

## 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	Catton Grove Primary School
Number of pupils in school	681
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers	1 year
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Catherine Lorne (Head teacher)
Pupil premium lead	Adam Greenall
Governor / Trustee lead	Alistair Sims

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 335, 505
Recovery premium funding allocation this academic year	£ 46,013
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 335, 505

# Part A: Pupil premium strategy plan

## Statement of intent

As a school, we are wholly committed to meeting the pastoral, social and academic needs of our socially disadvantaged pupils, within a nurturing and creative environment. It is our aim that each child develops a passion for learning and are able to acquire skills and abilities that enable them to fulfil their potential and lead productive, fruitful lives throughout further education and into adulthood.

## Challenges

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

Challenge number	Detail of challenge
1	Low levels of language acquisition on entry to school
2	Emotional and wellbeing needs of proportion of disadvantaged pupils and families. Lower self-esteem, confidence, aspirations.
3	Widening of the attainment gap due to two disrupted academic years. Disadvantaged pupils have been disproportionately affected due to lower levels of home learning support.

## 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
Improve Pupil Premium outcomes at Y6 for Reading, Writing and Maths.	Combined results for Reading, Writing and Maths for <b>PP Pupils</b> is at least 50%. This will support our wider target of reaching national average for 65% of all Year 6 pupils to reach the expected standards.
Increase in quality of speaking and listening for our pupils as a response to both the low levels of language acquisition on entry to school and the pandemic.	Embedding of 'Catton Curriculum' (Drama, Philosophy, RSHE, Hot Topics, Singing Spine)  Pupil voice survey and floor-books will show an increase in self-esteem, confidence and aspirations. Pupils will have acquired more sophisticated skills in drama to express

	emotions/increase speaking and listening skills.
Accelerate progress of disadvantaged pupils.	Attainment gap between PP and Non-PP is reduced.
Higher proportion of disadvantaged pupils achieve greater depth at KS2.	Identified pupils are tracked and their progress monitored to ensure progress.

## 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: £ 536,498

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>TA Professional Development</i></p> <p><i>TA total cost: £469772</i></p> <p><i>TA CPD Paid for in 2020/21</i></p> <p><i>Delivered and monitored by AG/NJ</i></p>	<p>EEF findings on effectiveness of TAs when roles and responsibilities are clearly defined and effective training/CPD s in place.</p>	<p>261 PP</p>
<p><i>AHT CPD package on Pupil Premium</i></p> <p><i>£299</i></p>	<p>New PP lead in place. In order to maximise effectiveness, a thorough and accredited certificate will be awarded.</p>	<p>261 PP benefit from higher quality leadership</p>
<p><i>Specialist Music teaching for all pupils</i></p> <p><i>£66427</i></p>	<p><b>Evidence from the EEF indicates that participation in extra-curricular activities such as music can have an impact of up to 2 months progress across an academic year. Wider benefits with regard to attitudes to learning, self-esteem and well-being are also important elements.</b></p>	<p>261 PP in receipt of high-quality music provision.</p> <p>Specific PP plans for Spring/Summer:</p> <p>Groups of 10 PP children 'rock band' club, rotating termly (20 pupils involved by end of Summer term).</p> <p>Music department multi-media club (video/filming/editing etc). Groups of 10 PP children each term – 20 pupils to take advantage of the opportunity by end of Summer term.</p>

		<p>Smaller lunchtime clubs x 2 per week to provide further music/media opportunities for disadvantaged pupils.</p> <p>Overall, approx. 40-50 disadvantaged pupils benefiting from extra opportunities offered by the music department.</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £10,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Speech &amp; Language Technicians</i></p> <p><i>(funded through SEND budget)</i></p>	<p>The pre-requisite to reading and writing is to develop good knowledge of the spoken word. Many of our younger pupils, particularly those from disadvantaged backgrounds, have a limited vocabulary and need support if they are to achieve their potential during their time in primary school. Evidence from the EEF indicates that Early Years Intervention can have an impact of +5 months across an academic year.</p>	<p>In Autumn 2021, specific, targeted 1:1 or small group support for 46 pupils</p>
<p><i>Herts for Learning (Reading intervention for Y4,5&amp;6)</i></p> <p>£900</p>	<p>Herts for Learning's KS2 Reading Fluency project encompasses all of the key points made in the EEF's Improving Literacy in KS2 report (2017). The project uses the YARC to assess pupils needs accurately, blends the teaching of fluency and specific comprehension skills through high quality teacher modelling, encourages reading aloud and is a highly structured intervention model with proven success. The techniques and methods used in the intervention will be used to inform future classroom practice across the school.</p>	<p>20 pupils – 13 are eligible for Pupil Premium – 65%</p>

	<p><b>Herts research outcomes:</b></p> <p><b>Pupils made on average 31.5 months progress during the intervention period.</b></p> <p><b>Over 1,000 pupils have now taken part in the project.</b></p>	
<p><i>Lightning Squad (Y 1,2&amp;3)</i></p> <p>£2,200 (70% subsidised)</p>	<p>The Lightning Squad intervention programme combines two key findings of the EEF's Improving Literacy in KS1 report (2017). It is an engaging online platform that balances phonics/word reading with comprehension. To further boost its impact, the programme is delivered as a small group tutoring programme with clear structure. It involves pre and post assessment as well as regular checks during the programme too.</p>	<p>21 out of the 36 pupils taught in Autumn term are eligible for PP – 59%</p>
<p><i>Precision at KS1 – designated Teaching Assistant employed</i></p> <p>(Intervention TA - x 3 days a week) Costed in TA budget</p>	<p>Rigorous, systematic support and intervention means that gaps are more quickly addressed.</p>	<p>60 pupils in Autumn 2021 (30 pupils are eligible for pupil premium) 50%</p>
<p><i>Accelerated Reader + MyOn</i></p> <p>£5406</p>	<p>External research shows accelerated progress of +2 months per academic year.</p>	<p>160 KS2 Disadvantaged pupils</p> <p>Disadvantaged pupils specifically benefit from the program, as it encourages regularity of home reading and the monitoring thereof.</p>
<p><i>Tutors Green – Maths intervention</i></p> <p>£ 1534.50 (Subsidised cost, with 70% off)</p>	<p>As part of recovery premium, acting on evidence that suggests small group or one to one tuition is highly effective at closing gaps in mathematics.</p>	<p>Autumn term:</p> <p>6 pupils from Y3 (all PP)</p> <p>4 out of 6 PP in Y4</p> <p>4 out of 6 PP in Y5</p> <p>Overall: 18 pupils in intervention, 14 are</p>

		eligible for Pupil Premium
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £116,437

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pastoral</i> £62,658	<b>The school has developed a pastoral team that works closely with our more vulnerable pupils and families in order to provide the necessary support to ensure those pupils are able to access learning in the classroom.</b>	60 pupils being seen in Autumn term 2021.  45 of these pupils are eligible for Pupil Premium – 75%
<i>EAL department</i> £49279	<b>EAL TAs will have a greater understanding of how pupils work within the class and therefore will be able to tailor individual support in the afternoons. They will also continue to work in 1:2:1 sessions to closely support disadvantaged pupils' language development.</b>	<b>28 Disadvantaged EAL pupils</b> receive specialised EAL provision. Further barrier to learning (EAL+PP) is addressed for these pupils.
<i>Holiday Activity Clubs</i> £4500	<b>Outdoor adventure learning + 3months. Outdoor adventure learning typically involves outdoor experiences, such as climbing, sports, such as orienteering, sailing and canoeing. These can be organised as intensive block experiences or shorter courses run in schools or local outdoor centres. Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking may also be involved. Research shows</b>	<b>67</b> families supported in summer 2021, large proportion of which are from disadvantaged backgrounds.

	<b>that 3+ months additional progress can be achieved.</b>	
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**Total budgeted cost: £662,975**

## 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 previous academic year (2020/21).

#### **TAs:**

Huge impact of support staff on remote learning. TAs supported in monitoring Google Classrooms, communicating with parents, taking part in 1:2:1 reading sessions, marking quizzes/maths work, etc.

When back in school, TAs provided invaluable support and first point of contact for emotionally vulnerable pupils and supported in classroom to raise attainment of all pupils, including those disadvantaged.

To have greater impact, a TA CPD programme has been planned and will be delivered in 2021/22 – package from VNet of high-quality training videos and reflections.

#### **Speech & Language:**

Well COMM screening of current Reception pupils has resulted in good outcomes from last years' Nursery cohort.

Increase in speech and language skills for targeted pupils/closing of the language gap.

Disadvantaged pupils with any speech & language need were quickly assessed and supported, giving them the best chance of academic success in the future.

#### **EAL:**

EAL pupils across the school are achieving a higher attainment than non-EAL pupils.

HAP EAL pupils are given the best opportunity to thrive and fulfil their potential.

*Disadvantaged* EAL pupils, with another barrier to learning, are integrated well into classes and given bespoke support when necessary.

#### **Holiday Clubs:**

– Increase in confidence, aspirations and opportunities for pupils involved. Hugely positive feedback from pupils and families.

#### **Accelerated Reader:**

**Y6 PP reading – 59% to 67% attainment between March and July**

**Y5 PP reading – 44% to 50% attainment between March and July**

**Y4 PP reading – Stable at 42% but no increase**

**Y3 PP reading – 31% to 46% attainment between March and July**

**Pastoral:**

*Huge impact on pupils coming out of lockdown/pandemic needing pastoral support. Pastoral team supported pupils during lockdown too, making regular phone/video calls to ensure pastoral needs of disadvantaged pupils were met. Any new pupils who were identified as requiring pastoral support upon returning to school full time were.*

**Music:**

*All pupils in receipt of high quality, specialist music teaching.*

*All pupils learn an instrument and access advanced, sophisticated technology.*

*Research strongly links excellent music provision with a rise in self-esteem and academic attainment.*