



CATMOSE PRIMARY

PUPIL PREMIUM REVIEW

PUPIL PREMIUM GRANT 2022-2023

PROJECTED PUPIL PREMIUM GRANT 2023-2024

INTRODUCTION

This document aims to provide greater detail about our current provision and plans for the next twelve months.

Pupil Premium is additional funding provided by the Department for Education to enhance the education and reduce inequalities and gaps in attainment between those pupils in specific socio-economic groups (namely those pupils entitled to free school meals, looked after children, previously looked after children and children of service personnel) and their peers.

SCHOOL OVERVIEW

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Review Date	September 2024
Statement Authorised by	S Williams, Executive Principal
Pupil Premium Leads	K Jackson, Head of School and R Hall, SENCo
Governor Lead	M Tinkler, Chair of Governors
Pupils on Toll	208
PAN	30
Age of pupils	4 to 11
Proportion of Pupil Premium Eligible Pupils	10%

FUNDING OVERVIEW

Pupil Premium allocation 2022 2023	£32,030
Pupil Premium allocation projected 2023 2024	£24,735
National Tutoring Premium	£1,282.50
Total budget for this academic year (2022 2023)	£26,017.50

STATEMENT OF INTENT

The view of the Primary is that we aim to maximise the potential of all pupils in our care. Specific attention is paid to those pupils who need the greatest amount of support to realise outstanding achievement. We believe that pupils will achieve best when they and their families are fully engaged with the Primary. This is accomplished through strong attendance, academic achievement and strong engagement in the wider life of the Primary. High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Close monitoring and targeted intervention are used to support these aims.



PUPIL DEMOGRAPHICS

Pupils at the school are mainly White British. 191 pupils out of 208 on roll speak English as their first language. 17 pupils speak another language as their first language which includes; Gujarati, Hungarian, Sinhala, Polish, Romanian, Spanish, Turkish, Portuguese and Vietnamese.

CHALLENGES

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

BARRIERS TO LEARNING AND PROGRESS	SUPPORT	PROJECTED COSTING
Identified gaps in learning / misconceptions within the core subjects.	Intervention groups to support children who need to make accelerated progress across the curriculum.	Full time TA in each class: £18,607 per year (32.5 hours a week)
Prep and reading support is needed to ensure that pace is maintained.	Prep and reading support in a club setting.	1 teaching staff – lunch duty.
Emotional wellbeing is low and affecting motivation to work hard and engage in lessons – celebration of talents to boost well-being.	Music lessons (small group and 1.1) to support children who show a talent within music	1 30 minute lesson per week £15.75 per week per pupil
All children who need support identified with class provision maps in place to ensure 'every child matters'.	The employment of a SENCO and Intervention Lead Practitioner enabling the tight analysis and detailed provision mapping for children who need focused support – acting as a 'Pupil Premium Champion' Purchase of CPOMS to be used across whole school to track concerns under 'every child matters' to enable identification of	Cost of 1 day per week SENCo £11407 a year CPOMS subscription £680 a year

	issues and plan for support, using the schools waved approach.	
<p>Motivation to engage in curriculum is limiting progress made.</p> <p>Assignment of key worker to support engagement- time is offered to targeted pupils who respond to 1.1 support</p>	1.1 sessions during the extended school day time to further support learning in class (cost of TA 40 mins x 1 day per week)	Full time TA in each class: £18,607 per year (32.5 hours a week)



DISADVANTAGED PUPIL PROGRESS SCORES FOR LAST ACADEMIC YEAR - IMPACT

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments. For GLD, KS1 SATs and KS2 SATs outcomes measures, the school holds outcome data for Pupil Premium children. However, due to the data representing fewer than 10 pupils per year group, we have not included this data in this public report. The schools outcomes in all key assessments can be seen in the Transformation Plan 2023 2024 <https://www.catmoseprimary.com/transformation-plan/>

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level. Data from tests and assessments suggest that, the gap between FSM and non FSM is closing.

TEACHING PRIORITIES FOR CURRENT ACADEMIC YEAR – INTENDED OUTCOMES

AIM	TARGET	TARGET DATE
Progress in Reading	Target all PP children to achieve => end of year target in end of year assessments. Monitored through Pupil Progress meetings to ensure children on track to achieve personal target.	Reviewed Spring 2024 / Summer 2024 in Pupil Progress meetings.
Progress in Writing	Target all PP children to achieve => end of year target in end of year assessments. Monitored through Pupil Progress meetings to ensure children on track to achieve personal target.	Reviewed Spring 2024 / Summer 2024 in Pupil Progress meetings.
Progress in Mathematics	Target all PP children to achieve => end of year target in end of year assessments. Monitored through Pupil Progress meetings to ensure children on track to achieve personal target.	Reviewed Spring 2024 / Summer 2024 in Pupil Progress meetings.
Phonics	Target children who did not pass phonic screening check in Year 1 for intervention in Year 2. Target children who did not pass phonic screening check in Year 2 for intervention in Year 3.	Reviewed Spring 2024 / Summer 2024 in Pupil Progress meetings.
Other	Target all PP children to achieve at least the bronze award in the Activity Passport. Monitored through Pupil Progress meetings to ensure children on track to achieve target.	Reviewed Spring 2024 / Summer 2024 in Pupil Progress meetings.

ACTIVITY IN THIS ACADEMIC YEAR SUPPORT FOR PUPILS – EDUCATIONAL PROGRESS

The School has identified that children, who are eligible for the Pupil Premium support and are White British from low income families may need extra support, opportunities and guidance in order to fully engage in school life and have improved life chances. The barriers to learning for these children have been identified with intervention in place to support good progress.

Children who are Pupil Premium Plus and have a PEP (Personal Education Plan) have a clear support plans with budgeted elements of funding allocated to meet specific needs. Children who are post LAC have a support plan following guidance from the EEF (Education Endowment Foundation), this also details where budgets are used to support children to make good progress. Service children are also identified within intervention class maps to ensure that they receive the support they require in a timely manner, this includes access to ELSA support pre, during or post deployment of a parent or family member.

The Pupil Premium Grant has been spent in an integrated way to ensure that entitled pupils receive additional support. Catmose Primary has allocated expenditure from the Pupil Premium Grant for the following initiatives which are designed to remove the identified barriers to learning.



READING FOCUS – KEY TO ACCESSING THE CURRICULUM

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

BARRIERS TO LEARNING AND PROGRESS	SUPPORT	PROJECTED COSTING
Limited phonic knowledge is limiting access to full curriculum.	1:1 support to develop Phonic skills to ensure age-appropriate attainment; to support reading and writing skills Purchase of Reading Eggs across whole school to develop reading skills to access curriculum.	Full time TA in each class: £18,607 per year (32.5 hours a week) Cost of Reading eggs Subscription £972 per year
Limited speaking and listening skills limiting access to full curriculum.	1:1 support to develop speaking and listening skills to ensure age appropriate attainment; to support reading and writing skills	Full time TA in each class: £18,607 per year (32.5 hours a week)
Limited reading skills is limiting access to full curriculum.	1:1 reading support to develop reading skills to be in line with age appropriate expectations Purchase of Reading Eggs across whole school to develop reading skills to access curriculum. Used as intervention for low readers.	Full time TA in each class: £18,607 per year (32.5 hours a week) Cost of Reading Eggs / Reading Eggspress Subscription £972 per year
Limited opportunities for reading are limiting progression in reading and therefore access to the full curriculum.	Purchase of Go-Read allowing closer monitoring of home school reading. Lowest 6 readers + those not reading at home identified and extra reading opportunities provided. Revamped library area created to promote all pupils in reading for enjoyment. Each PP and PPP child is bought a reading book to keep at home each year to build a 'home library'.	Purchase of Go Read /Boom Reader £210 per year. Purchase of a reading book per PP and PPP child each year at approx. £10 per child.

ACTIVITY IN THIS ACADEMIC YEAR SUPPORT FOR PUPILS- PASTORAL

EXTENDED SCHOOL DAY

An extended School day has been created to ensure that all pupils have the opportunity to take part in a wide variety of activities within school. This has followed the identification of some pupils not accessing the 'wider world' and experiences outside of the school setting. These include modern foreign languages, extra team sports, whole class instrument playing and club time including dance, peer massage and sewing, for example.

An exciting Activity Passport will be introduced this year to support the wider development of our pupils to ensure that all pupils have the cultural capital needed to learn ie a child who has not walked by a river may find it harder to engage and understand that the river is a part of the water cycle.



TRIPS AND VISITS

Children are supported to take part in a wide range of trips and visits including residential visits to offer children a wider experience to broaden their knowledge and understanding. Families are supported through significant reductions in trip costings and payment plans. This ensures that all children have access to this wider learning. This has been identified as an area to support some pupils as they do not have access to trips and visits outside of school life.

Support for Pupil Premium pupils can mean the school either meeting all costs (local trips) or asking parents to contribute only the deposit (residential trips). This means that all pupils, regardless of level of household income, have the opportunity to take part in these extracurricular activities, which in turn broaden their life experiences. Examples of trips are: Hilltop Residential (3 days), Wing Hall Farm and local theatre trips. Children are also supported through enrichment of their reading material, through selecting a personal book each term.

All pupil premium children took part in their class trips for the academic year 2022/2023.

TRANSITION

College staff are also used to deliver lessons at the Primary (PPA cover) to aid progress, offer specialist skills and support transition. If required an extended transition programme is offered. We encourage all TAs to undertake HLTA training to better equip themselves to support our pupils.

HEALTHY SCHOOLS

A sports coach (HLTA) is deployed to ensure that children have an active and healthy lunchtime session, enabling them to make the most of their time in school. Working with the

School Nurse team, the need to ensure all pupils understand the need to live an active and healthy lifestyle has been identified. 1.1 support can also be offered via the school nursing team.

ABSENCE AND EXCLUSIONS- IMPACT OF PASTORAL SUPPORT

Attendance for all pupils is 97% (Nat 94% July 2023 Data) with exclusions at 0% rate. Attendance for PP pupils is 96% (Nat 91% May 2022 Data). Attendance at School ensures that children fully engage in School life. Support from the Local Authority means that absences are tracked and support is quickly put into place where it is needed to improve attendance for pupils. This high attendance reflects the "buy-in" to the School ethos and engagement with parents, which supports pupils to do their very best each day in School.

MENTAL HEALTH SUPPORT

Children are supported within school in terms of Mental Health to ensure that all children are happy, healthy and ready to learn. It is a whole school approach, ensuring resilience for all. Clear roles and expectations are shared with all staff with training purchased, through use of the Pupil Premium, for all staff.

ROLES WITHIN THE TEAM

SENCO / SLT

Referrals for support for children made to SENCO who can assess and assigned to either Learning Mentor, ELSA or outside agencies (Inclusion Partnership Trust).

SENCO to have overview of children in each class receiving support either through IEP, PSP or for Mental Health support. SENCO / Intervention role to encompass Mental Health.

SENCO to liaise with all staff to ensure updates are shared for pupils.

SLT will contact outside agencies if critical support is needed / a child is in danger.

LEARNING MENTOR (Mental Health First Aid and Cognitive Behaviour Support)

1.1 support for children who have been identified by class teachers as needing key worker support. 1.1 work on a weekly/fortnightly basis to provide children with a safe space to share concerns / work towards strategies to improve. Ongoing support to ensure children have regular contact time.

ELSA (Emotional Literacy Support)

1.1 or small group support for children who have been identified by class teacher and learning mentor as needing a programme of support (crisis identified) programme of work completed over a course 6 weeks with a review at the end. Parents included in process with feedback given.

CLASS TEACHER AND TEACHING ASSISTANTS

Identification of children needing support (more than in class support) with discussion with SENCO as to what support is needed.

Use of Teaching Assistants to offer in class support (1.1 help) if low level ie a quick chat/ reminder. All teaching assistants undertook training through Resilient Rutland (Mental Health First Aid)

STAGES OF SUPPORT

STAGE APPROACH- supported by staff SEND handbook

Stage 1 – UNIVERSAL PROVISION
<ul style="list-style-type: none"> • The physical environment should be methodically organised, well defined and labelled and conducive to good listening and attention. • Dyslexia friendly strategies are used - for example - white backgrounds are avoided when presenting information, careful consideration to font choices are made. • Clear routines are maintained, supported by visual prompts and reminders. • Multisensory learning is provided whenever possible. • ICT is used to support learning. • Clear language is used when giving instructions- supported by gestures and visual prompts • A vocabulary rich environment with specific teaching of new vocabulary- with pre-teaching available and visual prompts to support key words. • Growth mind set encouraged. • Age appropriate visual timetables • Reduce the need for copying from the board • Visual prompts and scaffolds- use of working walls • Modelled examples and modelled thinking time • Physical/concrete resources when needed - e.g. pencil grips/seat wedges if needed and to support the teaching of abstract concepts. • Clear expectations for all e.g. timed challenges (timers)- what the expectations are for independent times. • Positioning in the classroom (peers and location) and flexible grouping • Brain breaks - physical movement to break up the day. • Clear and consistent boundaries with use of praise to reward appropriate behaviour and actions. • Understanding of the sensory inputs within the classroom and how these may affect learners • Quiet, reflection, calming space in the classroom to support de-escalation and regulation • Positive relationships providing a sense of belonging leading to a calm and purposeful environment • Carefully thought out and planned transitions within the school day and between classes • Use of drama to explore some areas of English for example; inference, emotional literacy, justification of opinions • Careful use of adult support • Reference to progression document to ensure new learning is built on prior learning. • Use of C-STEP when planning for PE (Communication- Space, Task, Equipment, People) • KEEP UP SESSIONS are part of high quality first teaching for all and aims to correct any misconceptions and prevent these becoming embedded. E.g. Doctors surgery, AFL support (these should be logged in teachers planning/ doctors surgery book and if a child is a recurrent visitor to keep up sessions, further investigations/ strategies may be needed.

STAGE 2

Class Teacher identifies that there is a barrier to learning or an unmet need.

Class Teacher Gathers Information

- Build a holistic picture of the child- through observation and review of progress
- Discuss concerns with other adults in the classroom and Family at home- have they noticed a similar pattern of behaviour?
- Have they accessed a keep up group?
- Spoke to learner- used timetable RAG'ing, scaling

1) Implement a **CATCH-UP** programme- TARGETTED support and are to be used when a gap in learning is identified. A suitable intervention is then put in place. This intervention should be given for a fixed amount of time and a baseline measure taken. This assessment should then be retaken and the end of the intervention so progress/ success of the intervention can be seen.

e.g. Children unsecure in Phase 3 phonics identified through a baseline assessment. Phase 3 phonics is then retaught over a period of 6 weeks with the intervention repeated at the end.

e.g. Children unsecure in place value- use of age appropriate assessment from Pixl/White Rose- use of progression document to plan a 6-week intervention. Assessment retaken at the end.

e.g. Forest schools (see SEMH WAVED approach)

e.g. Sensory circuits (See Appendix 1)

STAGE 3

Teacher supported by SENCO – sharing of concerns/ reflection with SENCO

Solution focussed problem solving discussion to discuss next steps and targets

ASSESS- PLAN- DO- REVIEW CYCLE- SMART TARGETS SET for an agreed period.

At end of agreed period- review targets and decide on outcome.

- a) Progress has been made and the gap has begun to close- continue to monitor- moving back to STEP 1.
- b) Limited progress made- repeat STEP 2.
- c) Limited/ No progress made move to STEP 3.

STAGE 4

STEP 3

Teacher and SENCO- discussion around concern/ further exploration

Further SENCO investigations- these may include SENCO observation, LASS, COPS, Boxall, BVPS, CHEXI, SDQ, Spence Anxiety Scale, WRAT/ WRIT, Scaling, Map the landscape.

ASSESS- PLAN- DO- REVIEW CYCLE- SMART TARGETS SET for an agreed period. If three criteria met learners may added to the SEN register in discussion with HOS/ DHOS.

(Entrance criteria- diagnosis e.g. dyslexia, DCD, ASD, ADHD, ADD..., standardised scores of 84 or less, Step 2 completed, provision different from and additional two consistently applied over a period of two half terms/ 2 cycles of agreed period)

At end of agreed period- review targets and decide on outcome.

- a) Progress has been made and the gap has begun to close- continue to monitor- moving back to STEP 2.
- b) Limited progress made- repeat STEP 3.
- c) Limited/ No progress made move to STEP 4.

STAGE 5

Needs are still not being met/ ongoing concerns

Teacher/ SENCO → External Agencies

SENCO to seek advice from an external agency (including but not limited to EIP, SALT, SEMH Team, Occupational therapy, Paediatrician.....)

- Reflect on possible next steps needed

ASSESS- PLAN- DO- REVIEW CYCLE- SMART TARGETS SET for an agreed period

At end of agreed period- review targets and decide on outcome.

- a) Progress has been made and the gap has begun to close- continue to monitor- moving back to STEP 3.
- b) Limited progress made- repeat STEP 4.
- c) Limited/ No progress made over a period of time or gap continuing to widen consider EHCNA.

STAGE 6 EHCP

Education and Health Care Plan

A legally binding document that states the provision that a learner should be receiving. They will have their own personalised provision map - taken from their EHCP and created by the SENCO.

Class teacher and SENCO will meet to discuss how this provision will look in practice.

A target review sheet will be created and class teachers will make notes against these targets to inform reviews and provision.

An Annual Review will be held once every 12 months - paperwork will be co-ordinated by SENCO and class teachers will be asked to contribute to this.

MONITORING THE EFFECT OF THE PUPIL PREMIUM

READING AGE/BOOK BAND TRACKING

Boom Reader is a reading programme which has been purchased to be used across the whole school to support readers who find reading a challenge. The rationale is that without key reading skills, pupils cannot access the curriculum and make good progress. Reading assessments help to track reading age progress. Reading books have also been purchased across the school to ensure that reading books are available for all stages of reading. Go Read and Boom Reader (an online App) has been purchased to replace a home school reading diary. This allows both school staff and parents to log when the child has read. This will allow for greater monitoring of who is reading and when, allowing for extra opportunities to be provided if needed.



SUBJECT TRACKING

Children are tracked within Reading, Writing, Maths and Science to show the impact of these interventions; if a child is not making the progress expected, further intervention is given. Children are also highlighted to see what strengths can be further supported through the use of the Pupil Premium i.e. a gifted and talented musician may be encouraged to take music lessons, or join the School orchestra. Weaknesses identified through CPOMS tracking can also be supported through the use of Pupil Premium, for example a child who is persistently disruptive due to a tricky start to the School day could attend Breakfast Club in order to have a more supported and calm start to learning. Outcomes for all pupils will be analysed to ensure good progress is made by all. A link to current outcomes can be found here

<https://www.catmoseprimary.com/sats/> and also in the Schools Transformation Plan <https://www.catmoseprimary.com/transformation-plan/>

MONITORING AND IMPLEMENTATION

AREA	CHALLENGE	MITIGATING ACTION
EDUCATIONAL PROGRESS	Reading level can hinder learning access across the curriculum, limiting the progress made.	Go Read / Boom Reader App, book banded books and phonics interventions all in place to support good progress within reading.
PASTORAL	Range of wider experiences to provide 'hooks' for learning and also motivation to do well in school career.	Use of activity passport, trip and visits and supported music/LAMDA lessons to ensure a wider experience for all pupils.



CONCLUSION AND REVIEW

We believe that pupils who 'buy-in' to our ethos, and come to school every day, will achieve. We deliberately engage with all pupils to ensure they want to come to school, encouraging the social aspect of school life at every opportunity. Our high attendance reflects the pupils' eagerness to attend School and take part in School life. This policy is reviewed on an annual basis.