



# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding (and recovery premium for the 2025 to 2026 academic year) 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	377
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024-2027 (2 <sup>nd</sup> Year)
Date this statement was published	December 2025
Date on which it will be reviewed	July 2025
Statement authorised by	Mrs Marlow
Pupil premium lead	Mrs J Devonshire
Governor / Trustee lead	Mr Dowle

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£128, 775
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£128, 775

# Part A: Pupil premium strategy plan

## Statement of intent

At St Catherine's School, our aim is to be a community of joy, where children flourish and shine. We respect ourselves, and others, for our uniqueness, and together work to create lifelong learners who thrive in all they do. Grounded in our Christian values of Respect, Love, Forgiveness, Hope, Courage, and Trust, we work towards the Church of England's vision for education. This includes educating for wisdom, community, dignity, and respect, while promoting positive learning behaviours through our 'animal learners'.

We believe school is an important place for children to grow, develop and learn in a safe and warm environment. Therefore, we prioritise ensuring that children in receipt of the pupil premium attend regularly, are ready to learn, and receive high-quality teaching. This commitment has shown to be the most impactful strategy in narrowing the disadvantage attainment gap, while simultaneously benefiting all pupils within our school. Our intention is that non-disadvantaged pupils' attainment is sustained and improved alongside the progress of their disadvantaged peers. Children's progress is closely monitored, with underachievement addressed through targeted support and evidence-based interventions.

At St Catherine's, we recognise the increasing level of complexity within our pupil population, with a growing number of children presenting with significant SEND needs and wider vulnerabilities that impact their readiness to learn. Our intention is to ensure that all pupils, particularly those who are disadvantaged, receive targeted support to develop social, emotional and cognitive foundations necessary for learning. Through a focus on emotional wellbeing, positive relationships and inclusive teaching practices, we aim to remove barriers to learning and equip every child with the skills, confidence and resilience to thrive as lifelong learners. By nurturing secure attachments and fostering a sense of belonging we are committed to ensuring all pupils are ready to learn and can achieve sustained academic and personal success.

To further support progress, we facilitate enrichment experiences, both in and out of school, positively impacting academic performance and wellbeing and prioritise children in receipt of the pupil premium having the opportunity to explore their interests through attendance on school trips and at after school clubs and music lessons.

## 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 disadvantaged children is lower than that of the whole school.
2	Attainment in Reading, Writing and Maths is lower than peers, particularly in Maths.
3.	Social and emotional resilience affect learning, relationships, and wellbeing.
4	Lack equal access to extra-curricular clubs, trips and enriching childhood experiences.

## 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
Raise pupil attendance	Overall attendance for children in receipt of pupil premium is at least 95% and broadly in line with their peers.
The attainment gap between pupils in school, reduces.	Children in receipt of pupil premium achieve in line with their peers and the % of pupil attaining ARE in R, W and M is at least in line with National.
Children behave well throughout the school day and online	Children engage positively at lunchtime and the number of lunchtime incidents recorded for behaviour reduce. Children know how to stay safe online and the number of online safety incidents declines.
All children attend school trips and visits and an extra-curricular activity	Children are prioritised to take part in extra-curricular clubs and given the opportunity to represent the school in sports teams and arts events. All children in receipt of pupil premium are invited and supported to attend at least one extra-curricular activity each year.

## Activity in this academic year (2025-2026)

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: £60,411

Activity	Evidence that supports this approach	Challenge number (s) addressed
Invest in CPD for teachers on strategies to increase student engagement, participation and motivation. How do we make school feel 'unmissable.'	Research shows that when students are more engaged, they are more likely to attend school regularly (Education Endowment Foundation)	1
Invest in CPD focusing on inclusive teaching practices and adaptive teaching. This aims to build a supportive classroom environment that fosters a sense of belonging and encourages participation in all school activities.  Support the development of staff with Train the Trainer on Adaptive Teaching.	Improved teacher professional development significantly enhances classroom environments and student participation in school activities (EEF).	1
Provide HfL Supporting Cognition & Learning CPD with guidance on effective scaffolding, use of technology and metacognition.		1
Provide Effective Teaching program of CPD – Walkthru's program		2
Investment in software such as NfER/Renaissance that supports diagnostic assessment which can help in identifying specific areas where pupils need improvement	Tailored teaching approaches. (J. Hattie)	2
Provide CPD focused on Positive Regard & The Kindness Principle behaviour management strategies, emphasising positive reinforcement and consistent application of rules.	EEF Behaviour Guidance Behaviour	3
Strengthen the introduction of Calm Zones in each classroom, Mindfulness and use of Worry boxes	EEF Behaviour Guidance Behaviour	3
Review PSHE curriculum to ensure social, emotional understanding is explicitly developed.		3

Use technology tools such as CPOMS to help monitor and support behaviour including online.	This supports high-quality teaching by providing insights into pupil behaviour patterns.	3
Provide peer coaching/mentoring opportunities to develop teaching further		

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

Budgeted cost: £29, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide structured activities (KICK Coaching, Mentoring and Chaplaincy) during lunchtime, supervised by trained staff that focus on social skills, teamwork, and positive interactions.		3
Provide small group sessions that focus on enhancing social, communication, and emotional regulation skills.  Train a selection of support staff to ELSA and MELSA to support pupils identified.	It has been evidenced that boosting these skills can reduce negative behaviour and improve student interactions.	3
Provide targeted 1:1 Individualised support sessions to help struggling learners catch up with key literacy and numeracy skills Catch Up Literacy/Catch Up Numeracy/Keep Up Phonics	Missing out on fundamental skills can demotivate students from attending school; thus, reinforcing these skills can improve their academic confidence and encourage regular attendance.	1/2
Training teaching assistants to deliver structured interventions in Maths	Supports pupils falling behind, providing them with the additional practice needed. (Education Endowment Foundation)	2
In further years; Setup peer mentoring systems where older or more experienced pupils who participate in after school clubs mentor younger children in receipt of the pupil premium providing academic support but also emotional and social support.	Peer tutoring has positive impacts on academic achievement, self-confidence, and social skills, encouraging broader participation in school life (Education Endowment Foundation).	1

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

Budgeted cost: £39,364

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Breakfast Club/After school Club provision in place</p> <p>Enhance 'Toast/Bagel Bar provision as an incentive for pupils to attend school.</p>	<p>Adequate nutrition is essential for academic performance and engagement, and offering a reliable, nutritious start to the day can reduce absenteeism linked to hunger or poor diet.</p>	<p>1</p>
<p>Employ a Family Support Worker</p>	<p>Employing a Family Support Worker enhances engagement with families, addressing barriers to learning and promoting pupil well-being.</p>	<p>2</p>
<p>Facilitate Maths clubs or similar activities lunchtime/after school</p>	<p>Enhance engagement and interest in Maths, providing a less formal environment for reinforcing learning. (T. Bell et al.)</p>	<p>2</p>
<p>Initiating parent workshops and family/child programmes that involve parents in their children's Maths education (Maths Week)</p>	<p>leading to better educational outcomes by reinforcing learning at home. (S. Goodall)</p>	<p>2</p>
<p>Allocate funds specifically to technology that supports learning (sound buttons, reading pens etc)</p>		<p>2</p>
<p>Hire support from a FSW consultant to help review processes and provision</p>	<p>Ensures effective strategies are implemented, maximising the impact of support for children.</p>	<p>2</p>
<p>Provide support to families about school expectations around behaviour through workshops and resources that help families understand and support positive behaviour at home.</p>		<p>3</p>
<p>Invest in a range of extracurricular activities such as sports, music, and art clubs that provide structured environments where pupils can develop positive behaviour, cooperation, and respect for others</p>		<p>4</p>
<p>Develop programmes that specifically introduce children in receipt of the pupil premium to various after-school activities (e.g taster sessions and support in choosing the activities that match their interests).</p>		<p>4</p>
<p>Subsidise the cost for Pupil pupils in receipt of the pupil premium for trips and after-school clubs, ensuring that the financial barrier is reduced.</p>		<p>4</p>
<p>Initiate a weekly celebration of achievements outside of school and a way for families to</p>	<p>HfL 'Underserved Learners' series of CPD and the</p>	<p>1</p>

communicate this via email to increase pupil engagement with school and the sense of belonging and positive relationships		
Plan opportunities for Whole School Moments of Togetherness to develop a strong sense of belonging for all our children		1
Liaise with local secondary schools to find out ways that they manage online safety issues.		3
Introduce and implement Forest School curriculum to provide explicit teaching and opportunities to develop team- work, problem solving and engage pupils leading		3

**Total budgeted: £128,775**

# 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 2024 to 2025 academic year.

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### Aim 1: Raise Attendance

**Overall attendance for children in receipt of pupil premium is at least 95% and broadly in line with their peers.**

Attendance for pupils eligible for Pupil Premium funding remains a strategic priority and an ongoing focus for improvement. Despite the range of targeted interventions in place, including close collaboration with the Inclusion Team and external agencies to address barriers linked to school avoidance, the attendance gap between disadvantaged pupils and their peers has widened over the past academic year. Current data indicates that Pupil Premium attendance for Autumn 2025 stands at 88.09%, compared to 94.5% for non-Pupil Premium pupils – a gap of 6.41 percentage points, up from 4.9% in Autumn 2024. Whole-school attendance for the same period is 93.15%. This term has seen an increase in the number of pupils supported through part-time timetables (seven pupils), reflecting the complexity of individual needs being managed through phased reintegration and agency support. Regular attendance reminders and celebrations continue to be used to promote positive attendance habits, alongside the introduction of a whole-school target of 95%, linked to class rewards. Whilst attendance for some Pupil Premium pupils has improved as a result of personalised support plans, the widening attendance gap highlights the continued need for sustained, targeted intervention, robust monitoring, and strengthened partnership working with families and external professionals.

**2024-2025** PPG: 89.4% Non-PPG 94.7% Difference - -5.3 Whole-School: 92.9%

### Current - 2025-2026 (Aut 1)

Autumn 2024 (to date): PPG: 90.7% Non-PPG 95.6% Difference -4.9

Autumn 2025 (to date): PPG: 88.09% Non-PPG 94.5% Difference 6.41. This term has seen an increase in the number of children registered on Part-Time timetables. This term, 7 children have been on a Part-Time timetables.

Whole-school attendance to date: 93.15

### Aim 2: The Attainment Gap reduces.

**Children in receipt of pupil premium achieve in line with their peers and the % of pupil attaining ARE in R, W and M is at least in line with National.**

Attainment for pupils in receipt of Pupil Premium funding remains below national expectations, with a continued and, in some areas, widening gap when compared to non-disadvantaged peers. In the Early Years Foundation Stage (EYFS), outcomes show a positive trajectory, with the gap continuing to close. The difference between disadvantaged and non-disadvantaged pupils achieving a Good Level of Development (GLD) has reduced from -27.6 in 2023 to -15.7 in 2025, representing the smallest gap recorded in recent years and the highest proportion of FSM pupils achieving GLD since 2023.

In Key Stage 1, phonics outcomes remain a key focus for improvement. Despite strong teaching and intervention, overall attainment remains low, and the gap between Pupil Premium and non-Pupil Premium pupils has widened. In response, a heightened emphasis has been placed on the consistency and quality of phonics teaching, with the new Phase Leader, English Lead, and Phonics Lead driving targeted actions. This work is underpinned by precise assessment and tracking to ensure that all pupils who did not meet the expected standard in Year 1 receive targeted, timely support across the school.

At Key Stage 2, the attainment gap has continued to widen, with only 10% of Pupil Premium pupils achieving the expected standard in reading, writing, and mathematics combined. There is significant overlap with pupils identified as having SEND, of whom none achieved the expected standard in all three subjects and none met the expected standard in writing. The early introduction of the new Local Authority theme in English last year did not yet yield the anticipated impact in outcomes. However, targeted Local Authority support is now in place for English and mathematics, and the development of new subject leaders, supported through the School Improvement Plan, is intended to secure more rapid improvement in outcomes for disadvantaged pupils by the end of this academic year.

These actions are reflected within the School Improvement Plan and are monitored through regular review by the Senior Leadership Team, governors, and Local Authority partners to ensure measurable impact on pupil outcomes.

**Aim 3 : Social and emotional resilience affect learning, relationships, and wellbeing. Children behave well and learn well in school and online.**

There has been a marked improvement in pupils' social and emotional resilience this year, positively influencing behaviour, relationships, and readiness to learn. The introduction of the targeted Granary Provision has provided a structured SEMH environment and curriculum each day, with additional mindfulness sessions supporting all pupils to regulate and transition calmly into afternoon learning. Behaviour across classes has improved noticeably, reflected in reduced incidents and improved engagement. Lunchtime behaviour has also strengthened significantly, supported by increased deployment of teaching assistants alongside MSAs and a broader range of lunchtime clubs that promote positive play and social interaction. Pupil leadership roles; including School Council, House Captains, and Sports Captains have helped to widen pupil voice and foster a stronger sense of belonging. Online safety incidents have declined as pupils develop a clearer understanding of how to stay safe online through the school's reminding

This year we continue to strengthen the access to extracurricular activities, enrichment opportunities, and trips/visits for all pupils, including those eligible for Pupil Premium. Further evidence-based actions will include extending staff training in trauma-informed practice and strengthening partnership work with external agencies to provide timely SEMH interventions. A renewed focus on relational approaches will continue to support positive relationships and reduce repeat incidents. Regular monitoring through behaviour and wellbeing tracking systems will ensure that interventions remain targeted, responsive, and impactful.

**Aim 4: All children attend trips and opportunity to attend extra-curricular activity.**

Pupils are actively encouraged and supported to participate in a range of extracurricular clubs, trips, and events that enhance their personal development and sense of belonging. Sports Captains have been elected and are contributing to the development of a wider offer of after-school and lunchtime clubs. Currently, 5 of the 25 places in after-school clubs are specifically reserved for Pupil Premium pupils, though take-up remains lower than expected. All Pupil Premium pupils are invited and supported to access at least one extracurricular activity each year, and opportunities to represent the school in sporting and arts events are prioritised for these pupils. The PE Lead has ensured that Pupil Premium pupils are included in inter-school competitions wherever possible, promoting equality of opportunity and representation.

The next phase of development will focus on increasing participation rates by improving communication with families and raising awareness that extracurricular opportunities are available at no cost to eligible pupils. Further actions will include strengthening pupil voice through the Sports Captains and School Council to shape the enrichment offer, tracking participation data more systematically, and working with staff to reduce practical or logistical barriers to engagement. The school will also continue to ensure that all Pupil Premium pupils access at least one educational trip annually, recognising the positive impact of wider experiences on confidence, aspiration, and cultural capital.

## 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
KICK Coaching, mentoring and chaplaincy	KICK
Catch Up Literacy	Catch Up
Catch Up Numeracy	Catch Up
NELLI	NELLI
Keep Up Phonics	Little Wandle
WellComm	GL Assessment
Drawing & Talking	
Renaissance Reader	
ELSA / MELSA	