



Pupil premium strategy Impact Report 2022-2023

St Catherine's RC Primary

Teaching

Budgeted cost: £32,158

Activity	Evidence that supports this approach	Challenge number(s) addressed	IMPACT																								
Quality first teaching for all pupils (CPD for all teachers)	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>Rosenshine's 10 principles of Instructions</p> <p>Teaching Walkthrus</p> <p>Sutton Trust – quality first teaching has direct impact on student incomes.</p> <p>Mastery learning - Maths Hub involvement and Lesson structure</p> <p>Metacognition strategies</p> <p>Cluster writing moderation opportunities</p>	2, 3, 4 ,6	<p>Pupil outcomes in KS1 and have increased significantly since 2021-2022</p> <p>Year 2 data 2021 – 2022:</p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>14.3%</td> <td>82.4%</td> </tr> <tr> <td>W</td> <td>14.3%</td> <td>68.6%</td> </tr> <tr> <td>M</td> <td>14.3%</td> <td>80.4%</td> </tr> </tbody> </table> <p>Year 2 data 2022 – 2023:</p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>50%</td> <td>75%</td> </tr> <tr> <td>W</td> <td>25%</td> <td>69.2%</td> </tr> <tr> <td>M</td> <td>50%</td> <td>75.2%</td> </tr> </tbody> </table>		PP	Non-PP	R	14.3%	82.4%	W	14.3%	68.6%	M	14.3%	80.4%		PP	Non-PP	R	50%	75%	W	25%	69.2%	M	50%	75.2%
	PP	Non-PP																									
R	14.3%	82.4%																									
W	14.3%	68.6%																									
M	14.3%	80.4%																									
	PP	Non-PP																									
R	50%	75%																									
W	25%	69.2%																									
M	50%	75.2%																									
TA Maths and English CPD	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>Rosenshine's 10 principles of Instructions</p> <p>Teaching Walkthrus</p> <p>Metacognition strategies</p> <p>Keep up not Catch up support</p>	2, 3, 4 ,6	<p>Pupil outcomes in KS2 have been impacted by a range of factors:</p> <p>Year 6 data 2021 – 2022:</p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>100%</td> <td>92.9%</td> </tr> <tr> <td>W</td> <td>50%</td> <td>69.6%</td> </tr> <tr> <td>M</td> <td>50%</td> <td>91.9%</td> </tr> </tbody> </table> <p>Year 6 data 2022 – 2023:</p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>66.7%</td> <td>86.5%</td> </tr> <tr> <td>W</td> <td>28.6%</td> <td>84.4%</td> </tr> <tr> <td>M</td> <td>46.2%</td> <td>76.7%</td> </tr> </tbody> </table>		PP	Non-PP	R	100%	92.9%	W	50%	69.6%	M	50%	91.9%		PP	Non-PP	R	66.7%	86.5%	W	28.6%	84.4%	M	46.2%	76.7%
	PP	Non-PP																									
R	100%	92.9%																									
W	50%	69.6%																									
M	50%	91.9%																									
	PP	Non-PP																									
R	66.7%	86.5%																									
W	28.6%	84.4%																									
M	46.2%	76.7%																									
Whole school phonics training for Essential Letters and Sounds scheme	<p>DFE guidance review of Early reading Development</p> <p>Essential Letters and sounds say: Essential Letters and Sounds teaches children how to read, quickly! It does this through consistent lesson structure, resources and language. Minimising cognitive load and increasing children's</p>	3, 4, 6	5/6 PP children passed phonics screening, which equates to 83% compared to 50% in 2021-2022.																								

	success. It improves children's vocabulary and ensures all learners 'keep up' with the pace of the programme – whilst giving children the knowledge and skills to read.		
S&L intervention in EY (Elklan and Welkomm trained staff to deliver small group intervention)	EEF – language interventions consistently show positive impact on learning Blank Level questioning provide proven levels of progress.	1,3,4	All children in EYFS were screened at the beginning of the last academic year using the WellComm communication and understanding toolkit. Following this and where necessary, intervention and support were put into place for these children. In Reception, there were 6 PP children. Of these 6, 2 achieved the ELG in Listening, Attention and Understanding and Speaking, which represents 33%. In Nursery, there were 2 PP children. Both of these children made good progress, but ended the year working just below ARE
Use of experienced 'outstanding' staff to ensure quality first teaching across school and to support less experienced staff including ECT's	ECT network EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.	2,3,4,6	Staff worked in triads to develop pedagogical knowledge. Mentors assigned to new staff and ECT's. Regular drop in SEND sessions - 12% of pupils both SEND and PP

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	IMPACT
HLTA/TA mentoring and support	Lunch –support at lunch, transitions and behaviour. Class – Targeted, in-class support Mentors - Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.	2, 3, 4, 6	Significant increase in outcomes, as above. Pupils' confidence in lessons (pupil voice) has increased due to pre-teaching and keep-up sessions. Pupil engagement in homework increased due to keep up, not catch up. HLTA CPD sessions increased TA confidence in areas of maths.
Use of HLTA/TA's to ensure 'keep up, not catch up'	EEF guide to PP – targeted support Keep up, not catch up – Research schools network	2, 3, 4, 6	

School Led Tutoring	National Tutoring Programme Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. More information can be found here: About the National Tutoring Programme - NTP	4
---------------------	--	---

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	
Monitor the attendance of disadvantaged pupils closely throughout the year, using the role of the Pastoral Lead	Attendance-REA-protocol-21092021.pdf (d2tic4wvo1iusb.cloudfront.net) Evidence from the EEF shows that small improvements in attendance can lead to meaningful impacts for academic and behavioural outcomes.	1 and 2	6 Pupil premium children worked closely with the Pastoral lead in the 2022-2023 academic year. 16% of pupils attending after school clubs were pupil premium children.
School Pastoral Lead to provide support for SEMH needs as well as liaising with parents	EEF social and emotional learning improves interaction of others and self-management of emotions – impacts on attitudes to learning and social relationships in school, increasing progress.	1, 2	Attendance of PP children in 2022-2023 was 90.9% compared to 91.84% in 2021-2022. This was due to complex safeguarding.
Ensure that disadvantaged pupils have access to a range of quality enrichment activities throughout the year – holiday clubs and after school club places are reserved for PP children and funded	Research by the EEF shows that skills such as self-control, confidence, social skills, motivation and resilience underpin success in school and beyond. They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is growing evidence that these skills are important to children's later outcomes.	1, 2, 3, 4, 5, 6	
Provide a range of broader life and cultural experiences for PP pupils – PP pupils have access to funding for trips, visits, music lessons etc.	Ofsted research 2019 places emphasis on improving cultural capital, particularly for disadvantaged pupils	2, 5	

Use of external PE providers such as City In the Community to deliver quality first teaching of sport linked closely with the PSHE scheme of work to teach children about nutrition and healthy lifestyles	British Medical Journal (1 in 10 pupils become obese or overweight in Primary school)	1, 2, 5	
--	---	---------	--

Total budgeted cost: £67,158