

Pupil premium strategy statement (Primary)

School overview

Metric	Data
School name	Caton Primary School
Pupils in school	70
Proportion of disadvantaged pupils	17.1%
Pupil premium allocation this academic year	£17,140
Recovery premium this academic year	£2000
Academic year or years covered by statement	2021-24
Publish date	October 2021
Review date	October 2022
Statement authorised by	Gail Bowskill
Pupil premium lead	Gail Bowskill
Governor lead	Steve Clarkson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17140
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£19140

Part A: Pupil premium strategy plan

Statement of intent

Caton Primary School is determined that all pupils be given the best possible chance to achieve their full potential through the highest standards of Quality First Teaching, focused support and curriculum enrichment.

We believe the additional provision delivered through the Pupil Premium funding should be available to all pupils within school who we know to be disadvantaged and vulnerable, irrespective of whether they are eligible for the funding. There is no expectation that all Pupil Premium funded pupils will receive identical support. The school considers best ways to allocate Pupil Premium money annually following rigorous data analysis and the careful consideration of the needs of the pupils.

We have a clear, strategic 3-part model approach for Pupil Premium funding provision, which focuses on the following:

- whole-school strategies that impact on all pupils
- focused support to target under-performing groups of vulnerable/ disadvantaged pupils and individuals
- specific support targeting pupil premium pupils

Our determined and committed staff team ensures that Pupil Premium funding and provision impacts achievement, attendance and pastoral care. This includes an identified governor having responsibility for Pupil Premium, the Headteacher being responsible for monitoring provision and outcomes, and the wider staff team to implement and evaluate provision. The Headteacher and designated governor regularly evaluate pupil premium outcomes compared to other pupils in school to ensure the correct strategies and provision are in place.

Challenges

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

Challenge number	Detail of challenge
1	Less fluency in speaking and vocabulary gaps amongst disadvantaged pupils
2	Need for an embedded culture of reading amongst disadvantaged pupil
3	Lower levels of attainment in writing amongst disadvantaged pupils

4	Less fluency in mathematics amongst disadvantaged pupils.
5	Imbalance of wider opportunities for disadvantaged pupils
6	Significant emotional needs which provide a barrier to learning and to consistent progress

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
Disadvantaged children's academic achievement will be at least as good as non-disadvantaged pupils.	Progress positive (>0) in all areas at the end of KS2 80 % achieving GLD
Disadvantaged emotionally vulnerable children are supported to stay in school and take advantage of education	The attendance, behaviour and attitudes of emotionally vulnerable disadvantaged pupils enables these pupils to make good progress in reading, writing and mathematics.
All disadvantaged children and families able to take advantage of wider opportunities e.g. art and craft workshops, music tuition, residential trips, sports clubs and coaching in and out of school equally with peers.	Attendance at after school clubs and events at equal levels between disadvantaged/non-disadvantaged pupils. All pupils able to take up school residential offer without financial disadvantage.

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

Budgeted cost: £2448.25

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Ensure all teaching staff are equipped to deliver the phonics scheme effectively.</p> <p>Use of structured questioning to develop comprehension - Hooked on Books and volunteer training.</p> <p>Regular assessment of progress through the Salford Reading Test.</p>	<p>EEF Teaching and Learning Toolkit (+5); EEF Improving Literacy in KS1</p> <p>EEF Teaching and Learning Toolkit (+6); EEF Improving Literacy in KS1</p>	2
<p>Talk for Writing techniques embedded across the school through staff CPD.</p> <p>Introduction of a new whole school handwriting scheme to improve letter formation and writing fluency.</p>	<p>Talk for writing research - 2016-2019</p>	1 / 3
<p>Reinforce mathematical concepts to ensure children regain mastery of concepts lost during lockdown.</p> <p>Implement EYFS and KS1 Mastering Number Programme through the Maths hub.</p>	<p>EEF Teaching and Learning Toolkit (+5)</p>	4

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

Budgeted cost: £14546.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure adults have time to work 1:1 with disadvantaged pupils; hearing children read and tracking their progress to ensure reading is prioritised and they are encouraged to</p>	<p>Reading Horizons - 2017</p>	2

<p>progress within the reading scheme.</p> <p>Small group targeted reading aloud and book talk sessions for disadvantaged EYFS children below expected on Baseline assessment.</p> <p>Implement phonics catch up sessions for disadvantaged children who have gaps (+5).</p> <p>Implement further reading comprehension catch up for disadvantaged pupils who are working below the expected standard (+6).</p>	<p>EEF Teaching and Learning Toolkit (+5), Small group tuition (+4)</p> <p>EEF Teaching and Learning Toolkit Phonics (+5), Small group tuition (+4) ; EEF Improving Literacy in KS1</p> <p>EEF Teaching and Learning Toolkit (+6), Small group tuition (+4)</p>	<p>1/2</p> <p>2</p> <p>2</p>
<p>Introduce Nuffield Early Language Intervention for key disadvantaged pupils in EYFS.</p> <p>Implement catch up sessions for disadvantaged pupils in Key Stage 2 who are working below age related expectations.</p> <p>Use of IDL</p>	<p>EEF Teaching and Learning Toolkit (+6); EEF Improving Literacy in KS1</p> <p>EEF Teaching and Learning Toolkit (+6), Small group tuition (+4)</p> <p>EEF Teaching and Learning Toolkit (+5)</p>	<p>1</p> <p>2/3/4</p> <p>2/3</p>
<p>Provide additional maths catch up sessions for disadvantaged pupils working below age related expectations.</p>	<p>EEF Teaching and Learning Toolkit small group tuition (+4)</p>	<p>4</p>
<p>Pastoral support for vulnerable pupils and families</p>	<p>EEF Teaching and Learning Toolkit (+4)</p>	<p>6</p>

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

Budgeted cost: £ 2145.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music tuition	EEF Teaching and Learning Toolkit (+3)	5
Fund 50% of the cost of residential visits		5
Termly early years parents' workshops	EEF Teaching and Learning Toolkit (+4)	5