



# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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	St Catherine's Hoddesdon
Number of pupils in school	330
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 <b>2022-2023</b> 2023-2024
Date this statement was published	<b>December 2022</b>
Date on which it will be reviewed	July 2023
Statement authorised by	A Wallis
Pupil premium lead	J Devonshire
Governor / Trustee lead	P Falconbridge

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£103, 875</b> 76 pupils at time of census 83 pupils currently on roll
Recovery premium funding allocation this academic year	<b>£10,875</b>
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	<b>£114,750</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At St Catherine's we celebrate the uniqueness of every child and encourage them to flourish and shine in all. It is our intention for all pupils, irrespective of their background or any external barrier, to make good progress from their respective starting points. We strive for all our pupils, particularly those entitled to Pupil Premium to be excited, equipped and ready for life in order that they will have the knowledge, skills and confidence to "Let their Light shine."

In order to achieve this, we have designed a rich curriculum to provide a range of experiences which enable our children to be prepared for life in modern Britain, ensuring they develop knowledge and understanding about Themselves (identity, confidence, team-work, health, mental health, well-being), Readiness for the world (self-confidence, experiences, resilience, mastering subject knowledge) and Communication (voice, technology, oracy, reading, writing). At the heart of our curriculum design lies the ambition to enthuse and excite children exploiting their natural curiosity for learning across all subjects, providing authentic opportunities for children to share their learning to others through publishing and exhibiting their learning to varied audiences and developing oracy skills so that they find and use their voice. Our aim is to create learning experiences which are designed to enable children to develop learning skills and attitudes which build resilience and independence.

An increasing number of children enter our school with limited vocabulary and fewer speech and language skills. Because of this, we place an emphasis on early reading skills through the high-quality teaching of phonics and by fostering a love of reading.

At St Catherine's, we aim to address the vocabulary gap for some of our pupils and develop their speaking and listening skills from the moment that they start school in Reception and throughout their time with us. We aim to develop children's language and speaking and listening skills through a focus on high quality reading materials, direct teaching of vocabulary, direct teaching of speaking and listening skills and the provision of many opportunities to develop these skills across the curriculum. We believe that this will enable us to address some of the children's barriers in reading and English.

We believe that the best way to raise standards for disadvantaged children is by having high aspirations and ambition for all. Therefore, our priority is to ensure our PPG children attend school, are ready to learn and receive high quality teaching first and foremost. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all pupils in our school. The intention is that non-disadvantaged pupils' attainment will be sustained and improved alongside progress of their disadvantaged peers

To ensure these strategies are effective, we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

We aim to provide them with the appropriate support to enable them to learn more effectively and make good progress from their starting points. Children are carefully tracked through pupil progress meetings and under achievement is supported and challenged. High quality teaching is supplemented through evidence-based interventions, school-led tutoring and targeted support where required.

Some pupils at St Catherine’s experience social and emotional difficulties which impact upon their learning. We aim to help children develop positive learning behaviours and the ability to self-regulate, sometimes benefitting from sensory spaces and self-regulation activities. We will provide pastoral support for pupils and where necessary, parents as identified as vulnerable or in need. We aim for disadvantaged pupils to increase their confidence and self-esteem in school; in order to do this, they need to attend well which provides opportunities to close the gap between themselves and non-disadvantaged pupils, thus enabling them to benefit from the full learning experience. We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and wellbeing.

## Challenges

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

Challenge number	Detail of challenge
1	The attendance of our pupil premium children as a group is lower than that of the whole school.
2	Social, emotional and mental health needs of children eligible for pupil premium in all year groups impacts on the progress of individual children Currently half of the children supported by the Nurture team are PP eligible.
3.	Progress and attainment in Reading at the end of KS2 for disadvantaged pupils is lower than national expectations. Progress and attainment in Reading, Writing and Maths is lower when compared to others in the school
4	Less effective speaking and literacy skills, oracy and breadth of vocabulary, along with SALT needs of children eligible for pupil premium in all year groups impacts on the progress of individual children.
5	Parental engagement of an academic and curriculum focus
6	High rates of mobility – Last year 20% of in-year admissions were entitled to PPG and more than half of all in-year admissions are registered part of a ‘vulnerable’ group.

## 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
Overall attendance for PPG pupils is at least 95%	<p>The % of PPG pupils who are persistent absentees reduces in line with Non-PPG pupils.</p> <p>The % of PPG attendance is at least 95%</p>
<p>Emotional resilience is improved for targeted pupils to enable children to access learning. Social needs are addressed so children are able to come to school and learn.</p>	<p>Pupils show positive attitudes to learning.</p> <p>PPG pupils apply school learning behaviours and get celebrated in weekly achievement assemblies as much as non-PPG children.</p> <p>Children feel supported and know how to seek support if they require it.</p> <p>Progress and attainment for targeted pupils will be accelerated.</p> <p>Identified pupils consider their levels of independence, collaboration, pride, resilience and challenge &amp; determination to have improved as evidenced by their self-assessed learner profiles.</p> <p>PPG pupils with emotional and additional SEN needs make progress against their Pupil Support Plans (PSPs).</p> <p>The % of EYFS PPG/Non-PPG pupils achieving the <i>Early Learning Goal for Personal, Social, Emotional Development</i> narrows.</p>
<p>Progress and attainment of PPG at end of KS to be in line with Non-PPG nationally – particularly in reading.</p> <p>The attainment gap between PPG and Non-PPG pupils in school, reduces.</p>	<p>The attainment gap between PPG and Non-PPG gap closes as more PPG pupils meet the expected standards across the school.</p> <p>Reading, writing and maths achievement is monitored termly through pupil progress meetings and SLT/MLT monitor the effectiveness of provision on vulnerable groups, including children entitled to PPG.</p> <p>The %of PPG pupils reading at the expected standard at the end of KS2 is in line with National and Non-PPG internally.</p>
<p>Oral language and communication skills improve.</p> <p>PPG pupils can talk effectively for different purposes including when talking about their own learning</p>	<p>Pupils use a broad, rich vocabulary when talking about their learning.</p> <p>PPG pupils in EYFS make rapid progress by the end of the year so that the % of EYFS PPG/Non-PPG pupils achieving the <i>Early Learning Goal for Communication &amp; Language</i> narrows.</p> <p>The oral language and communication skills for PPG pupils identified for targeted intervention and SALT will improve and children will be able to make themselves understood.</p>
<p>Parental engagement of an academic &amp; curriculum focus will improve.</p> <p>Parents will show a growing interest in supporting their child's</p>	<p>Attendance at parent workshops and curriculum events will improve.</p> <p>Families of children with PPG will listen to their child read at least 3 x week and provide help and encouragement when they complete homework as stated in the Home School Agreement</p> <p>Parents will feel informed and confident about supporting their child in the learning.</p>

<p>learning at home and at school.</p>	<p>Pupils progress in reading, writing and maths will be accelerated because of the additional support from home.</p>
<p>Many of our pupil premium children do not have the rich and varied experiences non-pupil premium children seem to have.</p>	<p>A wide-range of extra curricular activities will be offered.  The number of PPG pupils attending clubs will increase.  Financial support (as outlined in our charging policy) will continue to apply to PPG families for enrichment opportunities, including trips, visits, residential.  Pupil and Family Surveys reflect enjoyment in school.</p>
<p>Pupils who join us mid-year (in-year admissions) make accelerated progress.</p>	<p>Teachers are involved in initial transition meetings so that they know from the start how best to support pupils in class.  Diagnostic and summative assessments support staff to make early judgements in speaking and listening, phonics, reading, writing and maths.  The difference in attainment for pupils new to St Catherine's and those who have been on roll since EYFS narrows.</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: £38,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
The SLT support development of quality first teaching for all pupils. Maintain a focus on high quality teaching across the school.	The EEF Guide to Pupil Premium – <i>‘good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils’</i> <i>‘tackling disadvantage is not only about supporting low attainers’</i> Sutton Trust – What makes great teaching? Reviewing the underpinning research Great Teaching Toolkit Evidence Review 2020 Evidence Based Education: <i>Aim to help teachers make better decisions about what they can best do to improve their effectiveness</i>	2, 3, 4
The SLT support staff to meet the needs of pupils joining in-year.	Review of Whole School achievement shows that the % of new starters achieving the age related expectation is significantly lower than ‘home-grown’ pupils at the end of Key Stage 2. Staff note the increased level of individual support new starters have needed in order to access the curriculum. We want to ensure teaching meets the needs of all pupils with a growing range of abilities.	2, 3, 6
Ensure all teachers set ambitions progress and attainment targets for all children including those entitled to PPG.  Moderation clusters	Review of Whole School achievement shows that outcomes for pupil premium pupils are significantly lower than non-PPG pupils. However, this improves significantly at the end of Key Stage 2 for PPG pupils. We need to ensure we maintain this high expectation and quality provision across all year groups. Ensuring a regular timetabled forum for analysis and discussion of the factors that have supported pupil progress and identifies, collaboratively, actions that overcome barriers to learning. Impact of additional support/targeted intervention is monitored and reviewed frequently ensuring it has an impact.	3, 4, 6
CPD ‘harnesses oracy to elevate learning’	The Oracy Benchmarks Voice 21 Increases, confidence, improves academic outcomes, fosters	4

Program of Early Years CPD for all EYFS Teachers and TAs The Importance Of Talk In The EYFS'	wellbeing, equips students to thrive in life beyond school, narrows gaps promotes social equity	
Reading, Writing and Metacognition are high priority on school development plan, CPD plan and monitoring schedule Growing positive learning behaviours and attitudes to learning; Provide parents/carers with the e-learning video Supporting Learners At Home: A Parent Guide To Mindsets, Learning Behaviours And Metacognition	EEF Metacognition and Self-Regulation Guidance Report EEF Improving Literacy in KS2 EEF IPEELL: Using Self-Regulation to improve writing found that teachers that used an SRSD approach to deliver writing projects based on memorable experiences made 9months+ progress.  The e-learning video has the following learning out comes: <ul style="list-style-type: none"> <li>• To introduce key ideas about how we learn and how our mindsets and behaviours contribute.</li> <li>• To explore practical ideas for use at home</li> </ul>	2, 3, 5
Teachers and TAs are trained to implement and assess Little Wandle Phonics & Reading scheme / Essential Spelling	Specialist modelling and working alongside staff has greater impact on student progress. DfE The reading framework: teaching the foundations of literacy	3, 4
Ensure all children have access to good quality, current and appropriately pitched books.	Children who enjoy reading are motivated to read more frequently and make better progress. The library will be maintained and books audited, sorted and collated to promote a love for reading.	3, 6
WellComm screening to take place for all children entering EYFS and identified new starters	Early intervention can significantly increase the development of language skills. It has been concluded, through the action research, that screening children in Reception has a positive effect on the class teachers' ability to plan according to individual needs by having a more in-depth understanding of children's language development skills.	2, 3, 4
All teachers and TAs trained to support pupils with additional SEND needs, specifically autism as part of the HfL Autism in Schools Pilot.	The Inclusion team provided relevant CPD, hands-on support and liaise with families in a key-worker role to ensure pupils make progress against their Pupil Support plans and from their starting points. Specialist modelling and working alongside staff has greater impact on student progress.  EEF Special Education Needs in Mainstream Schools 5 recommendations... Ensure all pupils have access to high quality teaching ' <i>To a great extent, good teaching for pupils with SEND is good teaching for all</i> '	2, 3, 4

HfL Developing Independent, Resilient And Powerful Learners' staff meeting	The training has the following learning outcomes: <ul style="list-style-type: none"> <li>To develop further knowledge and understanding of research and principles linked to developing pupils' metacognition and self-regulated learning.</li> <li>To explore the key concepts of metacognition and incorporate the development of these skills into everyday classroom practice</li> </ul>	2, 5, 6
Attend HfL Striving for Equity: The Herts for Learning Annual Disadvantaged Conference (17.03.22) (02/02/23)	The training has the following learning outcomes: <ul style="list-style-type: none"> <li>the opportunity to learn from the expertise of skilled and respected practitioners</li> <li>strategies to ensure pupils can attain and progress as well as their peers</li> <li>resources and ideas for implementation in schools that have worked effectively in other settings</li> <li>the confidence to be proactive in addressing the moral purpose of education – no child left behind, no school left behind</li> </ul>	1, 3, 4, 5, 6,

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

Budgeted cost: £41,875

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce 'Book clubs', reading interventions and reading volunteers	EEF Reading Comprehension strategies – <i>along with Phonics, Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies</i>	3, 5
HT/DHT/Inclusion Lead deliver intervention 'Catch Up' groups from Autumn 2 onwards Phonics, maths, reading  Small group targeted 'Catch Up' interventions (reviewed termly)	The most experienced staff supporting the most vulnerable pupils so that children are getting quality personalised support.	3, 4, 5
Purchase web-based programs to support learning at home; Purple Mash Number Bots /TT Rock Stars	EEF – digital technology and the evidence that technology approached are beneficial for Writing and Maths practice.	5
Experienced specialist TAs deliver interventions 1.1 days a week to identified pupils.	EEF – Oral language interventions consistently show positive impact on learning <ul style="list-style-type: none"> <li>High quality, small group intervention</li> </ul>	2, 3, 4



Speech and Language therapist supports TA to plan and deliver intervention. Sp&L, WELLCOMM		
School-led tutoring in place for children in Year 4/5/6.	<i>DfE Evidence suggests that, compared to their peers who do not receive tuition, pupils who receive small group tuition may make, on average, 4 months additional progress and pupils who receive one-to-one tuition may make, on average, 5 months additional progress. This is likely linked to pupils receiving more feedback, being more engaged and completing work tailored to their specific needs.</i>	3, 6

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

Budgeted cost: £34, 625

Activity	Evidence that supports this approach	Challenge number(s) addressed
A series of trips, visits & exhibition opportunities support the whole school curriculum and all children attend.	Children have a deeper understanding and appreciation for their learning and learning becomes more purposeful through concrete experiences and language rich environments. When finance isn't a factor for families, they almost always want their children to participate. OfSTED Research (2019) placed emphasis on improving cultural capital, particularly for disadvantaged pupils.	6
Our Nurture lead provides nurture support for identified children	Nurture groups provide children with support towards their social, emotional and academic progress. This provision is targeted and monitored to ensure it remains an effective intervention to help children achieve independently and in class. This provision has been effective since it's introduction and children's Boxhall Profiles scores for attendees has improved.	2
Our qualified Nurture Lead provides Drawing & Talking therapy for children who need additional therapeutic intervention.	D&T has helped identified pupils to communicate their feelings effectively which has led to targeted responses where appropriate. Boxhall Profile scores for children taking part have increased over time. Children who have previously taken part and been more ready to learn within the classroom – having a positive impact on their progress and attainments.	2

Hold curriculum workshops for parents/carers on how we teach phonics & reading for example and how they can support their child at home.	The session has the following learning outcomes: <ul style="list-style-type: none"> <li>To explore the importance of developing positive reading behaviours.</li> <li>To develop understanding of how to support children in learning to read.</li> <li>To explore quality books and strategies for fostering a love of reading</li> </ul>	5, 6
Continue to work alongside local charities, agencies and St Catherine's & St Pauls Messy Church to support pupils and families experiencing poverty and/or hunger.	Children who are not hungry are ready to learn. Many PPG families appreciated the food boxes last year and during previous lockdowns. Children benefit from toast made available at the start of the day.	1, 6
Staff develop an understanding of effective strategies for helping children to develop their emotional literacy and self-regulation.	The Zones of Regulation aims to teach children strategies to help them cope with these feelings so they can get back to feeling calm and ready to learn. These coping strategies are called 'self-regulation'.	2
Admin Attendance Lead (AAL) to phone families first thing if pupil not in school and offer support. HT/AAL monitor attendance and pupils below 95% have protocols followed (attendance meeting, attendance officer) Inclusion Team/Nurture lead collect child and/or provide walking bus or 'knock & stroll' from home if required. Provide Wraparound care to support families as needed.	Attendance meetings with HT to address and challenge poor attendance and consider best strategies for supporting improved attendance. Family Support worker will complete a 'knock & stroll' or home visit for identified families with historic attendance concerns. Targeted walking bus routes and 'knock & strolls' will be effective in ensuring pupils with poor attendance improves.  Attendance Data Children with higher attendance make better progress and understand the sequence of learning more. Research published by the Department for Education (DfE) in 2016 shows that overall absence has a negative link to attainment. The links between attendance and achievement are strong. Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years	1, 6
Sports events and extra-curricular activities are promoted and PPG pupils are encouraged to participate.	EEF – sports participation increases education engagement and attainment.	1, 3
Provide pastoral support and additional counselling	Safe Space identify the benefits of school based counselling; <ul style="list-style-type: none"> <li>Improved self-esteem</li> <li>Reducing the risk of exclusion</li> <li>Improvements in behaviour and/or attendance</li> <li>Improved peer relationships</li> <li>Better attainment/achievement</li> </ul>	3, 6

**Total budgeted: £114,750**

## 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.

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**Aim: Overall attendance for all pupils is greater than 95%**

Overall attendance for the year (1 Sept 21 – 29 July 22) was 92.9%.

Last year (1<sup>st</sup> Sept 21 -31<sup>st</sup> Aug 22) the gap between PP and Non-PP narrowed.

PPG: 90.7%    Non PPG: 93.4%    Difference: -2.7%

This has continued to narrow this academic year and the difference is currently -2.1 with PPG pupils' attendance at 93.1%.

The HT and our attendance champion have continued to monitor attendance for all children, paying particular attention to those whose attendance has fallen below 90%. They have met with several families whose children's attendance is giving cause for concern without a satisfactory reason. One of the families typified the response from several others in appreciating 'permission' to send their child to school with a sniffle or mild stomach-ache – with the assurance that we will send them home should they become unwell.

Families contact the school office each day their child is absent from school. If the school has not heard from the family of an absent pupil, the admin team contact families on a daily basis. The admin staff often reassure families that we will look after their child if they are 'under the weather' and encourage families to send their child in if they can. If persistently absent, office staff reinforce the school message that their child should be in school if well. This has helped improve attendance for families who previously kept their child off for minor colds etc.

Attendance meetings with HT/LS have challenged poor attendance and helped improve attendance for individuals immediately.

SLT/Inclusion team completed 'knock & stroll', walking bus routes.

Our family support worker has carried out home visits for identified families which assures them of our interest and care.

## **Children with additional SEN needs make at least expected progress from their starting points**

### **Children demonstrate positive attitudes to their learning - particularly in showing resilience and becoming more independent**

The St Catherine's Learning Behaviours are referred to throughout the school and are now embedded.

PPG children have been recognised for showing these behaviours during Friday celebration assemblies along with other children. In the last assembly, 60% of the pupils recognised for positive learning behaviours were PPG.

Attitudes to learning was referred to less as the barrier to learning for children with PPG at this year's Pupil Progress meetings' which is an indicator of progress in this area.

When self-reflecting, the number of PPG pupils assessing their competence in showing resilience and independence has increased from Sept 21 to Sept 22. Children completed the same School Learning Behaviour criteria self-assessment tool as last year. Of the Year 5 pilot group, 100% consider themselves to be better learners overall.

The greatest improvement was in the pride children said they now felt in their learning.

### **Children talk effectively for different purposes including when talking about their own learning**

PP children take part in their exhibitions and talk about what they're doing in class.

Changes to the lesson plan template support staff to teach metacognitively which in turn will help children talk about their learning as it becomes more explicit.

The PPG Lead has used Pupil Voice Templates (PVTs) to scaffold pupil voice with PP, supporting them to talk about how they learn, what they and others are thinking or saying during learning activities.

### **Raise standards in reading**

PPG pupils have books within a good range for the child - some on the challenging side but the child can read approx 95% of it.

Low attaining readers are heard to read by the class teacher more often and are heard to read 2-3x per week in class.

Reading volunteers read with identified children who do not read often at home.

Little Wandle has been implemented across EY and KS1 consistently and families have attended a workshop to understand how to support at home.

Little Wandle Catch-Up and Keep-Up sessions target individuals early on.

67% of PP pupils passed the Phonics Screening Check at the end of Year 1 which is slightly above the 62% national average for Disadvantaged.

67% of PP met the age-related expectation in reading (ARE) at the end of KS1. This was broadly in line with 70% of Non-PP pupils and was significantly above the national average (51%).

55% of PP pupils achieved the expected standard in reading at the end of KS2 which is lower than 62% PP pupils nationally and significantly below their non-PP peers in school.

Of the PP pupils in this cohort, 55% joined roll in KS2, half of which in years 4/5/6 where interventions were in place.

**Many of our pupil premium children do not have the rich and varied experiences non-pupil premium children seem to have.**

The curriculum continues to focus on learning through authentic, purposeful learning opportunities.

In 2021/22 33 pupils attended a residential visit. Of these children, 4 were PP = 12% (36% of the PPG pupils attended)

Other trips which took place in 2021/22 were:

Year 1 – Toy Workshop 15/57 attending were PP eligible (26%)

Year 2 – Titanic in London Experience 5/43 attending were PP (12%)

Year 2 - Hertford Castle – 5/43 attending were PP eligible (12%)

Year 3 – Stone Age day 13/54 attending were PP (24%)

Year 4 Roman Workshop 11/38 attending were PP eligible (29%)

Animal Workshop 11/39 - attending were PP eligible (28%)

Year 5 Viking experience 8/47 attending were PP eligible (17%)

Year 5 Planetarium Visit 8/49 attending were PP eligible (16%)

Year 6 – Isle of Wight 4/33 pupils attending were PP eligible (12%)

A wide range of extracurricular activities have been offered although the number of PP pupils attending remains low.

## 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
Maths No Problem	Fig Lead Group
Times Table Rockstars	Maths Circle Ltd
Star Reader	Renaissance Learning
No More Marking Writing Comparative	Nomoremarking.com

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*