

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 Katherine's C of E Primary School
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026/7
Date this statement was published	October 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Anne-Marie Taylor
Pupil premium lead	Paula Everest
Governor / Trustee lead	Marion Walford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,415
Recovery premium funding allocation this academic year	£0
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	£31,415

Part A: Pupil premium strategy plan

Statement of intent

Our school vision is to 'Love your neighbour as yourself' (Gospel of Mark Chapter 12 verse 31)

Our intention is to serve the diverse needs of all pupils, irrespective of their background or the challenges they face. Our aim is to support disadvantaged pupils to make good progress and achieve high standards across the curriculum, allowing individuals to achieve their goals.

Our pupil premium strategy, also considers the challenges faced by vulnerable pupils. The activity outlined in this statement is intended to support their needs, regardless of whether they are disadvantaged or not.

We passionately believe that education plays a powerful and transforming role to improve life opportunities. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged and vulnerable pupils require the most support. Our strategy also accounts for wider school approaches to education recovery. These include targeted support through the National Tutoring Programme to close the progress and attainment gap for pupils whose education has been most affected, including non-disadvantaged pupils.

To be successful in achieving our aim we will;

- Adopt a whole school approach in which all staff take responsibility for disadvantaged and vulnerable pupils' outcomes
- Ensure targeted provision is based on competent analysis of individual needs
- Act early to intervene at the point need is identified.
- Regularly monitor the performance and progress of disadvantaged and vulnerable pupils, alongside non-disadvantaged pupils through the regular analysis of data, assessments and observations
- Use analysis of the impact of strategies to inform future actions

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations suggest that disadvantaged pupils often perform below their peers in the learning of phonics, which impacts their reading fluency as they progress through the school. End of KS1 results 2023 indicate that pupils achieving the expected standard for reading performed in line with the national average.
2	Assessments and observations suggest that disadvantaged pupils are often likely to have lower levels of reading comprehension skills and perform below Age Related Expectations in reading. End of KS2 results 2023, showed that pupils achieving average scaled score, for age related expectations, was in line with the national average.
3	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.
4	Observations and a school audit suggests that many disadvantaged pupils lack metacognitive/self-regulation strategies when faced with challenging tasks.
5	Research shows that number and numeric relations are central to mathematics. Quick and efficient retrieval of number facts is important to future success in mathematics. Fluent recall of procedures is important, but teaching should also help learners understand how the procedures work and when they are useful. End of KS2 results 2023, showed that pupils achieving average scaled score, for age related expectations or above, was below national average.

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
1. Improved reading fluency among disadvantaged and vulnerable pupils	KS1 phonics testing 2026/2027 show that disadvantaged and vulnerable pupils perform in line with non-disadvantaged pupils. Assessments show that in 2026/27 70% of disadvantaged and vulnerable pupils in KS2 reading age is in line with non-disadvantaged pupils.
2. Improved reading attainment among disadvantaged and vulnerable pupils	KS2 reading outcomes in 2026/27 show that more than 70% of disadvantaged pupils and

	vulnerable pupils met the expected standard or above.
3. Improved oral language skills and vocabulary among disadvantaged and vulnerable pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged and vulnerable pupils. This is evident when assessed alongside other sources of evidence, including engagement in lessons, pupil perceptions, book scrutiny and ongoing formative assessment.
4. Improved meta-cognition and self-regulation skills among disadvantaged and vulnerable pupils.	Audits, assessment and observations indicate significantly improved meta-cognition and self-regulation skills among disadvantaged and vulnerable pupils. This is evident when triangulated with other sources of evidence including engagement in lessons, book scrutiny and formative assessment.
5. Improved number and calculation fluency among disadvantaged and vulnerable pupils.	KS2 maths outcomes in 2026/27 show that more than 70% of disadvantaged pupils and vulnerable pupils met the expected standard or above.

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: £ 8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure they use assessments to identify and support gaps in learning	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1,2
Embed reading activities across the curriculum which will support pupils to develop fluency and comprehension skills, including the progress of higher attainers.	Evidence suggests that explicit and consistent teaching of reading comprehension skills, alongside phonics has a high impact on pupils learning. Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	1,2
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	3
Continued CPD for teaching and	Evidence suggest that the use of metacognitive strategies, pupils thinking about their own learning, has	1,2,3,4

support staff of a meta-cognition and self-regulation.	a substantial impact on progress in learning, particularly for disadvantaged pupils. Metacognition-and-self-regulation Toolkit Strand Education Endowment Foundation EEF	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics/reading fluency sessions targeted at disadvantaged and vulnerable pupils who require further phonics or support with reading fluency.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Additional small group sessions focused on reading comprehension skills targeting disadvantaged and vulnerable, including higher achievers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils and those falling behind in small groups Small group tuition Toolkit Strand Education Endowment Foundation EEF	2,3
Introduce a programme to improve listening, narrative and vocabulary skills for disadvantaged and vulnerable pupils who have relatively low spoken language skills. Then facilitate this programme either in small groups and one to one as required.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1,2,3
Additional daily sessions developing quick and efficient recall of mental and other calculation methods of disadvantaged and vulnerable pupils who have gaps in recalling numbers skills at age related expectations.	Research shows that number and numeric relations are central to mathematics. Teaching should enable learners to develop a range of mental and other calculation methods. Quick and efficient retrieval of number facts is important to future success in mathematics. Improving Mathematics in Key Stages 2 and 3 Recommendations Education Endowment Foundation	

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

Budgeted cost: £3415

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide the opportunity for disadvantaged and vulnerable children to access age related suggested books by enhancing choice in library/book corners.	<p>Evidence suggests that explicit and consistent teaching of reading comprehension skills, alongside phonics has a high impact on pupils learning.</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	1,2
Wider opportunities to develop oracy skills both inside and outside of school, through experiences, workshops and possibilities to present.	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	3
Contingency fund	<p>Based on our experiences, we have identified a need to set aside a small about of funding to respond quickly to immediate needs that have not yet been identified.</p>	All

Total budgeted cost: £31,415

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 2024 to 2025 academic year.

The embedding of the phonics scheme and booster sessions, continued to develop phonics skills in KS1 and EYFS. At the end of the academic year, 67% of pupil premium pupils in KS1 have passed the phonics screening check.

With reading fluency and comprehension being a school focus, the additional strategies to support pupils, including small group support, daily reading challenge, targeted support for lowest 10% of pupils, opportunities to access a wide spectrum of books including the provision of 'books you need to read before you leave year ...', which all pupils could access. By the end of the year, teacher assessments showed that 100% of pupil premium pupils from year 2 to year 6 achieved expected progress in reading, during the 2024-25 academic year, with 13% achieving above expected progress.

At the end of KS2, 50% of the two year 6 pupil premium pupils achieved age related expectations in reading.

To support the development of quick number recall, targeted x table support, small group support, number bond and x table challenges were in place. By the end of the academic year, teacher assessments showed that 87% of pupil premium pupils from year 1 to year 6 made expected progress in maths, during the 2024-25 academic year with 6% achieving above expected progress.

Metacognition skills are now being embedded within the classroom. The pupils have a greater knowledge of how the brain works and the strategies they need to apply to achieve their goals. From the training Staff have a greater understanding of how to support pupils' understanding of different behaviours, which has assisted self-regulation, pupils' readiness to learn and metacognition.

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
Whole school metacognition and self-regulation	Thinking Matters
Speech and Language Support for 3-5s	ELKLAN, WELLCOMM

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	