



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 2023-2024, we have updated our pupil premium strategy 2024-2025, which includes how we intend to spend the funding in this academic year.

School Overview

Detail	Data
Number of children in school:	493 (Including Nursery) 453 (Excluding Nursery)
Proportion (%) of children premium eligible children:	141 children 28.6%
Academic year that our current Pupil Premium Strategy covers:	2024- 2025
Date Pupil Premium Strategy was published:	December 2024
Date on which the Pupil Premium Strategy will be reviewed:	December 2025
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:	£182,046.00
Pupil Premium funding carried forward from previous years:	£23,000.00
Total budget for this academic year:	£205,046.00

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 children 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 also ensures that disadvantaged children 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 children 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 children and their non-disadvantaged counterparts both within school and nationally.
- Ensure all children 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 children 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

- 141 disadvantaged children out of 493 children in total (including Nursery) and 453 (excluding nursery) are in receipt of pupil premium funding, which equates to 28.6% of children being disadvantaged. This is just above the national average of 24.6% and slightly above Kent average of 26.6%
- 38 disadvantaged children out of the 141 disadvantaged children (26.9%) have special educational needs.

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 children access effective quality first teaching.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work.
- Target funding to ensure that all children have access to trips, residentials and first-hand learning experiences.
- Provide opportunities for all children to participate in enrichment activities including sport and music.
- Provide appropriate nurture support to enable children 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 children's outcomes and progress. We will ensure that effective teaching, learning and assessment meets the needs of all children through the rigorous analysis of data. Specific intervention and support will be planned for individual children, which will be reviewed at least termly. Alongside academic support, we will ensure that those children 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 children are not making expected progress or attaining age related expectations particularly in reading and maths.																		
2 Speech, Language and Communication	Underdeveloped speech and language skills and vocabulary gaps among disadvantaged children are evident from Reception through to KS2. Assessments suggest that disadvantaged children develop their phonic knowledge and understanding at a slower pace than their peers. This negatively impacts their development as readers. Some children who qualify for pupil premium funding have specific SEND needs and increasing number of children need SALT interventions.																		
3 Social, Emotional, Mental Health	Social, emotional and mental health needs have been identified for many children and families. These challenges particularly affect disadvantaged children, including their wellbeing, progress and attainment. Children's emotional wellbeing, social and behavioral needs impacts children's ability to make progress and their readiness to learn.																		
4 Parental Involvement /Engagement	Attendance data from last year 2023-2024 indicates that the attendance of our disadvantaged children was -3.1% lower than our non-disadvantaged children and below the national average. <table border="1" data-bbox="639 1310 1209 1563"> <thead> <tr> <th colspan="3">Attendance Summary 2023 - 2024</th> </tr> <tr> <th>Whole School/ Groups</th> <th>Figure</th> <th>Difference Against National Averages</th> </tr> </thead> <tbody> <tr> <td>School Attendance</td> <td>93.9%</td> <td>-0.4%</td> </tr> <tr> <td>PP Attendance</td> <td>90.8%</td> <td>-3.7%</td> </tr> <tr> <td>SEND Attendance</td> <td>91.0%</td> <td>-3.5%</td> </tr> <tr> <td>National Attendance</td> <td colspan="2">94.3%</td> </tr> </tbody> </table> <p>The attendance of children in receipt of pupil premium is below that of their peers. For these children, parental engagement is low.</p>	Attendance Summary 2023 - 2024			Whole School/ Groups	Figure	Difference Against National Averages	School Attendance	93.9%	-0.4%	PP Attendance	90.8%	-3.7%	SEND Attendance	91.0%	-3.5%	National Attendance	94.3%	
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5 Aspiration / Enrichment	A large proportion of disadvantaged children do not regularly take part in after-school clubs or other extra-curricular activities. 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. 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.																		

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
<p>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>	<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>
<p>Priority 2 <i>*Children's exposure to language and vocabulary enables them to effectively communicate, read and write, allowing them to access the same curriculum as their peers.</i></p>	<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>
<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>	<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>
<p>Priority 4 <i>*Parents improved engagement leads to improved attendance for Pupil Premium children.</i></p>	<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>
<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>	<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 2024-2025

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)

Activity	Evidence that supports this approach	Priorities Addressed & Costings
Embedding a Maths Mastery approach.	<p>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.</p> <p>Mastery learning EEF (educationendowmentfoundation.org.uk)</p>	1, 3, 4
Review whole class reading strategies.	<p>Whole class reading strategies to be continued to be reviewed and implemented.</p> <p>EEF Blog: Whole-class reading - EEF (educationendowmentfoundation.org.uk)</p>	1,2, 3
Training and resources for a DFE validated systematic (Sounds Write) synthetic phonics programme with the aim to support reading outcomes.	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF (https://www.sounds-write.co.uk)</p>	1, 2, 3, 4
Focused approach on the development of speech and language provision in EYFS.	<p>It is vitally important that the speech and language provision in EYFS is tailored to suit and support children's speech and language development.</p> <p>Communication and language approaches EEF (educationendowmentfoundation.org.uk)</p> <p>Development Matters - GOV.UK (www.gov.uk)</p>	1, 2, 3
Develop strategies and provision to ensure a high level of inclusivity within the classroom.	<p>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.</p> <p>Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p>	1,2

<p>SLT / Teachers to use coaching to develop higher quality teaching to improve outcomes for children.</p>	<p>We will fund additional teacher release time so teachers can fully engage with the schools coaching programme.</p> <p>Effective Professional Development EEF</p>	<p>1,2,3</p>
<p>Improve the teaching and learning of English across the school. To improve the outcomes for disadvantaged children we are funding the implementation to all teaching staff by providing time for training and for teachers to be released.</p>	<p>Good literacy skills—the ability to read, write, and communicate confidently are foundational to learning. They unlock access to all areas of the curriculum, enabling children to discover and pursue their individual talents and interests.</p> <p>Improving Literacy in Key Stage 1 EEF</p> <p>Improving Literacy in Key Stage 2 EEF</p>	<p>1,2,3,4</p>

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

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,
Coram Beanstalk – Volunteer Readers for Early Years and KS2	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. Coram Beanstalk (beanstalkcharity.org.uk)	1,2,3,4,5
To support 1:1 intervention with the use of IPADs	15 IPADs and 15 headphones which will facilitate interventions outlined below: Reading Plus, Timetable Rockstars, Spelling Shed	1,2,3,4
We will continue to purchase Reading Plus. To support the improvement in reading fluency and comprehension.	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 personalised instruction. www.readingplus.com/ Evidence-Based Research and Results Reading Plus	1,2,3,4
Small group support through school led interventions.	Small group tuition can provide an additional 4 months' progress while one-to-one tuition can provide an additional 5 months' progress. It is an invaluable tool for supporting learners with low prior attainment or who are struggling with particular topics. Small group tuition EEF (educationendowmentfoundation.org.uk)	1,2,3 4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Trained Nurture TA providing support to children and families through interventions, resources, including therapies and outside agency support.</p>	<p>Holistic development is key to academic success and well-being. Personalised support and specific support are 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
<p>To increase the attendance and punctuality of disadvantaged children, the FLO will work alongside SLT to track attendance and support parents with maximising their child's attendance.</p>	<p>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.</p> <p>Working together to improve school attendance - GOV.UK (www.gov.uk)</p> <p>Good attendance: listen, understand, empathise and support - GOV.UK (www.gov.uk)</p>	1,2,3,4,5
<p>Provide essential supplies to disadvantaged families via the school food bank, community wardrobe and extended day.</p>	<p>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.</p> <p>Faculty of Education and Society - UCL – University College London</p> <p>Food banks in schools BERA</p>	4,5
<p>Support children in accessing the curriculum and extra-curricular activities, trips and opportunities that they might otherwise miss.</p>	<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,

Part B: Review of Outcomes in the Previous Academic Year

Child Premium Strategy Outcomes

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

EYFS data indicates that:

- The percentage of children who attained the expected standard or better in the EYFS Literacy Goals, was marginally below national outcomes.
- The percentage of disadvantaged children who attained the expected standard or better in the EYFS Literacy Goals, was significantly above the Kent FSM equivalent.

KS1 phonics data shows that:

- The percentage of children in year 1 who met the expected standard was below national outcomes.
- The percentage of disadvantaged children who met the expected standard was above the Kent average.
- The percentage of children in year 2 who met the expected standard was significantly above the Kent average.

EYFSP Expected Standards Literacy Goals					
	School ALL	Kent ALL	School FSM	Kent FSM	National
2022-2023	66.7%	70.8%	33.3%	54.8%	69.7%
2023-2024	66.2%	70.2%	75%	51.1%	67.8%

Year 1 – Phonics					
	School ALL	School FSM	Kent ALL	Kent FSM	National ALL
2022-2023	73.7%	58.3%	77%	59.4%	79%
2023-2024	71.2%	70%	78.6%	63.2%	80.2%

Year 2 – Phonics					
	School ALL	School FSM	Kent ALL	Kent FSM	National ALL
2022-2023	52.6%	37.5%	56.5%	50.3%	58.7%
2023-2024	82.4%	66.7%	52.1%	45.3%	54.6%

All teaching and support staff have now completed Sounds-Write training and are implementing it with high fidelity to the scheme.

Lower KS2 teachers 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 new staff trained to deliver the Sounds-Write programme effectively.

Daily guided reading sessions, cross-curricular reading and the explicit teaching of technical vocabulary, particularly within the humanity subjects, has supported children's language acquisition and the development of cultural capital. Pupil voice and subject monitoring has indicated that children are beginning to use a wider vocabulary and demonstrate an improved understanding of subject specific terminology, when accessing and discussing their learning across the curriculum.

Priority 2: Improved reading attainment among disadvantaged children.

Key Stage 1 outcomes have improved from 2023 by 10%. However, the statutory requirement to complete KS1 SATs ended and children in 2024 were tested using Headstart Standardised Reading Tests. These should offer a comparable assessment. However, this is something that will require more evidence over time to confirm.

Disadvantaged children's reading attainment improved significantly from the 2022-23.

KS1 – Reading					
	School ALL	Kent ALL	National	Kent FSM	School FSM
2022-2023	61%	69.1%	68.3%	50.7%	46.2%
2023-2024**	71%	N/A	N/A	N/A	65%

**Data from Headstart Reading Tests

KS2 reading outcomes were below national expectations for non-disadvantaged children. However, for disadvantaged children the outcomes were above the Kent average, having risen significantly from the previous year.

KS2 – Reading					
	School ALL	Kent ALL	National	Kent FSM	School FSM
2022-2023	64%	72.5%	73%	56.9%	48.6%
2023-2024	62%	75.1%	74%	61%	65%

Reading throughout the school continued to be a focus in 2023-2024. In 2022-2023 we split the English Subject Leader role into a specific subject leader for reading and writing. This has 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. The continuation of Sounds Write has 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 outcomes improved from the year before.
- Maths outcomes for disadvantaged children improved significantly. Maths's testing was completed using White Rose maths assessments and are not necessarily directly comparable with the previous year's assessments, which were through the national SATs tests.

KS1 Maths					
	School ALL	Kent ALL	National	Kent FSM	School FSM
2022-2023	76%	71%	70%	54%	50%
2023-2024	81%**	N/A	N/A	N/A	75%

**Data from White Rose Maths Tests

Maths attainment in KS2 improved on the previous year, as 62% of all children gained the expected standard for maths. However, they are still below both Kent and national outcomes. Outcomes for our disadvantaged children were marginally below the Kent FSM benchmark.

KS2 Maths					
	School ALL	Kent ALL	National	Kent FSM	School FSM
2022-2023	59%	70%	73%	51.8%	34%
2023-2024	62%	71.1%	73%	54.2%	52%

Last academic year saw a significant improvement in the outcomes for Pupil Premium children in both key stage 1 and 2.

The White Rose framework for mathematics has now been in place for two years and is embedded. As a school we are currently focused on the adaptation of the content provided to maximise achievement for all children, particularly those who are disadvantaged.

Mastery Maths in KS1 continues to run alongside White Rose Maths and the impact of this has been a greater foundational understanding of number for children. This had an impact on Key Stage 1 outcomes. As the children move through the school, their greater foundational understanding of number will support their understanding and enable them to secure better outcomes. In KS2, we will join the Mastering Number at Key stage 2 programme for both year 4 and year 5. Year 5 have a significant proportion of Pupil Premium children who will benefit from this programme.

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

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