

# Pupil premium strategy statement

This statement details our school's use of pupil premium 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	155
Proportion (%) of pupil premium eligible pupils	4.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2024
Date this statement was published	January 2023
Date on which it will be reviewed	September 2023, September 2024
Statement authorised by	Ian Gittins
Pupil premium lead	Ian Gittins
Governor / Trustee lead	Anna Shone

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 20,655 (including £7,035 CLA):
Recovery premium funding allocation this academic year	£2,400
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	£23,055

# 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, ready to make a difference to themselves, others and the world around them.

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. It will be rooted in strong diagnostic assessment, not assumptions about disadvantaged children.

## 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 evidence that children eligible for the Pupil Premium Grant have generally low academic attainment across reading, writing, GPS and Maths.		
	Subject	EXS+	GDS
	Maths	54%	15%
	Reading	46%	15%
	Writing	54%	15%
GPS (Y6 only)	33%	0%	

	Around 50% of children in school eligible for PPG are not meeting age related expectations. Between 75-80% of all children in school are meeting age-related expectations.
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	Attendance data suggests that attendance of PPG children is generally lower across school than that of all children. 30% of our PPG children were classed as persistent absentees in 2021-22, as opposed to 10% of all children.
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. This also means that children from disadvantaged backgrounds are less likely to engage in activities that will develop their cultural capital.
5	It is clear from discussions and observations that the mental health and wellbeing of our disadvantaged children and their families is often not as healthy as it could be. We have been working closely with 30% of our disadvantaged families to ensure the mental health and wellbeing of both child and parents is well cared for.

## 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 attainment measures</i>	<p>Assessments and observations across school indicate that disadvantaged children are making good progress in all areas of the curriculum.</p> <p>By the end of 2024, reading, writing and Maths outcomes will show an upward trend in attainment and progress at the end of Y2 and Y6.</p> <p>There will also be a higher proportion of disadvantaged children achieving above age-related expectations.</p>
<p>To ensure reading is a priority for all children.</p> <p>To give disadvantaged children the opportunity to access a range of quality texts, targeted at the correct level for their continued development.</p> <p>Improve oral language skills and vocabulary among disadvantaged pupils.</p>	<p>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.</p> <p>Assessments and observations will indicate significantly improved oral language among disadvantaged pupils. This will be evident in writing and GPS attainment being in line with other pupils.</p>

<p>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.</p>	<p>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 in line with the rest of school.</p>
<p>To ensure that disadvantaged children are provided with opportunities to engage in wider cultural capital opportunities, including extra-curricular clubs and visits.</p>	<p>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%.</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: £ 9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Continued use of Lancashire Reading Partners, with staffing allocated to delivering this to all PPG children where needed.</i></p> <p><i>Continue to train staff in the use of Talk Writing across school.</i></p>	<p>Lancashire reading partners, allied to Accelerated Reader programme, will give all children the opportunity to enjoy books at their own level, ensuring targeted intervention and focus on reading skills.</p> <p>Lancashire Reading Partners is a one-to-one reading intervention approach which can be used to support progress in reading. It is particularly useful for children who are reading within the lowest 20% of a cohort in KS1 or KS2 and need specific support.</p> <p>Each Talk Writing programme includes a deep and sustained approach to CPD for the identified year group across the year. They are ideal for ensuring children are offered the best possible teaching and learning approaches in English, and considering the current climate, will provide the essential approaches for schools to implement quality first teaching for all.</p>	1,2
<p><i>Purchase of quality standardised assessments for all children. Time out of class for staff to implement and analyse assessment data.</i></p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p>	1,2
<p><i>Continued staff training to ensure all staff understand how to adapt their curriculum for all groups of children.</i></p>	<p>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.</p>	1,2

	Meta-cognition (pupils understanding how they learn), can improve progress by 7+ months when used well.	
<i>To use a fully qualified and experienced teacher to deliver small group tutor sessions to groups of children, including 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. Same-day intervention enables gaps to be filled immediately meaning children can make good progress.	1,2

## 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 disadvantaged children make progress.	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
<i>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
<i>Implementing Red Rose Phonics in KS1 and training all staff to deliver this effectively. Employing staff to deliver catch-up phonics sessions. Embedding dialogue-rich sessions throughout the school curriculum.</i>	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics sessions have been shown to be more effective when delivered as regular sessions over a period of 12 weeks. <a href="#">oral language interventions</a>	1,2

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

Budgeted cost: £ 4,500

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>Liaison with County through SLA to enable access to attendance team, PMHWB team, safeguarding team.</i>	Being able to target expert advice and training means our staff will understand how to support our children and families when needed.	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
<i>To continue to ensure a wide programme of extra-curricular and enrichment activities for all children, including outdoor ed, theatre visits, residential etc.</i>	All children benefit from cultural capital experiences. <b>Cultural capital</b> is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education.	4

**Total budgeted cost: £ 23,000 (approx.)**

## 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.

External Y6 data for PPG children was disappointing, in spite of time spent tutoring in small groups. PPG data across school was more positive, although still at a lower level than their peers. The low level of PPG children make comparisons difficult, although PPG attainment was strong in Y2.

Our assessments and observations indicate that pupil behaviour and wellbeing has improved amongst our disadvantaged children, although attendance hasn't improved as expected. We supported our Y6 PPG children to make a successful transition to High School.

As a school, we continue to utilise the knowledge and expertise of our learning mentor to ensure early help assessments are completed and implemented quickly and efficiently. Our disadvantaged families generally engage with support offered and are grateful for the process.

Our enrichment club programme offers opportunities for all children and we continue to improve the attendance of our PPG children at these. 84% of PPG children represented school at a sports competition last year. We also visited the theatre and each child was able to attend at least one curriculum enhancement trip throughout the year.

### 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
Mathletics	3G learning
Spelling Shed	Edshed
Times table rock stars	Maths Circle
Purple Mash	2Simple
Red Rose Phonics	Lancashire CC



Accelerated Reader	Renaissance place
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**Further information (optional)**

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