

# Pupil premium strategy statement (Primary)

## School overview

Metric	Data
School name	Caton Primary School
Pupils in school	75
Proportion of disadvantaged pupils	8 %
Pupil premium allocation this academic year	£19030
Recovery premium this academic year	£2000
Academic year covered by statement	2022-23
Publish date	October 2022
Review date	October 2023
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	£19030
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	£21030

# 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	Majority of PPG students are below or significantly below ARE in all aspects of English.
2	Less fluency in mathematics amongst disadvantaged pupils.

<b>3</b>	Significant social, emotional and behavioural needs which provide a barrier to learning and consistent progress.
<b>4</b>	Imbalance of wider opportunities for disadvantaged pupils and parental involvement.

## 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.
All pupils and staff are equipped and supported to implement positive mental health and SEL strategies to promote high attendance, positive attitudes towards learning and behaviour across the school.	Reduction in poor behaviour. Improved levels of well-being. Children, staff and parents know and enforce expectations for behaviour and attitude towards learning. Staff are confident to teach SEL
All disadvantaged children are 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 are given the opportunity to participate fully in school trips, sporting events and residential within and outside the school day.

## 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: £ 21000**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Staff CPD on delivering targeted 1:1 or small group interventions for children who are not making expected progress.</p> <p>Use of structured questioning to develop comprehension - Recruitment drive for volunteers to listen to readers - volunteer training.</p> <p>Implement and embed a new phonics scheme, create supporting resources</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> <p><a href="#">EEF Phonics (+5)</a></p>	1
Talk for Writing techniques embedded across the school through staff CPD.	Talk for writing research - 2016-2019	1
<p>Maths mastery and fluency is promoted and integrated into maths teaching and CP.</p> <p>Embed EYFS, KS1and KS2 NCETM programme and monitor termly for effectiveness and pupil progress.</p> <p>Parental workshop on how maths is taught and how parents can support.</p>	<p>EEF Teaching and Learning Toolkit (+5)</p> <p><a href="#">EEF working with parents to support learning</a></p>	2  4.
Raise profile of effective feedback with all staff through	<a href="#">Feedback</a> EEF (+6)	1/2/3

CPD and monitoring in order to improve outcomes particularly amongst those that are disadvantaged to raise progress amongst PPG students.		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

**Budgeted cost: £ 16977**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 progress within the reading scheme.	Reading Horizons - 2017	1
Implement phonics catch up sessions for disadvantaged/non disadvantaged children who have gaps (+5).	EEF Teaching and Learning Toolkit Phonics (+5), Small group tuition (+4) ; EEF Improving Literacy in KS1	1
Implement further reading comprehension catch up for disadvantaged pupils who are working below the expected standard (+6).	EEF Teaching and Learning Toolkit (+6), Small group tuition (+4)	1
Introduce Nessie or similar programme to support reading and spelling for specific PPG children.		1/2
TA support in Mathematics and English lessons.		1/2
Additional Support in Y1 where high numbers of PPG		1/2/3

students allowing for small group teaching.		
Introduce Nuffield Early Language Intervention for key disadvantaged pupils in EYFS and Year 1.	EEF Teaching and Learning Toolkit (+6); EEF Improving Literacy in KS1	1/2
Implement catch up sessions for disadvantaged pupils in Key Stage 2 who are working below age related expectations.	EEF Teaching and Learning Toolkit (+6), Small group tuition (+4)	1/2
Use of IDL/CLICKER Supporting PPG students who are SEND	EEF Teaching and Learning Toolkit (+5) <a href="#">EEF Special Ed Needs in Mainstream school</a>	1/2/3
Professional support and assessment for PPG children who have SEL needs.		3
Speech and language support for disadvantaged PPG children to boost their vocabulary and fluency of speech.		3
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)	3/4
Play therapy		3/4

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

Budgeted cost: £3750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Raise the profile of SEL and mental health awareness amongst staff, parents and pupils.</p> <p>Introduce the zones of regulation or other emotional literacy programmes in every class to help children identify their emotions and implement strategies to aid self - regulation.</p> <p>Half termly wellbeing checks with all pupils.</p> <p>CPD training for Mental Health Lead.</p>	<p><a href="#">Prioritise social and emotional learning to avoid missed opportunity to improve children's outcomes</a></p> <p><a href="#">zones of regulation</a></p>	3
<p>To develop a positive and proactive approach to behaviour. School behaviour policy reviewed with input from parents, pupils and staff to improve pupil attitudes towards learning and minimise disruption in the learning environment.</p>	<p>Restorative practice - Mark Finnis</p> <p><a href="#">EEF improving behaviour in schools</a></p>	3
<p>Providing PPG students with equal access to the wider curriculum</p> <p>Subsidise the cost of residential visits and day trips</p>	<p>EEF Teaching and Learning Toolkit (+3)</p> <p><a href="#">EEF Life skills and enrichment</a></p>	4

# Part B: Review of the previous academic year Outcomes for disadvantaged pupils

## Target 1

**Disadvantaged children's academic progress will be at least as good as non-disadvantaged pupils with positive progress in all areas at the end of KS2.**

### Success Criteria:

- **Progress positive (>0) in all areas at the end of KS2.**

Progress score	Pupil premium (2 pupils)	Non disadvantaged (4 pupils)
Reading	-1.4	0.5
Writing	1.8	4.5
Mathematics	-2.4	0.1

One of the 2 pupils was only one mark short of achieving a pass in reading and had consistently passed on practice SATS papers.

- **Progress in reading, writing and maths to be at least in line with that of non disadvantaged pupils.**

*Two pupils left the school in the Autumn term.*

*One pupil was not assessed due to absence.*

*3 of the remaining 8 pupils are SEN and 1 was new to the country and EAL.*

### Analysis:

PPG children's progress was in line with their peers in most areas. However, there is still work to be done to bridge the attainment gap between PPG and non PPG pupils. Targeted interventions are having a positive effect.

## Target 2

**All pupils and staff are equipped and supported to implement positive mental health and SEL strategies to promote high attendance, positive attitudes towards learning and behaviour across the school.**

### Success criteria:

- **Reduction in poor behaviour.**
- **Children, staff and parents know and enforce expectations for behaviour and attitude towards learning.**

There were significant improvements across the school in terms of behaviour for learning although there were two pupils that had significant needs in terms of SEMH which impacted on their behaviour for learning. These pupils received external support and assessments from outside professionals using the funding.



A whole school approach to reviewing behaviour for learning with staff making pupils and parents aware of the school behaviour policy

- **Improved levels of well-being.**

Pupil surveys, wellbeing chats and feedback from parents have indicated that positive mental health has improved across the year with 70% of PPG pupils having positive attitudes both in and out of school.

- **Staff are confident to teach SEL.**

All staff report that they have increased confidence when teaching SEL. A whole training session looking at the SCARF programme alongside one member of staff completing the Senior Mental health training course which has helped to raise the levels of staff skills and competence in this area. That member of staff has written a whole school programme based on the Zones of Regulation and this is being rolled out during the academic year 2023-24.

- **High levels of attendance.**

Attendance rates across the school were higher than the national average and follows the national trends of PPG students having lower attendance than that of their peers.

Whole school attendance for all pupils - 94.8 %.

Whole school attendance for non PPG pupils - 96.5 %.

PPG pupil attendance - 86.9%\*

PPG pupil attendance excluding the one persistent absentee - 91.6%

*\* 1 PPG child classed as persistently absent.*

### Target 3

**All disadvantaged children are 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 are given the opportunity to participate fully in school trips, sporting events and residential within (and outside) the school day.**

### Success Criteria:

- **Attendance at after school clubs and events at equal levels between disadvantaged/non-disadvantaged pupils.**

80% of PPG children attended clubs and or took part in school sports or games either in school hours or after school which is above the attendance rate of non PPG.

- **All pupils are given the opportunity to participate fully in school trips, sporting events and residential within (and outside) the school day**

All children were given equal opportunities to attend all school trips and all children including PPG children went on all school trips with the exception of the France residential for which financial support was offered.

## Externally provided programmes

Programme	Provider

## Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils
N/A

## Further information (optional)