

Pupil premium strategy statement – Katherines Primary Academy and Nursery

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	Katherines Primary Academy and Nursery
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023-2024, 2024-2025, 2025-2026
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Julien Mealey
Pupil premium lead	Fran Taylor
Governor / Trustee lead	Fran Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,040.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£108,040.00

Part A: Pupil premium strategy plan

Statement of intent

Pupil premium funding is a national initiative, launched in 2011, designed to raise attainment for all disadvantaged pupils. A pupil is identified as pupil premium if they:

- are eligible for free school meals or have been eligible in the previous six years
- have been looked after, or are covered by a guardianship or residency order
- have been adopted from care
- have a parent serving in the armed forces

‘Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing English schools. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators. However, it is clear that schools can make a difference. In England, the gap has closed in both primary and secondary schools since the introduction of the Pupil Premium, and in every part of the country schools have demonstrated how great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.’

Education Endowment Foundation –
The EEF Guide to Pupil Premium funding

For further details visit:

https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf

At Katherines Primary Academy we are committed to addressing disadvantage; within our school, trust, wider community and on a national level. Fundamentally, we want to empower our community and all its stakeholders, to think and act differently when addressing the causes of socioeconomic disadvantage on learning. To this end we have a Disadvantaged Strategy which is core to everything we do. This work has highlighted five core elements to focus on, all of which mirror national research and have assisted Katherines to develop a long-term approach, focussed specifically upon the needs of our pupils. The five core elements are:

- Relationships;
- Metacognition and self-regulated learning;
- Social, emotional and mental health (SEMH);
- Language development and communication;
- EYFS.

We recognise that the bedrock on which all other elements need to be established is **relationships**; especially as the foundation for learning. Our plan focuses specifically on evidence-based practice of the four key elements to champion our Pupil Premium pupils - ‘Learners not labels’. Likewise, we have a nominated governor with a specific ‘Disadvantaged Strategy’ focus, who is also responsible for measuring the strategies impact upon our pupils and families; our culture of **‘purpose, positivity and regular reflection’** (Rowland 2021) for our pupils, drives aspirations and better outcomes for our whole school community.

It is recognised that support from governors needs to be long-term and that there should be an understanding from all parties that our aims are also long term and that the impact will not be immediate (tiered-approach). In order to ensure all our disadvantaged strategy aims are met, we have established a whole school culture - a collaborative approach *with* SLT, teachers, pupils and governors - championing the view, that education has a powerful role to play in the improvement of life changes and life choices, irrespective of socioeconomic background. This rationale has been adopted by the whole Trust, to inform an evidence-informed strategy focussing on our pupils' most pressing issues. Quality first teaching (including the appointment of specialist teachers) is not sufficient, alone. As a result, our funding is to be used to develop staff through weekly, **high quality**, professional development; in relationships, metacognition and self-regulation, social, emotional, mental health and well-being and language development and comprehension. Similarly, funding will provide wider family support - both inside and outside of the classroom; an established family support team including: an Inclusion Team, Evolve & Adapt (SEMH support) and Trust Safeguarding Lead. All services provide a cohesive strategy for improved outcomes for our pupils.

Moreover, we recognise that early intervention is critical. The earlier we can intervene, and improve our disadvantaged pupils as learners, the better chance they will have of thriving throughout their schooling. Interventions align to our more long-term, wider school development plans (SIP/subject action plans) and partnerships. For example, working on the implementation of our Oracy Strategy and development of Writing Strategy alongside the Trust Curriculum Director and CPD with Pie Corbett.

Finally, our evidence of need is identified through diagnostic assessment (academic and pastoral), pupil voice, teacher voice, classroom observations, open, honest discussions with families and an in-depth understanding of our community in Harlow and the challenges our pupils face.

'Effective assessment helps support better learning.'

(M.Rowland, 2021)

Challenges

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

Challenge number	Detail of challenge
1	Language development and comprehension - Vocabulary gap between disadvantaged and non-disadvantaged.
2	Attendance gap between pupil premium and non-pupil premium
3	SEHM behaviours (TPP/Zones of regulation/my Happy mind) including pupil well-being
4	Metacognition – Developing independent self-regulation and learning behaviours
5	Early Years - School readiness due to low starting points

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. Language development and comprehension - Vocabulary gap between disadvantaged and non-disadvantaged. - A vocabulary-rich environment - Teacher questioning - Talk sentence and sentence stems planned for and modelled across the curriculum - The implementation and embedding of Trust Oracy Strategy. - Voice –21 (3-year programme commitment 2022-2025) Quality Professional Development (weekly INSETs/coaching/triads/Peer observations). Oracy-led approach to assemblies (class/phase and whole school).	Pupils show an understanding of vocabulary in lessons, including Tier 2 and 3 Pupils use the taught words in speaking and writing There is evidence that vocabulary teaching is enabling pupils to articulate ideas with greater clarity Pupils show understanding of the ‘gist’ of a text through summary Teachers engage more pupils in thinking/responding when asking questions of the class, e.g. using mini whiteboards More detailed and academic pupil explanations More extended dialogue More questions about vocabulary from both the teachers and the pupils Examples of ‘word consciousness’ More vocabulary edits in pupils’ books Written expression in pupils’ books more sophisticated A word rich classroom climate 6

	The removal of scaffolds for all learners, including those with SEND, therefore increasing independence This then leads to: Pupils meeting national standards in reading, writing and spoken language and make good progress from their starting points. Confident, <i>fluent</i> readers. Pupils with a love of reading with access to quality texts. EYFS filling the 'word' gap ensuring an easy transition into KS1. Likewise, all KS1 pupils access the KS2 curriculum, and KS2 access KS3 curriculums. Fluent writers with a good grasp of GPS. Confident speakers – proficient with sentence stems/sense of audience/Oracy Framework
2. Attendance - Pupil Premium attendance increases so that more learning can take place. - Pupils access classroom learning daily to support meeting national standard and closing gaps in all subjects.	The gap between those disadvantaged and non-disadvantaged closes, increasing time at school. Access to Wrap Around Care to facilitate attendance.
3. SEMH Trauma Perceptive Practice: enabling adults to understand behaviour and support the emotional wellbeing of children. Zones of Regulation: providing children with the language of their emotions myHappyMind programme: providing children with strategies to identify and move through their emotions appropriately	Positive relationships and readiness for learning across the school. Pupils access learning and have secure attachment in the school setting. Pupils develop strategies for self and coregulation meaning they can return to learning quicker when dysregulated. Parents become skilled in the language of TPP and manage challenging behaviours at home (SEMH). Higher engagement for families in need of support. Non-judgemental attitudes to encourage early help. An established family support team (FLO/SEND Team/AHT/DSL) providing a cohesive strategy for improved outcomes.. Children understand the science of the brain and the impact on their feelings and emotions.
4. Metacognition and Self-regulation Cycles of quality professional development.	Pupils' behaviours for learning and self-regulation are reflected in daily lessons: Pupils using subject-specific sentence/question stems

• Explicit teaching of the metacognitive process, through whole-class teaching and interventions, with a focus on early reading and early maths.	Pupils trying out different approaches/identifying the best strategy. Pupils using strategies other than asking for teacher support when stuck Explicit teacher modelling which pupils emulate Pupils regularly looking back over prior learning Children understand <i>metacognition + cognition + motivation = self-regulated learners.</i> Accelerated progress from starting points (up to seven months) through the provision of high-quality, low-cost pedagogy for all staff and pupils. Improved behaviours for learning.
<i>5. Early Years – school readiness due to low starting points</i> • Focus on communication and the linked skills of language, self-regulation, social and emotional development along with the importance of attachment • Early intervention and targeted support • Closing the word gap • Teachers provide a vocabulary rich environment • Opportunities for parental engagement • Support and continued professional development from EY consultants	Meaningful and accurate assessment of language through WellComm to ensure targeted support and interventions can be provided Pupils are expected to speak in full sentences with adults modelling ambitious vocabulary Pupils’ use of language is developed in line with age-related expectations Pupils achieving a ‘<i>good level of development</i>’ by the end of Reception EYFS Parents feel empowered to support and help children with their learning.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

‘Professional Development programmes must consider both subject knowledge and subject-specific pedagogy in order to achieve their full potential.’

Developing Great Teaching – Teacher Development Trust

Budgeted cost: £23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantaged Champion - sessions alongside SLT - to enhance teaching and learning through CPD programme. Upskilling ALL school staff. Behaviour & Culture Lead supporting the whole school community in accessing and thriving in education	Quality Assurance of Teachers’ Continuing Professional Development – Rapid Evidence Review (Wellcomm; April 2019) Teacher Feedback to Improve Pupil Learning (EEF; Sept 2021) <i>As Beck et al identified in ‘Bringing Words to Life’.</i> We deepen knowledge through robust vocabulary instruction, not simple word exposure Addressing Educational Disadvantage in schools and colleges (Marc Rowland; 2021) - A whole Essex approach to <i>‘focus on the causes of disadvantage, not the symptoms.’</i> (Marc Rowland 2021) A <i>‘learning led approach’</i> , not a <i>‘label led approach’</i> through the Disadvantaged Strategy - to fully address disadvantage.	1 – Vocabulary Gap (Language and communication) 2 - Attendance 3 – TPP 4 – Metacognition and Self-regulation 5 – Early Years
Identifying Tier 3 vocabulary in all areas and exposing this through direct teaching, texts and modelling via everyday interactions.	Addressing Educational Disadvantage in schools and colleges (Marc Rowland; 2021) Closing the Vocabulary Gap (Alex Quigley; 2021) Oral Language Interventions (EEF; 2021) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1 – Vocabulary Gap (Language and communication) 4 – Metacognition and self-regulation 5 – Early Years
Art and PE specialist	Specialist Teachers or Teachers who Specialise? (Research School Network; 4 May, 2020)	1 – Vocabulary Gap (Language

teachers to enhance learning, cultural capital and teacher development.	https://researchschool.org.uk/news/specialist-teachers-or-teachers-who-specialise	and communication) 3 – SEMH 4 – Metacognition and self-regulation 5 – Early Years
Establishment of shared TDL (Teaching and Development Lead) role to enhance ECTs and subject leaders. Strong mentor programme to support both first and second year ECTs	What are the characteristics of teacher professional development that increase pupil achievement? Protocol for a systematic review (Sims et al; January 2021) Retain: CPD for Early Career Teachers of KS1 - Pilot report and executive summary (EEF; May 2018)	1 – Vocabulary Gap (Language and communication) 3 – SEMH 4 – Metacognition and self-regulation 5 – Early Years

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

‘This includes effective questioning and the use of assessment by teachers. Specific practices, like reviewing previous learning, providing model responses for students, giving adequate time for practice to embed skills securely and progressively introducing new learning (scaffolding), are also found to improve attainment.’

What makes Great Teaching – Prof. Rob Coe

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics 1:1 catch up sessions and small group sessions.	Phonics (EEF; 2021) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics One to one tuition (EEF; 2021) • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1 – Vocabulary Gap (Language and communication) 4 – Metacognition and self-regulation

		Early Reading/math s 5-Early Years
Development Days from Ruth Miskin to support leadership (EY Lead/Phonics Lead) Development Days from EYFS consultant Metacognition and self-regulation training TPP – Family relationships and Belonging training	Effective Professional Development – Guidance Report (EEF; October 2021) How do school leaders successfully lead learning? (NCSL -2011) Leadership for closing the gap and reducing variation in outcomes: developing a framework for action (NCSL - 2011) EEF Metacognition and Self-regulated Learning Guidance Report - Seven recommendations for teaching self-regulated learning and metacognition https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition https://schools.essex.gov.uk/pupils/SEND/Pages/SEMH---Trauma-Perceptive-Practice.aspx	1 – Vocabulary Gap (Language and communication) 2 – Attendance 3 – SEMH 4 – Metacognition and Self-regulation. 5- Early Years
Further EPS/CUR/WellComm/Visual Coding/Breaking Barriers/Attention Autism/Social Skills/ Morph mastery/Analytic phonics/RWInc sessions. Reading and Writing Strategy/Toolkit ‘Talk for writing’	Machin, S., Murphy, R., Hanushek, E. (2011). Improving the impact of teachers on pupil achievement in the UK – interim findings. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions (EEF: Oral Language Intervention Research) Supporting pupils with SEND – 3 key messages for schools (EEF; 2018) https://educationendowmentfoundation.org.uk/news/ef-blog-supporting-pupils-with-send-what-weve-learned-so-far https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1 – Vocabulary Gap, Language and communication 2 - Attendance 4 – Metacognition and Self-regulation. Early Reading & Phonics, Numeracy

Vocabulary Toolkit		5 - Early Reading & Phonics, Numeracy
Metacognition Toolkit		
Assessment not assumptions	Standardised tests (PUMA/PIRA) and Gap Analysis to drive interventions and need.	

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

Budgeted cost: £35,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raising attendance through using 'nudge theory' and strong communication, targeting those under 96%.	An evidence informed approach to improving attendance (Research Schools Network; March 2018) https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance Nudge theory argues that if we wish to alter people's behaviour in a particular direction, it's more effective to encourage positive choices rather than restricting unwanted behaviour with sanctions. Improving school attendance: support for schools and local authorities (DfE – 27th September 2021) https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	2 – Attendance 3 – Metacognition and self-regulation
Further establishing Trauma Perceptive Practice with staff training and school systems, coupled with Evolve and Adapt, My Happy Mind services for further support MIND	Mental health and behaviour in schools (Department for Education; 2018) Whole school approaches to promoting mental health: what does the evidence say? (UBPU: Manchester Institute of Education; 2021) Mental Health First Aider Training for Behaviour and Culture Lead	3 - SEMH

Essex Inclusion Partner (EP)		
EWO – to discover the needs of families and challenges to attendance.	Engaging families in learning – A thematic inspection of family learning (Education Scotland; February 2021) <i>Early Intervention is key</i> An evidence informed approach to improving attendance (Research Schools Network; March 2018) https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance	3 – SEMH 2 – Attendance

Total budgeted cost: £108,040.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

2023-24

Measure	Score
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Achieving GLD at the end of EYFS	33% (1/3) PP pupils 65% (17/26) non PP pupils
Meeting expected standard in end of Year 1 Phonics Screening Check	57% (4/7) PP pupils 86% (19/22) non PP pupils
Meeting expected standard in KS1 reading	78% (1/9) PP pupils 61% (17/28) non PP pupils
Achieving high standard in KS1 reading	11% (1/9) PP pupils 4% (1/28) non PP pupils
Meeting expected standard in KS1 writing	78% (7/9) PP pupils 46% (13/28) non PP pupils
Achieving high standard in KS1 writing	11% (1/9) PP pupils 0% (0/28) non PP pupils
Meeting expected standard in KS1 maths	78% (7/9) PP pupils 61% (17/28) non PP pupils
Achieving high standard in KS1 maths	11% (1/9) PP pupils 11% (3/28) non PP pupils
Meeting expected standard in KS2 reading	71% (12/17) PP pupils 84% (21/25) non PP pupils
Achieving high standard in KS2 reading	12% (2/17) PP pupils 16% (4/25) non PP pupils
Meeting expected standard in KS2 writing	59% (10/17) PP pupils 76% (19/25) non PP pupils
Achieving high standard in KS2 writing	12% (2/17) PP pupils 12% (3/25) non PP pupils
Meeting expected standard in KS2 maths	71% (12/17) PP pupils

	84% (21/25) non PP pupils
Achieving high standard in KS2 maths	18% (3/17) PP pupils 12% (3/25) non PP pupils

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
NA	NA

Further information (optional)

- *Extra-curricular clubs (from Jan 2025);*
- *Breakfast Club;*
- *National Schools Breakfast Programme;*
- *EWASS (Educational Welfare), including attendance;*
- *Family Liaison Officer;*
- *Trust SEND team – including ASD, SpLD, Speech and Language specialists;*
- *Curriculum enrichment opportunities;*
- *Intervention programmes- support staff;*
- *Professional Development for teaching/support staff –on all 5 core elements of the Disadvantaged Strategy (Relationships, Metacognition and self-regulation, SEMH (through TPP and My Happy Mind), Language development and communication, EYFS);*
- *Graduate Pre QTS programme;*