

St Katherine's School & Nursery

Pupil Premium Strategy Statement



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged children.

From reviewing our previous strategy 2022-2023, we have created a new pupil premium strategy 2023-2024, which includes how we intend to spend the funding in this academic year.

School Overview

Detail	Data
Number of children in school:	485 (including Nursery)
Proportion (%) of pupil premium eligible children:	26%
Academic year that our current Pupil Premium Strategy covers:	2023- 2024
Date Pupil Premium Strategy was published:	December 2023
Date on which the Pupil Premium Strategy will be reviewed:	December 2024
Pupil Premium Strategy authorised by:	Ray Lang (<i>Headteacher</i>)
Pupil Premium Lead:	Sarah Aikenhead (<i>Deputy Headteacher</i>)
Chair of Governor:	Carina Cuddington (<i>Chair of Governors</i>)

Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year:	£ 194,000
Recovery Pupil Premium funding allocation this academic year:	£ 17,400
Pupil Premium funding carried forward from previous years:	£ 27,000
Total budget for this academic year:	£ 238,400

Part A: Pupil Premium Strategy Plan

Statement of Intent

At St Katherine's School & Nursery, we target the use of pupil premium funding to ensure our disadvantaged pupils receive the best possible education through high quality teaching and learning in both the classroom and in interventions. This enables them to develop the key skills, knowledge and understanding, in order to thrive in the modern world.

Our strategy will also ensure that disadvantaged pupils have the same opportunities as their peers in accessing the wider curriculum so that they take part in a range of clubs and extra-curricular activities and be supported in raising their own aspirations. This will open all children's eyes to '*See Beyond Snodland.*'

We recognise that disadvantaged pupils can have a wide range of barriers, which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

Our Context

- St Katherine's is below the national average of deprivation.
- 123 disadvantaged pupils out of 454 pupils in total (excluding nursery) are in receipt of pupil premium funding, which equates to 27% of pupils being disadvantaged. This is just above the national average of 24% and slightly above Kent average of 25.1%
- 27 disadvantaged pupils out of the 113 disadvantaged pupils (24%) are SEND.

Achieving our Objectives

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted intervention and support to quickly address identified gaps in learning, including the use of small group work, 1:1 tuition.
- Target funding to ensure that all pupils have access to trips, residential and first-hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music.
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.
- Target funding to mitigate barriers created by financial hardship.

Key Principals

We will adopt a whole school approach in which all staff take responsibility of disadvantaged pupils' outcomes and progress. We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Specific intervention and support will be planned for individual pupils, which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge Number	Detail of Challenge																		
1 Core Subject Outcomes	Disadvantaged pupils are not making expected progress or attaining age related expectations particularly in reading and maths.																		
2 Speech, Language and Communication	<p>Underdeveloped speech and language skills and vocabulary gaps among disadvantaged children are evident from Reception through to KS2.</p> <p>Assessments suggest that disadvantaged pupils develop their phonic knowledge and understanding at a slower pace than their peers. This negatively impacts their development as readers.</p> <p>Some pupils who qualify for pupil premium funding have specific SEND needs and an increasing number of children need SALT interventions.</p>																		
3 Social, Emotional, Mental Health	Social, emotional and mental health needs have been identified for many pupils and families. These challenges particularly affect disadvantaged pupils, including their wellbeing, progress and attainment. Pupil emotional wellbeing, social and behavioural needs impacts pupils' ability to make progress and their readiness to learn.																		
4 Parental Involvement /Engagement	<p>Attendance data from last year 2022-2023 indicates that attendance of our disadvantaged pupil was 4.6% lower than for non-disadvantaged children and below the national average.</p> <table><tr><th colspan="3">Attendance Summary 2022-23</th></tr><tr><th>Whole School/ Groups</th><th>Figure</th><th>Difference Against National Figure</th></tr><tr><td>School Attendance</td><td>92.7%</td><td>-1.3%</td></tr><tr><td>PP Attendance</td><td>88.1%</td><td>-5.9%</td></tr><tr><td>SEND Attendance</td><td>91.8%</td><td>-2.2%</td></tr><tr><td>National Attendance</td><td>94%</td><td>-</td></tr></table> <p>The attendance of pupils in receipt of pupil is below that of their peers and a greater proportion are classed as persistent absentees.</p> <p>For these children, parental engagement is low.</p>	Attendance Summary 2022-23			Whole School/ Groups	Figure	Difference Against National Figure	School Attendance	92.7%	-1.3%	PP Attendance	88.1%	-5.9%	SEND Attendance	91.8%	-2.2%	National Attendance	94%	-
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5 Aspiration / Enrichment	<p>A large proportion of disadvantaged children do not regularly take part in after-school clubs or other extra-curricular activities.</p> <p>There are strong indications that our disadvantaged children have limited opportunities to visit places outside of Snodland, including places that offer enriching experiences, museums, theatres, galleries and other landmarks.</p> <p>As such, the cultural capital of our disadvantaged children is lower than non-disadvantaged children. This has been made more prominent due to the cost-of-living crisis and families not having the capital to provide their children with enrichment activities.</p>																		

Intended Outcomes

These intended outcomes outline what 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
Priority 1 <i>*Pupil premium children's attainment in maths and reading improves so that they have the age-appropriate skills for the next stage of their learning journey.</i>	<p>Outcomes for disadvantaged children show that attainment and progress is at least in line with disadvantaged children nationally and the gap to non-disadvantaged children is reduced.</p>
Priority 2 <i>*Children's exposure to language and vocabulary enables them to effectively communicate and read, allowing them to access the same curriculum as their peers.</i>	<p>Children to be able to articulate and use high level and age-appropriate vocabulary to communicate accurately both through oral and written skills.</p> <p>Children identified and in receipt of speech link and or language link show accelerated progress.</p> <p>Phonics and reading outcomes for disadvantaged children to be at least in line with national disadvantaged children and the gap to non-disadvantaged children is reduced.</p>
Priority 3 <i>*Children with barriers related to Social, Emotional and Mental Health show increased engaged and self-regulation, which leads to improved outcomes across the curriculum.</i>	<p>Children's well-being needs are met and supported to ensure that they are attending school more regularly and are able to access high quality teaching and targeted interventions where needed, in order to support them to make progress.</p> <p>Disadvantaged children who require visits to nurture 'The Hive' will reduce.</p> <p>Disadvantaged children with SEMH will see a reduction in behaviour incidents.</p>
Priority 4 <i>*Parents improved engagement leads to improved attendance for Pupil Premium children.</i>	<p>At least 90% of pupil premium children's attendance is at least 90%.</p> <p>At least 6 parental engagement events in the school year.</p>
Priority 5 <i>*Children take part in and are exposed to a range of enrichment opportunities beyond the school curriculum that open their eyes to 'See beyond Snodland.'</i>	<p>Pupil voice highlights that pupil premium children are beginning to 'See Beyond Snodland.'</p> <p>80% of pupil premium children will access a club this year.</p>

Activity in this Academic Year

This details how we intend to spend our child premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £72500

Activity	Evidence that supports this approach	Priorities Addressed & Costings
Training and resources for a DFE validated systematic (Sounds Write) synthetic phonics programme with the aim to support reading outcomes.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged children: Phonics Toolkit Strand Education Endowment Foundation EEF https://www.sounds-write.co.uk	1, 2, 3, 4
Embedding a Maths Mastery Approach	Maths Mastery gives children the best chance of mastering maths. This approach focuses on helping children acquire a deep and long-term understanding of maths they can use in different real-life situations. Mastery learning EEF educationendowmentfoundation.org.uk	1, 3, 4
Focused approach on development of speech and language provision in EYFS	A significant number of children in our school require support to overcome speech and language barriers. Therefore, it is vitally important that the speech and language provision in EYFS is tailored to suit this and support children's speech and language development. Communication and language approaches EEF educationendowmentfoundation.org.uk Development Matters - GOV.UK (www.gov.uk)	1, 2, 3
Review and implementation of whole class reading strategies	Whole class reading strategies to be continued to be reviewed and implemented. EEF Blog: Whole-class reading - EEF educationendowmentfoundation.org.uk	1,2, 3

Develop strategies and provision to ensure a high level of inclusivity within the classroom.	An inclusive school removes barriers to learning and provides education that is appropriate to suit the needs of all. Strategies and provision will be included to ensure high levels of inclusivity within the learning environment. Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)	1,2
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Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £65000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Have a designated teacher assistant to support speech and language across the school.	A significant number of children in our school require support to overcome speech and language barriers. Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4,
National Tutoring Small group support through school led tutoring.	Staff will be trained through National Tutoring to ensure that interventions are well-structured, resources are provided and explicit connections are made between targeted support and everyday activities or teaching. National Tutoring Programme: NTP Academic Mentoring EEF (educationendowmentfoundation.org.uk)	1, 3, 4
Overseen by Maths Lead. Small group support through school led tutoring for mathematical understanding.	Staff will be trained in White Rose Approach to ensure that interventions are well-structured, resources are provided and explicit connections are made between targeted support and everyday activities or teaching. Mathematics EEF (educationendowmentfoundation.org.uk)	1, 3, 4
St Katherine's Letter Box Book Club. Provide books across the year delivered to children to promote	The Book Trust have conducted a number of surveys and studies which indicate that receiving books has a positive impact on children's willingness to read and their confidence with reading, as well as facilitating increase	1,2,3,4,5

the love of reading and engagement.	<p>engagement from parents and carers with their child's reading.</p> <p>Search BookTrust</p> <p>Not only do fewer disadvantaged pupils say that they have a book of their own at home than their advantaged peers, but those who do have books of their own report fewer books than their peers.</p> <p>Book ownership, literacy engagement and mental wellbeing National Literacy Trust</p>	
Coram Beanstalk – Volunteer Readers	<p>Coram Beanstalk provides our school with expertly trained volunteers who engage pupils in reading for pleasure activities. It is highly valued by both staff and children in motivating children to read and exposes them to a wider range of genres in a safe and non-academically focused session.</p> <p>Coram Beanstalk (beanstalkcharity.org.uk)</p>	1,2,3,4,5
We will purchase Switch on Reading to be delivered for 10 weeks with one child	<p>Switch-on Reading is an intensive 10-week literacy intervention. It is delivered daily on a one-to-one basis.</p> <p>EEF Promising Project evidence showed that pupils who were provided with a Switch on Reading intervention made 3 months additional progress.</p> <p>Switch-on Reading EEF (educationendowmentfoundation.org.uk)</p>	1,2,3,4
IPADs	<p>15 IPADs and 15 headphones which will facilitate interventions outlined below:</p> <p>Reading Plus, Timetable Rockstars, Spelling Shed</p>	1,2,3,4
We will purchase Reading Plus as an online intervention to be accessed by 50 children at any one time to improve reading fluency and comprehension.	<p>Reading Plus is an adaptive literacy intervention that improves fluency, comprehension, vocabulary, stamina, and motivation. Reading Plus produces 2.5 years of growth in just 60 hours of personalized instruction.</p> <p>https://www.readingplus.com/</p> <p>Evidence-Based Research and Results Reading Plus</p>	1,2,3,4

Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £100,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trained Nurture Team providing support to children and families through interventions, resources, including therapies and outside agency support.	Holistic development is key to academic success and well-being. Personalised support and specific support are key. Promoting children and young people's mental health and wellbeing (publishing.service.gov.uk) Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1,4,5
To increase the attendance of disadvantaged children, the FLO will work alongside SLT to track attendance and support parents with maximising their child's attendance.	Less than 90 per cent attendance, incurs many costs - economic, social and psychological - not only for the children and young people involved, but also for their communities and for society at large. Working together to improve school attendance - GOV.UK (www.gov.uk) Good attendance: listen, understand, empathise and support - GOV.UK (www.gov.uk)	1,2,3,4,5
Provide essential supplies to disadvantaged families via the school food bank, community wardrobe and extended day.	British Educational Research Association-funded project into the use of food banks in schools as a means of increasing children's engagement with learning and physical activity. Faculty of Education and Society - UCL – University College London Food banks in schools BERA	4,5

Support children in accessing the curriculum and extra-curricular activities, trips and opportunities that they might otherwise miss.	<p>Inclusive practice ensures children are not excluded due to monetary difficulties improving their well-being.</p> <p>Using pupil premium EEF (educationendowmentfoundation.org.uk)</p>	4,5,
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Part B: Review of Outcomes in the Previous Academic Year

Child Premium Strategy Outcomes

Below details the impact that our pupil premium strategy had on children in the 2022 to 2023 academic year. The review of the strategy outcomes showed that it was not having the intended impact shared. With the change in leadership and focus we have created a new pupil premium strategy (2023-2024), which includes how we intend to spend the funding in this academic year.

Priority 1: Improved speech and language skills among disadvantaged children, with particular focus on EYFS and KS1 children.

Speech and language skills was a continuous focus throughout EYFS and KS1 amongst disadvantaged children. EYFS data shows that the percentage of all children gaining the expected standard was slightly above national and the percentage of disadvantaged children was above the Kent FSM equivalent. However, this was not reflected in phonics scores.

EYFS Expected Standard Literacy Goals					
	School ALL	Kent ALL	School FSM	Kent FSM	National
2021-2022	70%	68%	75%	49.2%	68%
2022-2023	83%	70.6%	64%	54.8%	69.8%

Year 1 – Phonics					
	School ALL	School FSM	Kent ALL	Kent FSM	National ALL
2021-2022	74.4%	52.2%	74%	56.7%	75%
2022-2023	74%	54%	77.2	59.4%	78.9%

Year 2 – Phonics					
	School ALL	School FSM	Kent ALL	Kent FSM	National ALL
2021-2022	76%	50%	41.2%	35.5%	44.2%
2022-2023	84%	70%	56.5	50.3	58.7%

Sounds-Write training for teachers and TAs has had a major impact on the teaching of phonics across the school. It is having a positive impact on the accuracy of word reading, particularly for our disadvantaged pupils in Reception and KS1. Children in Year 1 did not make expected progress due to these children not being taught Sounds Write in Year R (as the scheme was only implemented in September 2022) and having a firm foundation of phonics to support them going in Year 1.

The KS2 teachers, who have received the training are also ensuring their children have a full understanding of the extended code – re-teaching when needed. The school will continue to train teachers and LSAs this academic year, with the aim of having all teaching staff trained to deliver the Sounds-Write programme.

Pupil language development formed part of our curriculum teaching during the academic year 2022- 23 through explicit teaching. In addition, there had been an increased focus on vocabulary in guided reading and in all curriculum subjects.

Pupil conferencing showed that pupil premium children were able to use a high level of vocabulary to support their learning.

Priority 2: Improved reading attainment among disadvantaged children.

Reading assessment at KS1 show that reading improved for both all pupils and those who are disadvantaged. However disadvantaged children still performed less well than local disadvantaged children.

At KS2, although outcomes for all pupils decreased, outcomes significantly increased for children who were disadvantaged and, although still lower than local disadvantaged, the gap decreased.

KS1 – Reading					
	School ALL	School FSM	Kent ALL	Kent FSM	National ALL
2021-2022	52.7%	23%	67%	48.5%	66.9
2022-2023	75%	30%	69.1%	50.7%	68.3%

KS2 – Reading					
	School ALL	School FSM	Kent ALL	Kent FSM	National ALL
2021-2022	73%	36.1%	74%	59%	74%
2022-2023	64%	42%	72.5%	56.9%	73%

A shift in the approach to reading throughout the school was implemented in 2022-2023. We split our English Subject Leader role into a specific Subject Leader for reading and writing. This led to a tighter focus on fluency in reading, a link to developing knowledge and understanding of vocabulary not only in reading but also in the wider curriculum. A tighter sequence of the learning journey for guided reading had been focused on vocabulary development. The introduction of Sounds Write was also implemented. This showed a positive improvement on the accuracy of word reading, particularly for our disadvantaged children in KS1.

Priority 3: Improved maths attainment for disadvantaged children.

Maths scores in KS2 did not see an improvement as 59% of all children gained expected level for maths (Kent 70% and National & 73%). Disadvantaged pupils, at the end of KS2, showed the most progress in maths.

- Maths attainment at the end of KS1 (76%) was above the national average (70%) = (+6%)
- Maths attainment at the end of KS2 was (59%) was significantly below the national average (73%) = (-14%)

KS1 Maths					
	School ALL	Kent ALL	School FSM	Kent FSM	National
2021-2022	51%	68%	24%	49.4%	68%
2022-2023	76%	71.2%	50%	54.1%	70.4%

KS2 Maths					
	School ALL	Kent ALL	School FSM	Kent FSM	National
2021-2022	61%	70%	40%	51.3%	72%
2022-2023	59%	70%	34%	51.8%	73%

An evaluation of the current maths scheme was completed and a move to White Rose Maths was implemented in September 2022. Although the White Rose scheme was implemented successfully, a cross-over of scheme naturally had an impact on the teaching, planning and assessment.

The introduction of Mastery Maths in KS1 alongside White Rose Maths was implemented and followed, which supported the improvement in maths outcomes for KS1. In KS2, a high proportion of disadvantaged children were in the Year 6 cohort, alongside this, some of the Year 6 children presented challenges around behaviour and attitudes, which had a significant impact on maths outcomes.

Priority 4: To achieve and sustain improved wellbeing for all children in our school, particularly our disadvantaged children.

A focused approach on well-being saw a positive impact on all children, including the disadvantaged. This was accessed through a well-trained nurture team and emphasis was placed on well-being throughout the day, at designated times, through our Dog Mentor and access to well-being areas and focused approaches. 60% of disadvantaged pupils who accessed nurture provision no longer require regular support.