



St Katherine's School & Nursery Child Premium Strategy Statement

This statement details our school's use of child premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged children.

It outlines our child premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of child premium had within our school.

School Overview

Detail	Data
Number of children in school	509 (including Nursery)
Proportion (%) of child premium eligible children	28%
Academic year/years that our current child premium strategy plan covers (3 year plans are recommended)	2021/22 – 2023/24
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Ruth Powell (Headteacher)
Child Premium Lead	Sarah Aikenhead
Governor / Trustee lead	Peggy Murphy (Governor)

Funding Overview

Detail	Amount
Child premium funding allocation this academic year	£ 183,273
Recovery premium funding allocation this academic year	£ 18,995
Child premium funding carried forward from previous years (enter £0 if not applicable)	£ 8,000
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	£ 210,268

Part A: Child Premium Strategy Plan

Statement of Intent

Our intention is that all children, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas, including progress for those who are already high attainers.

The focus of our child premium strategy is to support disadvantaged children to achieve their full potential, ensure high levels of well-being and access wider opportunities.

We will consider the challenges faced by vulnerable children, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged children require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged children in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged children' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through additional school led tuition for children whose education has been worst affected, including non-disadvantaged children.

Our approach will be responsive to common challenges, individual needs and assessment. The approaches we have adopted complement each other to help children excel. To ensure they are effective we will:

- ensure disadvantaged children are challenged in the work that they are set.
- act early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged children's outcomes and progress.

Challenges

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

Challenge Number	Detail of Challenge
1	Assessments, observations and discussions with children indicate underdeveloped language skills and vocabulary gaps among disadvantaged children. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged children compared to non-disadvantaged children.
2	Assessments, observations, and discussions with children suggest disadvantaged children generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Assessments indicate that maths attainment among disadvantaged children is below that of non-disadvantaged children.
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged children has been impacted by partial school closures to a greater extent than for other children. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to children falling further behind age-related expectations, particularly in mathematics.
5	<p>Our assessments, observations and discussions with children and families have identified social and emotional issues for many children, during school closure. These challenges particularly affect disadvantaged children, including their attainment.</p> <p>Our nurture team have seen increased need during/since the pandemic. 57 children, 54% of whom are disadvantaged, currently require additional support.</p>
6	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged children has been between 4-2% lower than for non-disadvantaged children.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged children's progress.</p>

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
<p>Priority 1 Improved speech and language skills among disadvantaged children, with particular focus on EYFS and KS1 children.</p>	<p>Assessments and observations indicate improved language among disadvantaged children. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. This also is reflected in quantitative data.</p>
<p>Priority 2 Improved maths attainment for disadvantaged children.</p>	<p>KS2 maths outcomes in 2023/24 show at least 66% of disadvantaged children met the expected standard.</p>
<p>Priority 3 Improved reading attainment for disadvantaged children.</p>	<p>Children from disadvantaged backgrounds will make good progress in reading, further supporting closing the gap between them and their peers.</p>
<p>Priority 4 To sustain and further improve wellbeing for all children in our school, particularly our disadvantaged children.</p>	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations.
<p>Priority 5 To achieve and sustain improved attendance for all children, particularly our disadvantaged children.</p>	<p>Improved attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • The overall attendance for all children being 96% or more, and the attendance gap between disadvantaged children and their non-disadvantaged peers being less than 2%.
<p>Priority 6 To ensure that all children experience a range of wider opportunities and experiences beyond the school curriculum with particular focus on disadvantaged.</p>	<ul style="list-style-type: none"> • An increased offer of wider opportunities and experiences particularly for disadvantaged children. Evidenced by pupil voice, quantitative data and stakeholder feedback.

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: £29,500

Activity	Evidence that supports this approach	Priorities Addressed
To secure firm foundations in the development of good number sense for all children from reception onwards by engaging in the Mastering Number approach and resources to help all children to build a strong number sense.	By closing the gap in children's starting points when they join reception and move through KS1, particularly disadvantaged, all children should leave KS1 with fluency in calculation and a confidence and flexibility with number. Mastering Number NCETM	2
Purchase high-quality books to support the teaching of the curriculum and children's access to high quality reading materials.	Teaching a broad and balanced curriculum for education recovery (publishing.service.gov.uk) Teaching a Broad and Balanced Curriculum for Education Recovery (November 2021) The Government continues to focus on the teaching of a broad and balanced to help children, including those disadvantaged children. Book ownership, literacy engagement and mental wellbeing National Literacy Trust – '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 more advantaged peers (39.8 vs. 52.6)'	1,3
Training and resources for a DFE validated systematic 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, 3

Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £61308

Activity	Evidence that supports this approach	Priorities 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
Overseen by Maths Lead. Small group support through school led tutoring for mathematical understanding.	Mathematics EEF (educationendowmentfoundation.org.uk) Staff will be trained in White Rose Approach and National training to ensure that interventions are well-structured, resources are provided and explicit connections are made between targeted support and everyday activities or teaching.	3, 4
St Katherine's Letter Box Club. Provide books across the year delivered to children to promote the love of reading and engagement.	Search BookTrust 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 engagement from parents and carers with their child's reading. Book ownership, literacy engagement and mental wellbeing National Literacy Trust – '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 more advantaged peers (39.8 vs. 52.6)'	1-5
Class laptop with access to Clicker. Training for staff in Clicker. This will allow increased access to the curriculum	The importance of children being supported to access the curriculum independently and reduce over reliance on adult support. Clicker - Literacy Software Crick Software	1,3, 4

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

Budgeted cost: £119460

Activity	Evidence that supports this approach	Priorities Addressed
Purchase of well-being programme for children.	<p>Holistic development is key to academic success and well-being.</p> <p>About - myhappymind</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	5
Trained Nurture Team providing support to children and families and interventions and resources, including therapies and outside agency support.	<p>Holistic development is key to academic success and well-being.</p> <p>Personalised support and specific support is key.</p> <p>Promoting children and young people’s mental health and wellbeing (publishing.service.gov.uk)</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	1,4,5
Provide essential supplies to disadvantaged families via the school food bank & community fridge, community wardrobe and extended day.	<p>Well-nourished children have improved well-being and therefore are more ready to learn.</p> <p>Healthy Eating Advisory Service </p>	4,5
Focused and supportive approach to attendance.	<p>Attendance is essential to academic success, well-being and safeguarding.</p> <p>Good attendance: listen, understand, empathise and support - GOV.UK (www.gov.uk)</p>	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>	4,5,6

<p>Update sensory areas to ensure greatest impact.</p>	<p>Allowing a safe space for children to regulate emotions ensures that they are ready to access the curriculum.</p> <p>Sensory Circuits - Childrens Choice Therapy</p> <p>Why Your Students Need Sensory Rooms in Schools Pediatric Therapeutic Services (mypts.com)</p>	
<p>To develop forest school and keep ongoing learning to support a broad curriculum and well-being.</p>	<p>Forest school learning has been shown to improve mental health, well-being, attendance and behaviour. Research on Forest School and Outdoor Learning. - Cambridge Forest Schools</p>	<p>5, 6</p>

Total budgeted cost: £ 210,268

Part B: Review of Outcomes in the Previous Academic Year

Child Premium Strategy Outcomes

This details the impact that our child premium activity had on children in the 2021 to 2022 academic year.

Priority 1:

Improved speech and language skills among disadvantaged children.

Assessments and observations indicate improved speech and language skills were evident amongst disadvantaged children with children requiring less focused intervention across the year and improved oracy skills. This was reflected in improved English results at KS2 for non- disadvantaged and disadvantaged children. However, this was not reflected in phonics scores and KS1 results.

Priority 2:

Improved reading attainment among disadvantaged children.

Improved KS2 reading and spelling, punctuation and grammar scores were evident for both disadvantaged and non-disadvantaged.

Reading

All 2019	FSM 2019	All 2022	FSM 2022
70.2%	66.7%	73.4%	68.4%

Spelling, Punctuation and Grammar (SPAG)

All 2019	FSM 2019	All 2022	FSM 2022
66.7%	53.3%	72.2%	68.4%

Both of these showed improved results, which is the opposite from the National trend where results were lower for 2022 compared to 2019.

Also, these results were in line with National and disadvantaged results were higher than Kent for both Reading and SPAG.

Priority 3:

Improved maths attainment for disadvantaged children.

Maths scores did not see an improvement, however this remained broadly in line from 2019, with all children improving by 1.8% and disadvantaged children dropping by 3.9%. Again this was the opposite trend to National where all children dropped by 1% and disadvantaged children in Kent dropped by 13.1%. This remains a school priority.

Priority 4:

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

Focused approach on well-being saw a positive impact on all children, including disadvantaged. This was accessed through a well-trained nurture team and emphasis placed on well-being throughout the day through designated times, Dog Mentor and access to well-being areas/approaches.

60% of disadvantaged children who accessed nurture provision no longer require regular support.

From surveys carried out in March 2022:

- 98% of staff agree nurture provision to be strong, with 68% of staff strongly agreeing.
- 96% of children agree staff care for them, with 67% strongly agreeing.
- 96% of children agree there is an adult they can go to for help and advice if they have a problem, with 78% strongly agreeing.
- 96% of parents agree their child feels safe at school, with 45% strongly agreeing.
- 93% of parents agree their child is well looked after, with 46% strongly agreeing.

Priority 5:

To achieve and sustain improved attendance for all children, particularly our disadvantaged children.

Efforts to improve whole school attendance have meant that we are in line with National. However, the attendance gap between disadvantaged children and their non-disadvantaged is greater than 2% (currently being -3.83). This remains a school priority.

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
My Happy Mind
Sounds Write