

## 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	Caton St Paul's C of E Primary School
Number of pupils in school	166
Proportion (%) of pupil premium eligible pupils	5.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	1: re-assess at the end of 2022, in line with reduced budget.
Date this statement was published	Oct 2021 (updated to new format Jan 2022)
Date on which it will be reviewed	Sept 2022, Sept 2023
Statement authorised by	Ian Gittins
Pupil premium lead	Sarah Sanderson
Governor / Trustee lead	Anna Shone

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 21,250 (including £7,035 CLA)
Recovery premium funding allocation this academic year	£2,000
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	£23,250

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils make good progress at Caton St Paul's, regardless of background. We aim to ensure that all children have equal opportunity to succeed at school to prepare them for the challenges of the wider world. Pupils will leave Caton St Paul's feeling like valuable human beings who know their worth and feel confident to move to High School.

To ensure all children have the opportunity to succeed, we will consider all barriers that may prevent these aims being met and implement coherent plans to ensure these barriers can be overcome.

At the heart of our strategy is high-quality first teaching, backed-up by targeted support and intervention where necessary. All staff will continue to access training aimed at improving teaching and learning across school. Early identification, help and intervention will continue to enable disadvantaged children to make good progress.

Education recovery continues to be a priority in school for all children and this is incorporated into our pupil premium strategy.

All staff will take responsibility to ensure that disadvantaged children are given the same opportunities to succeed as their peers. This whole-staff approach will ensure positive outcomes for all children at Caton St Paul's.

## Challenges

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

Challenge number	Detail of challenge
1	There is clear indication that the education of many of our disadvantaged pupils have been impacted by school closures to a greater extent than for other pupils. This has been backed-up by findings from national studies. Disadvantaged children have generally struggled during lockdown, despite support implemented by school. Gaps in learning are evident.
2	Assessments and observations suggest that disadvantaged children have greater difficulties with reading comprehension than their peers. There are difficulties making sure disadvantaged children are accessing regular, quality reading opportunities.
3	Our attendance data (although skewed by Covid-19) suggests that attendance amongst our disadvantaged children is generally lower than other groups. 33%

	of our pupil premium children were classed as persistent absentees during 2021-21.
4	From our PE assessment data, it is clear that a low percentage of disadvantaged children attend extra-curricular clubs. Studies have shown that exercise and belonging to a club can have a positive effect on mental health.
5	It is clear from discussions and observations that the mental health and wellbeing of our disadvantaged children and their families has been detrimentally affected by partial school closures, as well as national lockdowns.

## 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
<i>To ensure disadvantaged children make good progress across the curriculum, particularly in end of KS measures.</i>	<p>In the first year, results will be:  Y2: Reading 100%, Y2: Writing 100%,  Y2: Maths 100%  Y6: Reading 67%, Y6: Writing 67%,  Y6: Maths 67%</p> <p>We will continue to monitor progress of disadvantaged children and adjust targets over subsequent years.</p> <p>Disadvantaged children will be able to access the full curriculum, taking into account 'lost' learning during lockdowns.</p>
To ensure reading is a priority for all children. To give disadvantaged children the opportunity to access a range of quality texts, targeted at the correct level for their continued development.	Disadvantaged children will make good progress in reading across all year groups. They will read regularly and access books at an appropriate level to ensure engagement and
To ensure families are supported and engaged in their child's learning. To improve attendance of disadvantaged children in line with national expectations. To ensure children feel safe and supported in school and are able to access learning.	All children and families will feel safe and supported in school, enabling children to access wider-curricular learning. Early help will be identified and accessed where appropriate. Attendance will be in line with national expectations. The number of persistent absentees amongst disadvantaged children will be 0.
To ensure that disadvantaged children are provided with opportunities to engage in wider cultural capital opportunities, including extra-curricular clubs and visits.	Families with disadvantaged children will be provided with financial support to access trips, outdoor education visits and before/after-school club as needed.  The % of disadvantaged children accessing extra-curricular provision will be above 67%.



## 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: £ 7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of targeted reading programme with summative assessment linked to each book. Monitor disadvantaged children to ensure engagement and progress.</i>	It is clear that a systematic approach to KS2 reading is needed. This reading programme will enable all children to choose a book at their reading level and will enable teachers to monitor the understanding of each book. This will enable closely targeted progress for each child.	2
<i>Continued staff training to ensure all staff understand how to adapt their curriculum for all groups of children.</i>	Clear understanding of progression in each subject will enable subject leaders to liaise with class teachers to ensure that all children can access learning in each lesson, and that the curriculum is adapted to meet the needs of all learners.	1,2
<i>To use a fully qualified and experienced teacher to deliver small group tutor sessions to disadvantaged children to a total of 15 hours each.</i>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind,	

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SENDCo release time to liaise with teachers to ensure quality first teaching for all children, focusing on strategies for ensuring	Quality first teaching meeting the needs of all children will ensure progress, particularly for disadvantaged children. Provision mapping and quality intervention will lead to heightened progress.	1

disadvantaged children make progress.		
<i>14 additional teaching assistant hours in UKS2. These will be targeted at pre-teaching mathematics knowledge to enable disadvantaged children to access learning in lessons.</i>	Additional group support targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.	1,2

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

Budgeted cost: £ 7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to employ a learning mentor to work closely with children and families to ensure engagement with school and high attendance.	Involving families at an early stage means the early help approach of support, rather than criticism is used to improve attendance. Children will achieve higher if their mental health and wellbeing needs are met. Social interaction and confidence are vital for success in school.	3,5
<i>Whole staff safeguarding training to continue to ensure all staff understand how to keep children safe in our school. All staff paid to attend this additional session, led by LCC.</i>	Keeping children safe in education is our first priority. By ensuring all staff are trained to keep children safe, we can ensure all our children and well-cared for and comfortable when discussing difficulties with trusted adults. This community feeling will have a positive impact on their learning.	3,5
<i>To offer additional financial support to enable disadvantaged children to access wider curriculum enhancements and enrichments.</i>	Cultural capital opportunities should be offered to all children, regardless of background and financial situation. These opportunities add to positive mental health and wellbeing outcomes for our disadvantaged children.	4, 5

**Total budgeted cost: £ 24,000**

## 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.

Learning mentor continues to work with all children to ensure good attendance and MHWB to be ready to access learning. Close working with PPG families ensured 4 of these families received a chromebook from LCC to be able to complete online learning. Other children were loaned a chromebook from our DFE allocation.

All PPG children were invited to lockdown school and their attendance and work was closely monitored. Attendance during 2020-21 is very hard to monitor due to lockdown, Covid difficulties and school closures. 3x PPG children classified as persistent absentees last year – close work with families ensured attendance expectations are clear and are improving. This is a continued target this year.

Phonics training will be provided to all Teaching Assistants this academic year, as we focused on reading partnership training in 2020-21. KS1 reading books are closely matched to phonic sound progression and all staff continue to deliver high quality phonics sessions, with targeted support for certain children.

SENDCo continues to be released 0.5 days per week to ensure SEN provision is good quality. All SEN children receive individual and group intervention and this is based on targeted provision mapping. SENDCo to focus on quality first teaching support in 2021-22. 45% of our PPG/CLA children are also SEN children, with 3 others needing group support to make continues progress.

KS2 SATs results were teacher assessed as no formal assessment was carried out. Y1 phonics check completed in Dec 2021. KS1 SATs results were not reported.

Y1 phonics check (Y2:Dec 21) 94% pass. 100% of PPG/CLA pass.

Y6 TA SATs:

- Reading: 100% PPG EXS
- Writing: 100% PPG EXS
- Maths: 67% PPG EXS

## 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>
Mathletics	3G learning
Spelling Shed	Edshed
Oxford Owl	Oxford University Press
Times table rock stars	Maths Circle



## Further information (optional)

We intend to use tutoring money to provide 15 hours 1:3 tutoring for 5 of our pupil premium children, as well as 4 other children who have been identified as having been particularly disadvantaged during lockdown. This will be focused on basic number work, as well as reading, writing and spelling.