

# Pupil premium strategy statement (Primary)

## School overview

Metric	Data
School name	Caton Primary School
Pupils in school	83
Proportion of disadvantaged pupils	17%
Pupil premium allocation 2023/24	£23012 14 children
Recovery premium this academic year	£2000
Academic year covered by statement	2023-24
Publish date	November 2023
Review date	October 2024
Statement authorised by	Gail Bowskill
Pupil premium lead	Kate Lee
Governor lead	Steve Clarkson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23012
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	£25012

# 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 and Inclusion Lead being responsible for monitoring provision and outcomes, and the wider staff team to implement and evaluate provision. The Inclusion Lead, Head Teacher 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	<p>Low attainment levels in Literacy.</p> <p>78% of PPG students are below or significantly below ARE in writing (includes EYFS children) (42% not including SEND).</p> <p>64% of PPG students are below or significantly below ARE in reading (includes EYFS children) (28% not including SEND).</p>

<b>2</b>	64% of PPG students are below or significantly below ARE in maths (includes EYFS children) (35% not including SEND).
<b>3</b>	That PPG students typically have lower participation in enrichment activities on offer.
<b>4</b>	50% of PPG students have either experienced trauma and or have SEMH needs and of these, 71% have attendance below 95%.

## 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>
To raise the attainment levels of PPG students in writing, reading and maths.	100% of PPG children make expected or better than expected progress in reading, writing and maths. That the % of children below or significantly below is reduced.
All pupils and staff are equipped and supported to implement positive mental health and SEL strategies and are up to date with trauma informed practices.	All staff are aware of pupils that have experienced trauma and are confident and trained to support them. That children report higher levels of wellbeing (as measured by the Boxall profile) and have a positive attitude towards learning.
That PPG children are given increased opportunities to engage in enrichment activities linked to their interests and needs.	All PPG children attend at least one enrichment activity over the course of the year with the majority accessing more than one.
To improve school attendance figures for all students with an aim of being above 95%.	That the percentage of students with attendance below 95% is reduced. That the attendance of PPG students is in line with non PPG students (special cases excepting).

## 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 £1200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing pupils' language capabilities including oracy. Focus on oracy as a means of improving students' self confidence, vocabulary and in turn their reading comprehension and quality of writing.	In oracy-rich classrooms, students have structured opportunities to try-out and experiment with new vocabulary in their speech and to hear new language in context which benefits their reading. <a href="#">see article</a>  EEF <a href="#">Oral Language Interventions</a> (+6)	1 & 4
Talk for Writing techniques are embedded across the school through staff CPD and planning.	Talk for writing research - 2016-2019	1
Maths mastery and fluency is promoted and integrated into maths teaching and CP.  Embed EYFS, KS1 and KS2 NCETM programme and monitor termly for effectiveness and pupil progress  Parental workshop on how maths is taught and how parents can support.	EEF Teaching and Learning Toolkit (+5)  <a href="#">EEF working with parents to support learning</a>	2  2
Raise profile of effective feedback with all staff through CPD and monitoring in order to improve outcomes, particularly	<a href="#">Feedback</a> EEF (+6)	1/2/4

amongst those that are disadvantaged to raise progress amongst PPG students.  Visible targets in the classroom for core subjects.		
Explicit teaching of metacognitive and self-regulatory strategies as a daily part of teacher instruction.	<a href="#">EEF Metacognition and self regulation ( +8)</a> Metacognition and self-regulation are sometimes known as 'learning to learn' and are intended to help pupils think, more explicitly, about their own learning. This is achieved by teaching them a variety of specific strategies to set goals, and monitor and evaluate their own academic development. Self-regulation relies on the learner managing their own motivation towards learning.	1/2/4

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

**Budgeted cost: £ 13,583**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily 1:1 reading with all PPG children that are significantly below in reading.	Reading Horizons - 2017	1
TA support in class for maths and literacy (class 2) where high numbers of PPG students allowing for small group teaching	EEF - <a href="#">Teaching Assistant interventions</a> (+5) EEF Improving Literacy in KS1	1,2
Use Nessie program daily to support reading and spelling for specific PPG children.	The incremental structure systemically develops phonemic awareness, phonics, blending and segmentation,	1

1:1 interventions for PPG children in targeted areas linked to their next steps in either reading, writing or maths	tricky words, reading fluency, spelling, vocabulary and comprehension  <a href="#">EEF - 1;1 interventions (+5)</a> Research suggests that short, regular sessions of about 30 minutes, 3-5 times a week over a set period of time, such as 6-12 week, appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching.	1,2
Provide additional maths catch up sessions for disadvantaged pupils working below age related expectations.	EEF Teaching and Learning Toolkit small group tuition (+4)	2
Pastoral support for vulnerable pupils and families	EEF Teaching and Learning Toolkit (+4)	4
Music lessons for PPG children who are interested in learning an instrument	<a href="#">EEF arts participation (+3)</a>  <a href="#">The power of music to change lives - government paper</a>	3

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

**Budgeted cost: £10856**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raise the profile of SEL and mental health awareness amongst staff, parents and pupils.	<a href="#">Prioritise social and emotional learning to avoid missed opportunity to improve children's outcomes</a>	4
Embed the zones of regulation or other emotional literacy programmes in every class to help children identify their emotions and	<a href="#">zones of regulation</a>	4

<p>implement strategies to aid self - regulation and positive attitudes towards learning.</p> <p>Regular wellbeing checks with all pupils.</p> <p>Introduce the Boxall profile to measure and inform strategies for children</p>		4
<p>That a large proportion of enrichment activities are targeted at PPG students catering to their interests and needs</p> <p>Subsidise the cost of residential visits</p>	<p><a href="#">EEF Life skills and enrichment</a></p> <p><a href="#">EEF arts participation (+3)</a></p> <p><a href="#">EEF sports participation (+1)</a></p>	3
<p>Refresh and train new staff members in a Trauma informed approach</p>	<p><a href="#">Trauma informed approach</a></p>	<p>3</p> <p><a href="#">Open University - free Supporting ch health and wellbeing</a></p> <p><a href="#">free training - starter</a></p>
<p>Focus on whole school attendance. Raising the awareness amongst parents/caregivers of why good attendance is key to student wellbeing, progress and attainment.</p>	<p><a href="#">Improving school attendance - government guidance</a></p>	4