# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery 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

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| Detail | Data |
| School name | Catforth Primary School |
| Number of pupils in school | 84 |
| Proportion (%) of pupil premium eligible pupils | 17% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022/23 *(implementation of identified actions)*  2023/24 *(embedding)*  *2024/25 (building on identified actions and strategy review)* |
| Date this statement was published | August 2023 |
| Date on which it will be reviewed | January 2024, then termly for the duration of the plan |
| Statement authorised by | Julie Bainbridge (HT) |
| Pupil premium lead | Julie Bainbridge (HT) |
| Governor / Trustee lead | Elisabeth Cooke (COG) |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £24,210 |
| Recovery premium funding allocation this academic year | £2,030 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £26,240 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our intention is that all children, regardless of background or challenges they face, make good progress and are able to achieve standards that are at least in line with expectations for their age and year group throughout their primary years and beyond. For pupils already working at higher standards, we will ensure that this continues and that they make good progress from their starting points.  When pupils leave Catforth, we want them to do so as capable, confident learners, with a great attitude to learning and the ability to regulate their emotions in a way that enables them to access all the learning opportunities on offer to them and therefore achieve their true potential. A key principle of our strategy plan is to provide a nurturing and supportive environment in which all pupils can thrive and develop good habits.  Our most important focus is to ensure high quality teaching for all pupils. We aim to have an effective teacher in every class and to ensure that all our teachers are supported to keep improving through a comprehensive programme of CPD to encourage and promote continual development.  We also aim to close gaps in attainment through a programme of targeted academic support, consisting of effective, evaluated small group and one to one interventions. Early intervention is key to ensuring gaps in attainment are kept to a minimum and addressed as quickly as possible.  Our strategy is also integral to our plans for education recovery following the Covid Pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.  We have also considered wider strategies which impact on pupil well-being and attainment. These will be specific to our school context and change with time and pupil circumstances.  The ‘Challenges’ identified in this strategy are specific to our school and the needs of Catforth children eligible for Pupil Premium. These challenges have been identified through analysis of data, including assessments (internal and external), observations, reports from teachers and conversations with children and families. These ‘challenges’ may change during the lifetime of this Strategy Plan and therefore it will be reviewed regularly, to ensure it is current and still meeting the needs of our vulnerable pupils. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | **Attainment - maths** Assessments and observations show that whilst most disadvantaged children make progress in line with what is expected, (x%) in maths, for many of them, their attainment is still behind that of non-disadvantaged children, with none achieving higher levels. |
| 2 | **Attainment - writing** Assessments and observations show that whilst most disadvantaged children make progress in line with what is expected, (x%) in writing, for many of them, their attainment is still behind that of non-disadvantaged children, with none achieving higher levels. |
| 3 | **PSED and Language** Assessments and observations on-entry to reception and nursery, show that attainment in prime areas in the EYFS on-entry are lower than that of non-disadvantaged peers, particularly PSED and Language. This continues throughout EYFS and into KS1 and 2. Interventions in Year 1 for phonics are effective in closing the gap, but in other areas of the curriculum, the gap persists through to the end of KS2. |
| 4 | **Attendance and punctuality.** We have seen a sharp rise in levels of absence and lateness since returning to normal schooling following the pandemic. This is particularly prevalent amongst our disadvantaged children. Prior to this, our levels of attendance were consistently higher than local and national levels, with no persistent absence. This has now changed and is beginning to impact on progress and attainment, particularly for our disadvantaged children. |
| 5 | **Pupil Well-being** The number of concerns raised by teachers regarding pupil well-being is significantly higher for disadvantaged pupils than for non-disadvantaged pupils. This can be for a variety of reasons, but particularly social and emotional factors within the family. This impacts negatively on engagement and attainment. |

## 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.

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| Intended outcome | Success criteria |
| Improved attainment in maths for disadvantaged children, including at higher levels. | KS2 maths outcomes in 2024/25 show that the attainment of the majority of disadvantaged pupils is at the expected standard and at least one pupil (out of 3) achieves higher levels. |
| Improved attainment in writing for disadvantaged children, including at higher levels. | KS2 writing outcomes in 2024/25 show that the attainment of the majority of disadvantaged pupils met the expected standard and at least one pupil (out of 3) achieves higher levels. |
| Improved PSED and language skills begins in EYFS and which continues through school. | By 2024/25;  Evidence/data shows rapid improvements in PSED in EYFS. There is a consistent approach to SEL across the school due to an effective programme of CPD for all staff.  Language skills are also improved, and lead to more fluency when reading and therefore improved comprehension. |
| Gradually improved attendance and punctuality for disadvantaged children, to bring it in line with non-disadvantaged children. | By 2024/25; The overall absence rate for all pupils is back to pre-pandemic levels, ( %,) and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is greatly reduced.  Persistent absence for non-disadvantaged pupils is back to zero, and for disadvantaged pupils, very low (maximum 1 or 2 pupils) |
| Pupil well-being is improved. Social and emotional factors are well-regulated and do not impact on attainment. | By 2024/25  Pupils confidence and self-esteem is improved. This is evidenced through well-being questionnaires.  Behaviour for Learning in classrooms is good for all pupils.  Behaviour around school is also good, with all pupils showing good levels of empathy for others.  All pupils, including disadvantaged pupils, are able to self-regulate and manage their emotions appropriately. They are resilient and are developing a range of strategies which enable them to deal positively with difficult family circumstances if necessary. |

## 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: £11,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| CPD for teachers (internal or external provider) and support staff and own to enable development of growth mindsets in school. | EEF funded research programme “Changing Mindsets” showed that working with children to develop a growth mindset can increase academic attainment by an additional **2 months.**   The theory behind this is, “the belief that intelligence is not a fixed characteristic and can be increased through effort. Previous research (Good et al., 2003; Blackwell et al., 2007) has suggested that holding this belief enables pupils to work harder and achieve better results.” *Education Endowment Fund* | 1,2,3,5 |
| Improve teachers’ subject knowledge in English and maths by attending year-group-specific training for all teachers for the year groups they teach. | It is widely accepted that good teacher subject knowledge of the curriculum being taught ensures children are able to access suitable learning activities in the classroom.  Characteristics of learners change as children mature and the training provided ensures teachers are aware of this and able to respond appropriately. | 1,2,3 |
| Work with the North West Maths Hub on the implementation of Maths Mastery. | This approach has been shown to be effective in enabling all children to achieve in maths. It incorporates a growth mindset approach so fits very nicely alongside our work on developing a growth mindset with children in the classroom. | 1,5 |

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

Budgeted cost: £10,440

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| TA led interventions, in small groups (max 3) or 1:1.   * CatchUp maths * Improving Working Memory * NELI * Reading Fluency | EEF funded research shows that targeted work, where teaching assistants are trained to deliver an intervention to small groups of individuals can have a positive impact on outcomes for children and on average, where the delivery is of a high quality, can lead to an additional 4 months of progress during the year. | 1,2,3,5 |
| Targeted support from the National Tutoring Partnership | EEF research shows that tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind and can lead to an additional 4 or 5 months of progress in the subject targeted. | 1,2,3,5 |

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

Budgeted cost: £4,800

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Participation in LCC attendance project 2022-23 | In our school, we have found that the children with the best attendance tend to achieve more highly than those with lower attendance. Attitude to learning is more positive, confidence is higher and they are more engaged with learning.  Lateness impacts on pupil well-being, as they are not getting the same positive start to the day as their peers.  If pupils are in school every day, they will be able to access all the targeted learning interventions planned for them and get maximum benefit from these. | 1,2,3,4,5 |
| Focus on improving behaviour through consistency of approach within classrooms and across school – all children.  Individualised behaviour programmes for some children | Universal and individualised behaviour support programmes have been shown to enable children to make an additional 4 months progress across the year. (EEF funded research) | 1,2,3,5 |
| Play therapy (targeted 1:1 work on managing emotions, dealing with difficult situations, understanding relationships) | Research (EEF) shows that Social and Emotional Learning, ability to self-regulate and developing resilience can all contribute towards additional gains in learning of up to 4 additional months during a year. | 1,2,5 |
| ELSA trained teaching assistant to work with children and provide targeted support according to needs | Research (EEF) shows that good emotional literacy can improve academic attainment by up to 4 months.  Building positive attachments to an adult in school is good for well-being. Working with families can also build positive relationships and lead to improved attendance. | 4,5 |
| Enrichment activities including extra-curricular activities, residential visit, first-hand experiences (trips and visitors) to support learning. | EEF research shows that physical activity has important benefits in terms of health, wellbeing and physical development and can improve core academic attainment particularly literacy and mathematics of up to one additional month. It has also been found to have a positive impact on attendance. All our extra-curricular activities are free of charge to ensure this is not a barrier to attendance for any child.  The Y5/6 residential trip is heavily subsidised for disadvantaged children for this same reason. At Catforth, we firmly believe that positive relationships between teachers and pupils and between pupils and their peers are key to ensuring good behaviour and attainment. The residential trip helps to build these relationships. | 1,2,4,5 |

**Total budgeted cost: £26,240**

# 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. Impact has been measured through regular teacher assessment and subsequent pupil progress meetings with class teachers.

**Number of children and amount of funding for 2020-21**

Pupil Premium Ever 6 FSM 16children @ £1345 per child £21,520

Previously Looked After 2 children @ £2345 per child £4,690

**Total funding £26,210**

**Progress**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Below Personal Target** | | |  | **Meeting Personal Target** | | |
| Reading | Writing | Maths | Reading | Writing | Maths |
| 6 | 6 | 5 | 12 | 12 | 13 |

**Attainment**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Below Expectations** | | |  | **Meeting Expectations** | | |  | **Ahead of Expectations** | | |
| Reading | Writing | Maths | Reading | Writing | Maths | Reading | Writing | Maths |
| 6 | 7 | 7 | 10 | 10 | 10 | 2 | 1 | 1 |

## Service pupil premium funding £320

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| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? | 1. Participation in a Community Art Project linked to Remembrance Day. Participation was free of charge, with an artist coming into school to work with the children in creating lanterns.   We then attended a Remembrance Service at a local church. The Service PP funding paid for additional staffing ratios necessary to take children out of school.   1. Part-funding for staff training linked to developing pupil well-being and factors that can impact on this, such as a service parent being away from home. |
| What was the impact of that spending on service pupil premium eligible pupils? | 1. Highlighted the role of the armed services to other children in school and raised the profile of service children and families. Service children were given an important role in the Remembrance Service, which raised self-esteem and improved well-being. 2. Opportunity for staff working with service children to reflect on what it might be like for a child whose parent is away from home in the armed forces and how they can give much-needed support. |