



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 2024-2025, we have updated our pupil premium strategy 2025-2026, which includes how we intend to spend the funding in this academic year.

School Overview

Detail	Data
Number of children in school:	452 (Including Nursery) 421 (Excluding Nursery)
Proportion (%) of children premium eligible children:	132 children = 29% Kent = 26% National = 25%
Academic year that our current Pupil Premium Strategy covers:	2025- 2026
Date Pupil Premium Strategy was published:	December 2025
Date on which the Pupil Premium Strategy will be reviewed:	December 2026
Pupil Premium Strategy authorised by:	Ray Lang (<i>Headteacher</i>)
Pupil Premium Lead:	Sarah Aikenhead (<i>Deputy Headteacher</i>)
Chair of Governor:	Beverley Evenden (<i>Chair of Governors</i>)

Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year:	£202,053.00
Pupil Premium funding carried forward from previous years:	£0
Total budget for this academic year:	£202,053.00

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

- 132 disadvantaged children out of 452 children in total (including Nursery) and 421 (excluding nursery) are in receipt of pupil premium funding, which equates to 29% of children being disadvantaged. This is above the national average of 25% and slightly above Kent average of 26.6%
- 34 disadvantaged children out of the 132 disadvantaged children (26%) 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	A proportion of disadvantaged children 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. 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.</p> <p>Some children who qualify for pupil premium funding have specific SEND needs and increasing number of children need SALT interventions.</p>																				
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	<table border="1" data-bbox="507 1032 1422 1397"> <thead> <tr> <th colspan="4" data-bbox="507 1032 1422 1093">Attendance Figures 2024-25</th> </tr> <tr> <th data-bbox="507 1093 778 1189">Whole School/ Groups</th> <th data-bbox="778 1093 959 1189">Figure</th> <th data-bbox="959 1093 1193 1189">Difference Against National Average</th> <th data-bbox="1193 1093 1422 1189">Vulnerable group National Data</th> </tr> </thead> <tbody> <tr> <td data-bbox="507 1189 778 1256">School Attendance</td> <td data-bbox="778 1189 959 1256">94.1%</td> <td data-bbox="959 1189 1193 1256">-0.4%</td> <td data-bbox="1193 1189 1422 1256">National All 94.5%</td> </tr> <tr> <td data-bbox="507 1256 778 1323">PP Attendance</td> <td data-bbox="778 1256 959 1323">91%</td> <td data-bbox="959 1256 1193 1323">-3.5%</td> <td data-bbox="1193 1256 1422 1323">National FSM 92.6%</td> </tr> <tr> <td data-bbox="507 1323 778 1397">SEND Attendance</td> <td data-bbox="778 1323 959 1397">91%</td> <td data-bbox="959 1323 1193 1397">-3.5%</td> <td data-bbox="1193 1323 1422 1397">National SEND 92.5%</td> </tr> </tbody> </table> <p data-bbox="435 1406 1487 1547">Attendance data from last year 2024-2025 indicates that the attendance of our disadvantaged children was -3.1% lower than our non-disadvantaged children and below the national average for all by 3.5%.</p> <p data-bbox="435 1563 1487 1704">The attendance of children in receipt of pupil premium is below that of their peers and below national for FSM (92.6%) but there is a relative improvement over the last two years. For these children, parental engagement is low.</p>	Attendance Figures 2024-25				Whole School/ Groups	Figure	Difference Against National Average	Vulnerable group National Data	School Attendance	94.1%	-0.4%	National All 94.5%	PP Attendance	91%	-3.5%	National FSM 92.6%	SEND Attendance	91%	-3.5%	National SEND 92.5%
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5 - Aspiration / Enrichment	<p>A 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. 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
<p>Priority 1</p> <p><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>End-of-year outcomes show that attainment and progress for disadvantaged children is at least in line with national disadvantaged averages, and the gap to non-disadvantaged peers is reduced.</p> <p>Termly data reviews demonstrate steady progress in maths and reading, with targeted interventions tracked for impact.</p>
<p>Priority 2</p> <p><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>Phonics and reading outcomes for disadvantaged children are at least in line with national disadvantaged averages.</p> <p>Children identified for speech and language support show accelerated progress, as evidenced by assessment tools (Speech Link/Language Link).</p> <p>Pupil voice and work scrutiny indicate increased use of age-appropriate vocabulary across subjects.</p>
<p>Priority 3</p> <p><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. Attendance for children with SEMH needs improves term-on-term.</p> <p>Behaviour incidents involving disadvantaged children reduce by at least 20% compared to the previous year.</p> <p>Fewer disadvantaged children require nurture provision ('The Hive') by the end of the academic year.</p>
<p>Priority 4</p> <p><i>*Parents improved engagement leads to improved attendance for Pupil Premium children.</i></p>	<p>Attendance: Termly monitoring will show that at least 90% of pupil premium children maintain attendance of 94% or above, demonstrating improved consistency compared to previous years.</p> <p>Parental Engagement: The school will deliver a minimum of six parental engagement events across the academic year, with attendance tracked to ensure active participation from families of pupil premium children.</p>
<p>Priority 5</p> <p><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 surveys and interviews will demonstrate that pupil premium children are increasingly engaging with enrichment opportunities and broadening their aspirations beyond the local area - 'See Beyond Snodland'</p> <p>At least 70% of pupil premium children will participate in at least one extra-curricular club or activity during the academic year, as recorded through termly monitoring.</p>

Activity in this Academic Year 2025-2026

This details how we intend to spend our pupil premium funding this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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, 4
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
White Rose Maths Jigsaw	<p>Research shows that high-quality, structured maths teaching significantly improves outcomes for disadvantaged children. The White Rose Maths Jigsaw supports a coherent, mastery-based curriculum that builds deep conceptual understanding and fluency. According to the Education Endowment Foundation (EEF), mastery learning and targeted interventions can add up to five months of additional progress for children, particularly those eligible for Pupil Premium. This approach also aligns with the EEF's recommendation for small steps, clear progression, and consistent use of manipulatives, which are proven to close attainment gaps in mathematics.</p> <p>EEF Teaching and Learning Toolkit – Mastery Learning</p>	1,2, 3

<p>Develop strategies and provision to ensure a high level of inclusivity within the classroom.</p>	<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>	<p>1,2</p>
<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 Improving Literacy in Key Stage 2 EEF</p>	<p>1,2,3</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
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. Promoting children and young people's mental health and wellbeing (publishing.service.gov.uk) Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>1,3,4,5</p>
<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. Working together to improve school attendance - GOV.UK (www.gov.uk) Good attendance: listen, understand, empathise and support - GOV.UK (www.gov.uk)</p>	<p>1,2,3,4,5</p>
<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. Faculty of Education and Society - UCL – University College London Food banks in schools BERA</p>	<p>4,5</p>
<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. Using pupil premium EEF (educationendowmentfoundation.org.uk)</p>	<p>4,5,</p>

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 in the EYFS Literacy Goals 2024-2025, is broadly in line with national outcomes. This is in contrast to 2023-24, where school outcomes were marginally above the national picture. However, it is worth noting that there was a dip at a national. The percentage of disadvantaged children who attained the expected standard in the EYFS Literacy Goals, was above the Kent FSM equivalent for 2023- 2024.

KS1 phonics data shows that:

The percentage of children in Year 1 who met the expected standard (2024-2025) was marginally above the national average. The percentage of FSM children who met the expected standard was above the Kent average. The percentage of FSM 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 ALL
2023-2024	71.3%	71%	64.67 %	51%	70.1%
2024-2025	67%	-	55%	-	68%

Kent Data not yet published

Year 1 – Phonics					
	School ALL	School FSM	Kent ALL	Kent FSM	National ALL
2023-2024	71.2%	70%	78.6%	63.2%	80.2%
2024-2025	83%	88%	80%	67%	80%

Year 2 – Phonics					
	School ALL	School FSM	Kent ALL	Kent FSM	National ALL
2023-2024	96%	66.7%	52.1%	45.3%	89%
2024-2025	84%	82%	89%	67%	89%

All teaching and support staff who have completed Sounds-Write training are teaching phonics 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 dipped last year, compared to 2023-24, but still show an improvement on 2022-23. It is worth noting that 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 in KS1 improved significantly from 2022-23 to 2024-25, but dipped in 2024-25. It remains above the Kent FSM data for 2022-2023.

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%
2024-2025**	66%	N/A	N/A	N/A	54%

**Headstart Reading Tests

KS2 reading outcomes were below national expectations for both non-FSM children and FSM children. However, overall attainment improved in terms of KS2 outcomes.

KS2 – Reading					
	School ALL	Kent ALL	National	Kent FSM	School FSM
2022-2023	64%	72%	73%	57%	44%
2023-2024	61%	75%	74%	61%	66%
2024-2025	67%	75%	75%	60%	48%

Reading throughout the school continued to be a focus in 2024-2025 with the continuation of splitting the English Subject Leader role into having 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 resulted in a positive improvement on the accuracy of word reading, particularly for our disadvantaged children in KS1.

Priority 3: Improved maths attainment for disadvantaged children.

Overall attainment for EYFS children in maths improved in 2024-25, but is still remains marginally below the National average. FSM children's maths attainment marginally dipped, but still remains above the LA average (based on 2023-24 data).

EYFSP Expected Standards Maths Goals					
	School ALL	Kent ALL	School FSM	Kent FSM	National
2023-2024	72%	77%	67%	63%	77%
2024-2025	75%	-	65%	-	-

Kent Data not yet published

Overall attainment for Y2 children dipped according to test outcomes. However, teacher assessment recorded shows attainment as significantly higher. The same is true for FSM children.

KS1 Maths					
	School ALL	Kent ALL	National	Kent FSM	School FSM
2022-2023	76%	71%	70%	54%	50%
2023-2024**	80%	N/A	N/A	N/A	72%
2024-2025**	64%	N/A	N/A	N/A	45%

***Data from White Rose Maths Tests*

Maths attainment in KS2 improved on the previous year, as 64% of all children gained the expected standard for maths. However, they are still below both Kent and national outcomes. Outcomes for our FSM children however; are above the Kent FSM benchmark for 2024-25 and display an ongoing positive trajectory.

KS2 Maths					
	School ALL	Kent ALL	National	Kent FSM	School FSM
2022-2023	59%	70%	73%	51.8%	32%
2023-2024	62%	71.1%	73%	54.2%	52%
2024-2025	64%	74%	74%	56%	62%

The White Rose framework for mathematics has now been in place for three years and is embedded. As a school we are currently focused on the adaptation of the content and in order to maximise achievement for all children, particularly those who are disadvantaged. The introduction of journaling this year is designed to support children in developing their oracy, problem-solving skills and reflective thinking. This will support them to articulate ideas clearly, link ideas and approach challenges with greater confidence, which will ultimately result in greater attainment.

This year we are taking part in the 'Jigsaw' maths programme, which is a research project that is aimed at improving maths teaching quality and outcomes in reception classes. Previous research through the Education Endowment Foundation has shown a positive improvement (+ 1 month) to children's attainment.

Summary of Key Trends and Insights

- EYFS Literacy: FSM pupils dropped from 64.67% to 55%, but still remain above the Kent FSM average outcome (52%).
- EYFS Maths: Overall attainment improved, but still remains below the National Average. FSM children's outcomes dipped marginally, but still remains above the LA average (based on 2023-24).
- Year 1 Phonics: Slightly above national average (83% vs 80%). An improvement of almost 11.8% on the previous year. The outcomes for FSM children improved by 18% and are significantly above the Kent average.
- Year 2 Phonics: Attainment is marginally below the national average Kent average (84% vs 89%). However, FSM children's outcomes improved and are now significantly above the Kent FSM average.
- KS1 Reading: Overall reading attainment dropped and FSM declined from 65% to 54%.
- KS2 Reading: Overall attainment increased, but is still below the National average. FSM children's outcomes dipped and remain below the LA average.
- KS1 Maths: Based on test outcomes, Year 2 attainment dropped. However, according to teacher assessment data attainment remains the same as the previous academic year. Attainment for FSM children dropped from the previous year and is below the Kent FSM average for 2022-2023.
- KS2 Maths: Overall attainment outcomes improved, however; these still remain below the national attainment average. FSM children's attainment improved and was above the Kent FSM average.