



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding 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 of Siena
Number of pupils in school	262
Proportion (%) of pupil premium eligible pupils	10% (27 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 – 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Nicola Kane Headteacher
Pupil premium lead	Siobhan Togher
Governor / Trustee lead	Hayley Rees

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,730
Recovery premium funding allocation this academic year	£4,930
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£53,660



Part A: Pupil premium strategy plan

Statement of intent

At St Catherine of Siena Catholic Primary School, we are committed to ensuring that each individual pupil receives the very best education allowing them to reach their full potential academically, emotionally and socially. When deciding how to spend the Pupil Premium Grant ('PPG') it is important that we look at the potential barriers to learning faced by Pupil Premium pupils in the context of our school. The reasons for underachievement are many and varied and could include: less support at home; social and emotional difficulties due to complex family situations; attendance and punctuality difficulties or specific learning requirements. Each child entitled to the PPG is unique in their situation and our response to their needs must reflect this. With this in mind, at St Catherine's we aim to build the capacity and expertise to enable us to provide a highly personalised programme of support in order to allow each child to reach his/her full potential.

Our key objective in using the PPG is to diminish the difference between the attainment and achievement gap of those entitled to Pupil Premium and those not. Historically pupils at St Catherine's achieve and attain well, often at levels much higher than those expected nationally. However, there is still a pattern of Pupil Premium pupils doing better than other Pupil Premium pupils nationally, but not as well as those who are not entitled to the PPG. We continually strive to diminish or even remove this gap. At the heart of our school lies the intent to provide an inclusive culture. We are a particularly diverse school, with over half our children being non-White British and 25 'Mother languages' spoken at home. Equality, Inclusion and Diversity are central to our Mission. We know that the ability to read fluently provides pupils with confidence and access to the full curriculum.

In order to achieve our objectives, we will analyse the specific needs of our PP pupils to enable us to develop a program of support that will encompass the wide variety of identified needs. The EEF Teaching and Learning Toolkit has guided our decision making by exploring a range of approaches. In order to meet the specific needs of our PP pupils, we will focus on Oral Language Interventions and Collaborative Learning groups that encompass Peer Tuition. High quality first teaching will remain at the fore front of these approaches – providing pupils with timely and specific feedback on their achievements in class. Learning support groups will address gaps in learning.

Challenges

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

Challenge number	Detail of challenge
1	Reading fluency, comprehension and attainment. Internal and external (where available) assessments indicate that reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
2	Development of oral language and phonics skills. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. Pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Maths support for pupils on identified gaps. Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Lack of engagement of pupils with identified social/emotional need which is currently a barrier to learning Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Attendance Our attendance data in the last academic year (2020-2021) indicates that attendance among disadvantaged pupils is approximately 9% lower than for non-disadvantaged pupils. This year the attendance difference between PP and non PP children remains at 10%. In 2019-2020, PP attendance was 98.4 - higher than non PP pupils at 97.9%.

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
Improvements in Reading fluency, comprehension and attainment	<p>To be successful, we will have seen:</p> <ul style="list-style-type: none"> • Improvements in the attainment of PP children in Reading in KS2 SAT's • Improvements in the progress of PP children in Reading in KS2 SAT's • Improvement in attainment of PP children in Reading in KS1 SAT's • Increase in the number of PP children passing the Year 1 (Year 2 Catch up) phonics screening.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than X% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • quantitative data from wellbeing questionnaires/surveys
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 97.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.

Activity in this academic year

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: £ 24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a new Phonics Scheme (WANDLE)/ and Training of Phonics within Key Stage 1 and associated reading books	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence. It is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>WANDLE been built around the update (Letters and Sounds improving rates of progress 2021) Little Wandle Letters and Sounds Revised also draws on the latest research into how children learn best; how to ensure learning stays in children's long term memory and how best to enable children to apply their learning to become highly competent readers.</p> <p>https://www.littlewandlelettersandsounds.org.uk</p>	1,2
<p>Training for ECTs and targeted CPD for all staff.</p> <p>Teacher mentoring – S Togher, L Holt and L Bowler.</p>	<p>Developing high quality first teaching requires investment in professional development, training and support for early career teachers. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving.</p> <p>EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	1,2,3,4
<p>Training to improve vocabulary/language skills in EYFS/KS1.</p> <p>Purchase of NELLI Early Language Intervention Program</p>	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. The studies in the Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact overall. Approaches that are delivered one-to-one also have larger impacts.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>The Nuffield Early Language Intervention (NELI) is designed to improve listening, narrative and vocabulary skills. Three to five</p>	2

	<p>weekly sessions are delivered to small groups of children with relatively poor spoken language skills. The 20-week programme is delivered in reception only.</p> <p>Nuffield Early Language Intervention EEF (educationendowmentfoundation.org.uk)</p>	
<p>Supply teacher recruitment to enable release time for phonics boosters / interventions for core subjects</p>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year. It is most likely to be effective if it is targeted at pupils' specific needs. Formative assessments will be used to assess the best way to target support.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence. It is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	1,2
<p>Supply teacher recruitment to enable experienced teacher / Reading Lead to provide staff with support / team teaching and observations of high quality Guided Reading lessons.</p>	<p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge</p> <p>Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	1



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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adult led structured interventions to support children with PP to make effective progress	<p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Assessment will be used to plan the best way to target support.</p> <p><u>Small group tuition EEF</u> <u>(educationendowmentfoundation.org.uk)</u></p>	1,2,3
Pupil led structured interventions to support children with PP to make effective progress	<p>Peer tutoring – pupil work in pairs or in small groups to provide each other with explicit teaching support. Though all types of pupils appear to benefit from peer tutoring, there is some evidence that pupils who are low-attaining and those with special educational needs make the biggest gains.</p> <p>Peer tutoring sessions will be used to review or consolidate learning, rather than introducing new material. Four to ten week intensive blocks with regular sessions (4–5 times a week) appear to provide maximum impact.</p> <p>In cross-age peer tutoring some studies have found that a gap of less than three years is optimal, although ensuring that the gap is wide enough so that the work is challenging to the tutee whilst easy enough for the tutor to support them is key.</p> <p><u>Peer tutoring EEF</u> <u>(educationendowmentfoundation.org.uk)</u></p>	1,2,3
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>On average, one to one tuition is very effective at improving pupil outcomes, providing targeted support for pupils that are identified as having low</p>	1,2,3

education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<p>prior attainment or are struggling in particular areas.</p> <p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	
Purchase of NELLI Early Language Intervention Program	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. The studies in the Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact, overall. Approaches that are delivered one-to-one also have larger impacts</p> <p>The Nuffield Early Language Intervention (NELI) is designed to improve listening, narrative and vocabulary skills. Three to five weekly sessions are delivered to small groups of children with relatively poor spoken language skills. The 20-week programme is delivered in reception only.</p> <p>Nuffield Early Language Intervention EEF (educationendowmentfoundation.org.uk)</p>	2
Purchase of a new Phonics Scheme (WANDLE) and associated books	<p>Phonics is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Targeted phonics interventions to improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p>	1,2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.	<p>Herts for Learning maths advisers have been leading the Mastery Readiness stage of the National Centre for Excellence in the Teaching of Mathematics (NCETM) Teaching for Mastery Programme.</p>	3

<p>SLT & BC participation in Maths Mastery Readiness programme</p> <p>BC attending Becoming an effective Maths Subject Leader training.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>During the year, Mastery Readiness leads work with 1 or 2 teachers from each school (the project teams) as well as the Headteachers. The project team participate in half-termly workgroups and collaborate with teams from other schools as well as receiving half termly school visits. The school visits are personalised to the needs of each individual school and support is based around the five areas of Mastery Readiness, also called the Catalysts of Change. There is 'space not pace' for learning and going slow meant children are able to make connections to previous learning.</p> <p>Mastery readiness – taking small steps to make a big difference Herts for Learning</p> <p>Mastery learning EEF (educationendowmentfoundation.org.uk)</p>	
<p>Structured, precise and impactful feedback through effective marking and feedback policy – SMB – and peer/self-assessment, oral feedback.</p>	<p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve</p> <p>Feedback EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4</p>
<p>Long term objective - ReflectED Metacognition program.</p>	<p>ReflectED Metacognition is a program that uses technology to teach pupils strategies they can use to monitor and manage their own learning. It aims to develop pupils' metacognitive skills – their ability to monitor and manage their own learning – by teaching specific learning strategies and encouraging pupil reflection.</p> <p>There is evidence that improving pupils' metacognitive skills is a powerful way to improve academic outcomes.</p> <p>ReflectEd is not currently commercially available. The EEF is conducting a scale-up trial on a model that could be made available to schools across the country. We anticipate implementing a program as part of our long term plan when it is made more widely available.</p> <p>ReflectED Metacognition EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4</p>



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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Nurture group interventions run by TAs to support the emotional wellbeing of pupils.</p> <p>'Volcano group' led by LH</p>	<p>Through the successful implementation of our behaviour management policy we continue to develop a positive school ethos, which also aims to support greater engagement in learning. We are now looking to develop specialised programmes which are targeted at students with specific behavioural issues.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	4
<p>Engagement of external agencies to provide 'play therapy' and counselling and mentoring sessions to meet specific pupil needs.</p>	<p>According to data from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not. The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills</p> <p>Targeted or one-to-one approaches, delivered by trained school staff or specialists. These approaches can promote better engagement with teaching and learning by reducing challenging behaviour and improving pupil engagement.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	4
<p>Catholic Children's Society Rainbows program bereavement / support program for children and their families.</p>	<p>The aim of the Rainbows program is to bring hope and change to children and families living in poverty, as well as those experiencing emotional and psychological distress. The program seeks to address material, relational and spiritual poverty.</p>	4

	<p>Through the Rainbows services we aim to help children overcome disadvantage, achieve their full potential and have better chances in life.</p> <p>The Rainbow's vision is of a just society in which the voices of the poor and vulnerable are listened to and acted upon.</p>	
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff (SS) to develop and implement new procedures and liaising with attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>The DfE guidance provides a list of</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	5
<p>Providing access to wrap around care – additional childcare provision. Enabling:</p> <ul style="list-style-type: none"> ➤ Pupils to have a healthy breakfast to set them up for a day of learning ➤ Pupils to engage in activities before school (e.g. brain gym/golf) ➤ Pupils to Engage in physical activity after school ➤ Parents to access school without financial constraints in an aim to improve attendance. 	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>The DfE guidance provides a list of</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	



Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
------------------------------------	--	-----

Total budgeted cost: £54,000



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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous year in key areas of the curriculum. Despite intensive and personalised programs of support being implemented at the start of the academic year, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

The reasons for these outcomes points primarily to the Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions that were in place from September. The impact was mitigated by our determination to maintain a high quality curriculum during periods of partial closure. We achieved this by personally deliver books, learning materials (stationary) and printed activities to enable disadvantaged families to access the online curriculum. High quality 'teaching materials' were provided on Google Classrooms and teaching staff spoke to pupils on a daily basis. Pupils who did not engage online or submit work regularly, were contacted and their specific needs discussed.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, delivering a whole school 'Silver Linings' program provided through the Children's Catholic Society, in addition to targeted interventions where required. We are building on that approach with the activities detailed in this plan.



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
Rainbows	Catholic Children's Society

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated what has been effective and impactful in the past. Alongside specific interventions that have been purchased, personalised provision has historically improved attainment and progress for PP pupils. Targeted support - with specific objectives - enables pupils to achieve their next step in learning and remove potential barriers to future learning objectives. To evolve this strategy, peer mentoring will now become a key factor in this delivery to enable further progress and attainment.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach. [St Catherine of Siena Catholic Primary School, WD25 7HP, East of England | Families of Schools Database | Education Endowment Foundation | EEF](#)

We looked at a number of EEF reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

