken on the role of Attendance Champion from next year and has met with families whose attendance drops below 90% to action small steps of improvement.

Families have been informed of the Statutory changes to admissions and the consideration of Penalty Fines if unauthorised absences meet the threshold.

The Weekly Attendance Cup has been introduced to raise the profile of whole school attendance and absence is being cross referenced with learning hours lost when communicated with families to show the impact.

The website has been updated to clarify mis-conceptions that families hold around absences for welfare days, birthdays or holidays with a 'Myth busters' section.

Currently, PPG attendance this half term is; 91%.

**Aim 2: Emotional resilience is improved for targeted pupils to enable children to access learning.**

**Social needs are addressed.**

The St Catherine's Learning Behaviours are referred to throughout the school and are now embedded. All children have been recognised for showing these behaviours during Friday celebration assemblies.

Attitudes to learning is no longer referred to as a barrier to learning for children with PPG at Pupil Progress meetings' which is an indicator of progress in this area.

The Inclusion team continue to support pupils through Nurture interventions. A process of review is being implemented to ensure that the impact of intervention is monitored and alternatives/external support sought when needed.

**Aim 3 : Oral language and communication skills improve. Children talk effectively for different purposes including when talking about their own learning.**

At the end of Early Years, 43% of PPG pupils met the ELG expectation for Communication & Language.

Each year the number of pupils with SEN needs has also increased and the introduction of Haslewood provides a structured timetable to focus on activities that increase Speaking and Listening skills at the appropriate stage of development.



The PPG Lead has used Pupil Voice Templates (PVTs) to scaffold pupil voice with PP, supporting them to talk about how they learn, what they and others are thinking or saying during learning activities. Children make reference to the learning behaviours when talking about themselves as learners.

**Aim 4: Raise standards in reading - Progress and attainment of PPG at end of KS to be in line with non-PPG nationally, particularly in reading. The attainment gap between PPG and Non-PPG pupils in school, reduces.**

At the end of Year 6 the gap between PPG and Non-PPG achieving the expected standard in Reading was less than 2% and in Writing more pupils in receipt of PPG achieved the expected standard than Non-PPG.

Raising standards in Maths continues to be school improvement focus.

In Key Stage 1, the % of PPG pupils meeting the phonics screening check decreased. Phonics interventions and teaching of phonics in EYFS started within the first 2 weeks of term.

**Aim 5: Lack equal access to extra-curricular clubs, trips and enriching childhood experiences.**

The number of PPG pupils attended trips and the residential is at its highest.

A wide range of extracurricular activities have been offered although the number of PP pupils attending remains low.

Attendance at clubs has decreased, particularly in the summer term

## 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*

Programme	Provider
KICK Coaching, mentoring and chaplaincy	KICK
Catch Up Literacy	Catch Up
Catch Up Numeracy	Catch Up
NELLI	NELLI
Keep Up Phonics	Little Wandle
WellComm	GL Assessment
Drawing & Talking	
Renaissance Reader	

## Service pupil premium funding (optional)

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

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