Pupil Premium Strategy Statement 2026-27

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 effect that last year's spending of pupil premium had within our school.

Detail	Data
School name	**St Catherine's C of E School**
Number of pupils in school (not including Pre-school)	**191**
Proportion (%) of pupil premium eligible pupils	**20%**
Academic years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	**2025-2028**
Date this statement was published	**September 2025. To be agreed by LGB October 2025**
Date on which it will be reviewed	**Annually**
Statement authorised by	**Louise Hussey (EHT) and Jo Callow (CEO)**
Pupil premium lead	**Louise Hussey**
Governor / Trustee lead	**TBC**

Detail	Amount
Pupil premium funding allocation this academic year	£ 57, 350
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	£ 57, 350

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Part A

Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language , weak and communication skills, lack of confidence, more frequent mental health and behaviour difficulties along with attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Our ultimate objectives are:

- To use Pupil Premium funding to effectively target and support disadvantaged pupils, improving their academic outcomes, attendance, and well-being to ensure they achieve the very best they can.
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- To target attendance because every moment matters.

We aim to do this through:

- Ensuring that teaching and learning opportunities are adapted to meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

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The range of provision the Executive Headteacher (PPG lead) and Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is fine tuned and inclusive to their needs.
- Maintaining appropriate class sizes thus improving opportunities for effective teaching and accelerating progress.
- To allocate a teaching assistant to each Year Group - providing 'Catch Up'/Keep Up' through enhanced small group work focussed on overcoming gaps identified in learning.
- Additional teaching and learning opportunities provided through extra-curricular opportunities or external agencies.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Monitoring attendance at extra curricular events/opportunities/clubs.

Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations or above.(Approx £4,000)

- Additional learning support- resources for teaching and training for staff.
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour, social and emotional support if needed to enable child to be ready to learn and support others in class.
- Well-being and mental health support available in school and prioritised in the school curriculum. Practical support e.g. Foodbank, clothing .

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

Challenge Number	Details of Challenge
1	To use Pupil Premium funding to effectively target and support disadvantaged pupils improving their **academic outcomes**- ensuring good or better progress from their starting points.
2	To use Pupil Premium funding to effectively target and support disadvantaged pupils, improving their **attendance** in line with peers in other groups.
3	To use Pupil Premium funding to effectively target and support disadvantaged pupils, improving their **well-being** to ensure they achieve the very best they. can and ensure inclusivity.
4	To use Pupil Premium funding to effectively target and support disadvantaged pupils to reduce the **attainment gap** between disadvantaged pupils and non-disadvantaged pupils.

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Intended Outcome	Success Criteria
Pupils' achievement will improve and good progress resulting in a greater proportion of pupil premium pupils meeting age related expectations and progress measures.	

Priority statement

By the end of the academic year, attainment in KS1 writing (boys) and KS1 maths, and in KS2 Reading, EGPS and the Multiplication Tables Check (disadvantaged pupils), will be at or above local and national benchmarks, with the gap between disadvantaged and non-disadvantaged pupils in KS2 Reading and EGPS eliminated or significantly reduced.

Rooted in our vision

At St Catherine's Church of England School, we strive to educate our children to realise their aspirations and to contribute positively to society, guided by our Christian principles. Raising attainment in writing, maths and grammar is a direct expression of this vision: strong basic skills are the wisdom, knowledge and skills our pupils need to realise their aspirations and go on to contribute confidently and competently to society. In helping every child achieve to the very best of their ability, we are being good stewards of the gifts and potential God has given each of them, in keeping with the Church of England Vision for Education.

Why this is the priority (rationale)

- KS1 writing outcomes for boys were below the benchmark for their peer group, indicating an emerging gap that needs addressing before it widens through KS2.
- KS1 maths was slightly below average benchmarks, suggesting fluency and reasoning need strengthening earlier in the key stage.
- KS2 MTC results for disadvantaged pupils were slightly below benchmark, pointing to gaps in times-table fluency and retrieval practice built up over KS1 and lower KS2.
- KS2 EGPS was slightly below benchmark and significantly below for disadvantaged pupils, suggesting grammar and punctuation content is not yet being taught, practised or retained with sufficient consistency.
- These four areas are interlinked: EGPS underpins writing quality, and early maths fluency underpins later MTC and arithmetic performance — addressing them together is more efficient than treating them in isolation.

KPI	End-of-year target (Jul 2027)	Measured by
% of boys and disadvantaged pupils at expected	At or above local/national benchmark; gap to non-	KS1 teacher assessment, moderated

standard in KS1 writing	disadvantaged pupils reduced	
% of pupils at expected standard in KS1 maths	At or above national/LA benchmark	KS1 teacher assessment, moderated
% of pupils meeting expected standard in KS2 EGPS	At or above national/LA benchmark	KS2 SATs (EGPS test)
Average score / % achieving 25/25 on the Multiplication Tables Check (MTC)	At or above national average score	Statutory MTC outcomes, Y4
% of Y3–Y6 pupils meeting minimum weekly times-tables practice expectation	≥ 90% meeting minimum practice expectation	Practice platform tracking data, half-termly
Staff confidence in teaching and moderating writing and EGPS to the	100% of staff rate themselves 'confident' or 'very confident'	Staff self-assessment survey (Sept vs July)

	expected standard		

2. Attendance will improve especially for PP pupils so that attendance is in line or better than national average. There will be no gap between PP and non- PP attendance.	***Closing the Attendance Gap*** • **Target**: The attendance gap between PP pupils and non-PP pupils will be reduced to 0% (i.e., no difference in attendance rates) **Measurement:** Regular comparison of attendance data for PP and non-PP pupils, analysed termly and at the end of the year. **Indicator**: By the end of the year, there is no statistically significant difference in attendance rates between PP and non-PP pupils. ***Reduction in Persistent Absenteeism*** • **Target**: Persistent absenteeism (attendance below 90%) among PP pupils will decrease by at least 50% from the previous academic year. **Measurement**: Tracking the number of PP pupils identified as persistent absentees at the start, middle, and end of the academic year. **Indicator**: A significant reduction in the number of PP pupils categorized as persistent absentees, with rates below the national average for this group. ***Increased Engagement with Attendance Interventions*** • **Target**: At least 90% of PP pupils identified for attendance interventions will show improved attendance within the first term of intervention. **Measurement**: Attendance data before and after the implementation of targeted interventions (e.g., mentoring, home visits, parental engagement) **Indicato**r: Demonstrated improvement in attendance for the majority of PP pupils involved in interventions, with sustained attendance gains over subsequent terms. ***Parental Engagement and Support*** • **Target**: Increase in the number of parents of PP pupils engaged in attendance-related meetings, workshops, or support programs to at least 80% participation**. Measurement**: Attendance records for parental engagement activities, as well as follow-up surveys to assess parental satisfaction and involvement. **Indicator**: High levels of parental participation in attendance improvement programs, and positive feedback indicating a better understanding of the importance of regular attendance. ***Monitoring and Early Intervention*** • **Target:** Early identification and intervention for PP pupils with declining attendance, with 100% of at-risk pupils receiving timely support. **Measurement**: Implementation of a system for flagging at-risk pupils and documenting interventions taken (e.g., meetings, letters, phone calls**) Indicator**: Rapid response to attendance issues, leading to a halt or reversal in declining attendance trends among PP pupils, and documented evidence of intervention outcomes. ***Recognition and Reward Systems*** • **Target:** Implementation of a recognition and rewards program that sees at least 80% of PP pupils improve or maintain high attendance levels throughout the year. **Measurement:** Tracking the distribution of personalised attendance awards and recognition, correlated with attendance improvements e.g. self-motivation and pride. **Indicator**: A high proportion of PP pupils receiving attendance awards, with a corresponding positive trend in their attendance data.

KPI	End-of-year target (Jul 2027)	Measured by
Whole-school attendance rate, and gap for vulnerable/disadvantaged pupils	Attendance ≥ 96%; gap reduced by ≥ 50%	Termly attendance data (MIS)

	Behaviour incidents (persistent/serious), whole school and for targeted pupils	Measurable reduction against baseline	Behaviour log analysis, termly
	% of staff rating themselves confident in inclusive practice	≥ 90% confident or very confident	Staff survey (Sept vs July)
	Number of vulnerable pupils with an active, reviewed support plan	100% of identified vulnerable pupils with a current plan	Support plan audit, half-termly
	Evidence of effective partnership working with external agencies (referrals actioned, outcomes achieved)	Positive outcome recorded for ≥ 80% of referrals	Referral log and case review

3.Address social and emotional well-being and mental health barriers to learning to make good impact on pupils' involvement and achievement.

Priority statement

By the end of the academic year: (A) the school's successful Principle 1 and 3 parental engagement practices will be fully embedded and consistent across the school, evidenced by a live 'You asked, we acted…' approach, an active parent and pupil forum, and targeted engagement with disadvantaged and vulnerable families; and (B) deep parental engagement, inclusive practice and a relational approach to digital behaviour will be demonstrably impacting pupil attainment, aspiration, attendance and behaviour, in line with Principles 4 and 6 and the Trust-wide inclusion priority.

Rooted in our vision

At St Catherine's Church of England School, we strive to educate our children to realise their aspirations and to contribute positively to society, guided by our Christian principles. Deep partnership with families, inclusive practice for our most vulnerable pupils, and a relational approach to digital behaviour all embody our belief in the dignity of every person and our commitment to building a community in which everyone is heard, valued and supported to flourish — preparing our pupils to contribute positively and responsibly to the wider society they will go on to shape, in keeping with the Church of England Vision for Education.

Why this is the priority (rationale)

A — Embedding parental engagement (Principles 1 & 3)

- Practices under Principles 1 and 3 have already proven successful, but risk being inconsistent or lost over time without deliberate embedding, induction and policy.
- Parents currently have limited structured opportunity to see the impact of their feedback ('You asked, we acted…') or to engage through a formal forum with governor representation.

Communication currently varies by class/teacher; a whole-school policy will ensure every family experiences the same standard, regardless of year group.

Improved Pupil Engagement in Learning

	• **Target**: At least 85% of PP pupils identified with SEMH needs will show increased engagement in learning activities, as observed by teachers. **Measurement**: Regular teacher observations, engagement logs, and participation rates in class activities. Use tools like the TIS for involvement to assess changes in pupil engagement. In**dicator**: Noticeable improvements in classroom participation, with PP pupils more actively engaged in lessons, group work, and independent tasks. ***Enhanced Academic Achievement*** • **Target:** PP pupils receiving targeted SEMH support will demonstrate academic progress in line with or exceeding their peers. **Measurement**: Track academic performance through termly assessments and compare the progress of PP pupils receiving SEMH interventions against non-PP pupils. **Indicator**: PP pupils making expected or better academic progress, with reduced discrepancies between their attainment and that of their peers. ***Reduction in Behavioural Incidents*** • **Target**: A 50% reduction in the number of behavioural incidents among PP pupils with identified SEMH needs. **Measurement**: Monitor behaviour logs and incident reports to track the frequency of behavioural issues before and after intervention. **Indicator:** Significant decrease in recorded behavioural incidents, with PP pupils demonstrating improved self-regulation and positive behaviour. ***Increased Access to SEMH Support Services*** • **Target**: 100% of PP pupils identified with SEMH needs will have access to appropriate support services (e.g., counselling, mentoring, Mental Health and TIS programs**). Measurement**: Track referrals and participation rates in SEMH support programs, along with feedback from pupils and staff on the effectiveness of these services. **Indicato**r: All identified PP pupils receiving timely and appropriate SEMH support, with positive feedback indicating the services are beneficial. ***Improved Well-being Scores*** • **Target**: PP pupils will show a measurable improvement in well-being, as indicated by well-being assessments or surveys. **Measurement**: Use standardized tools like the Strengths and Difficulties Questionnaire (SDQ) and school-specific well-being surveys, conducted at the start and end of the academic year. **Indicator**: A marked improvement in well-being scores, reflecting reduced anxiety, better emotional resilience, and a more positive outlook on school life. ***Enhanced Parental Engagement and Support*** • **Target**: Increase parental engagement in SEMH-related activities, with at least 75% of parents of PP pupils attending workshops, meetings, or support sessions. **Measurement**: Track attendance at SEMH-related events e.g. Decider Skills, along with parental feedback on the usefulness of these sessions. **Indicator**: High levels of parental participation and positive feedback, indicating that parents feel better equipped to support their child's social and emotional needs. ***Positive Pupil Feedback*** • **Target**: 90% of PP pupils receiving SEMH support will report feeling more supported and positive about school. **Measurement**: Collect feedback through pupil surveys, focus groups, and one-on-one interviews to gauge pupil perceptions of the support they receive. Indicator: The majority of PP pupils reporting a greater sense of well-being, safety, and support at school, with a corresponding increase in their enthusiasm for learning. ***Decreased Absenteeism Related to SEMH Issues*** • **Target**: A 30% reduction in absenteeism linked to SEMH issues among PP pupils. **Measurement**: Monitor attendance records, specifically noting reasons for absence related to SEMH. Compare data from before and after SEMH interventions. Indicator**:** A noticeable decrease in absences due to SEMH issues, with PP pupils attending school more regularly and consistently.

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	KPI	End-of-year target (Jul 2027)	Measured by
	Parent-reported awareness that feedback leads to visible action ('You asked, we acted…')	≥ 80% of parents aware and able to give an example	Parent survey (Sept vs July)
	Parent-reported consistency of communication across classes/year groups	≥ 85% rate communication as consistent	Parent survey
	% of staff who have completed the parental engagement induction session	100% of staff (new and existing)	Induction attendance register
	Parent and pupil forum established, with named governor attending	Forum meeting termly with full attendance and governor reporting	Forum minutes; governor board report
	Engagement rate of disadvantaged/vulnerable families in school activities and communication	Gap to non-disadvantaged families reduced by ≥ 50%	Engagement tracker by pupil group

4.To reduce the **attainment gap** between disadvantaged pupils and non-disadvantaged pupils in GLD in EYFS.

Priority statement

By the end of the academic year, the attainment gap between FSM and non-FSM pupils achieving a Good Level of Development (GLD) at the end of EYFS will reduce by at least 20%, with no individual FSM child (excepting those with significant SEND) leaving Reception below expected in Communication & Language or Personal, Social & Emotional Development (PSED) without a clearly documented and actioned plan.

Rooted in our vision

At St Catherine's Church of England School, we strive to educate our children to realise their aspirations and to contribute positively to society, guided by our Christian principles. This priority lives out that vision from a child's very first days with us: closing the attainment gap for disadvantaged pupils in EYFS reflects our belief in the dignity and worth of every child, and our commitment that no child's start in life should limit their hope and aspiration for the future. In securing strong early language, personal and social development for every FSM pupil, we lay the foundations — academic, social and spiritual — on which their fullest flourishing can be built, in keeping with the Church of England Vision for Education.

Why this is the priority (rationale)

- Whole-cohort GLD is in line with national averages, masking a persistent internal gap for disadvantaged pupils.
- Early gaps in EYFS are strongly predictive of outcomes at KS1 and KS2 if not addressed — this is the highest-leverage point to intervene.

- FSM pupils are disproportionately below expected in prime areas (C&L and PSED), which underpin progress across all other areas of learning.
- Attendance and punctuality data show a higher proportion of FSM pupils with attendance below 95%, reducing exposure to high-quality provision.

Scope — what this priority does and does not cover

- In scope: all FSM/Ever6 pupils currently on roll in Nursery and Reception, and incoming Nursery starters from January and April.
- Out of scope (covered by linked plans): SEND provision (see SEND Improvement Plan), wider pupil premium strategy for KS1–KS2 (see Pupil Premium Strategy Statement).

KPI	End-of-year target (Jul 2027)	Measured by
% of FSM pupils achieving a Good Level of Development (GLD)	Gap to non-FSM pupils reduced by ≥ 20%	EYFSP outcomes, moderated
% of FSM pupils at expected in Communication & Language	≥ 90% of FSM pupils on track / expected	Termly Development Matters assessment
% of FSM pupils at expected in PSED	≥ 90% of FSM pupils on track / expected	Termly Development Matters assessment
Number of FSM pupils receiving targeted language intervention (e.g. NELI)	100% of identified pupils enrolled and completing programme with fidelity	Intervention tracker, attendance to sessions
FSM pupil attendance rate	≥ 95% average attendance for FSM cohort	Termly attendance data (SIMS/MIS)
Parental engagement: attendance at EYFS workshops/stay-and-play by FSM families	≥ 60% of FSM families attending at least one session per term	Sign-in registers
Staff confidence in delivering consistent language-rich provision	100% of EYFS staff rate themselves ‘confident’ or ‘very confident’	Staff self-assessment survey (Sept vs July)

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

Activity	Evidence that supports this approach	Challenge Number
Experienced TAs /HLTA's allocated in year groups 2- 6 to support learning for disadvantaged pupils. £33, 014	***Educational Endowment Foundation (EEF) Research:*** According to the EEF's **Teaching and Learning Toolkit**, the effective deployment of TAs can have a positive impact on pupil attainment, particularly when they are used to deliver targeted interventions. The EEF states that TAs, when properly trained and deployed, can improve learning outcomes, especially for disadvantaged pupils. The EEF's research suggests that interventions delivered by TAs that are structured, targeted, and evidence-based can lead to an average of **4 additional months of progress** for pupils. ***Impact on Small Group and One-to-One Support:*** Studies show that TAs and HLTAs are particularly effective when used to deliver one-to-one or small group interventions, which are essential for addressing the specific needs of disadvantaged pupils. This focused support can lead to substantial improvements in literacy and numeracy skills, critical areas for closing the attainment gap. ***Practical School-Based Evidence*** ***Case Studies***: Schools that have strategically placed experienced TAs/HLTAs across year groups often report higher levels of pupil engagement, particularly among disadvantaged students. For example, schools that have implemented targeted literacy and numeracy interventions run by TAs/HLTAs have seen improved attainment levels and narrowed gaps between disadvantaged and non-disadvantaged pupils. ***Pupil Progress Data***: Internal school data often shows that year groups with experienced TAs/HLTAs allocated see a greater proportion of disadvantaged pupils making expected or better-than-expected progress. This data can be used to justify the allocation of TAs/HLTAs, showing tangible benefits in terms of pupil outcomes. ***Feedback from Teachers and Pupils***: Teacher feedback typically highlights the value of having experienced TAs/HLTAs in supporting classroom differentiation, behaviour management, and delivering interventions. Pupils often report feeling more supported and confident in their learning when TAs/HLTAs are present, contributing to a positive learning environment. ***Implementation of Targeted Interventions*** **Structured Interventions**: Experienced TAs and HLTAs are effective in delivering structured interventions, such as reading recovery programs, phonics boosters, and math catch-up sessions. The success of these programs is often dependent on the skill and experience of the staff delivering them, which is why allocating experienced TAs/HLTAs is critical. **Tailored Support**: Experienced TAs/HLTAs can provide tailored support that addresses the specific learning needs of disadvantaged pupils. This personalized approach is key to overcoming barriers to learning, which are often more pronounced in disadvantaged students. ***Professional Development and Expertise*** **Training and Development**: TAs/HLTAs with extensive experience often have additional training in areas such as special educational needs (SEN), behaviour management, and specific literacy or numeracy programs. Their expertise allows them to provide high-quality support that directly benefits disadvantaged pupils. **Consistency and Stability**: Experienced TAs/HLTAs provide consistency and stability across year groups, which is particularly important for disadvantaged pupils who may face additional challenges outside of school. Their presence can help create a more stable and supportive learning environment, which is conducive to academic success.	1 & 4

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SENDCo/TIS Practitioner and Mental Health Lead to work with vulnerable families and improve parental engagement inc supporting attendance and punctuality. £5212 £4000 – Enrichment fund	***Educational Endowment Foundation (EEF) Research on Parental Engagement***: The EEF's **Teaching and Learning Toolkit** highlights that parental engagement can have a significant impact on pupil outcomes, adding **4 months of progress on average** over the course of a year. Family Support Workers play a crucial role in facilitating this engagement, particularly with hard-to-reach families. The EEF emphasizes that targeted support for vulnerable families can help address barriers to learning, such as poor attendance and punctuality, by fostering better relationships between the school and the family. ***National Foundation for Educational Research (NFER) on Attendance***: According to NFER, consistent attendance is strongly correlated with academic achievement. Interventions that involve Family Support Workers can be instrumental in improving attendance by addressing underlying issues such as family stress, housing instability, or health problems that affect punctuality and regular school attendance. ***Case Studies and Practical Evidence*** • **Improved Attendance and Punctuality**: Schools that have employed Family Support Workers often report improvements in attendance and punctuality among pupils from vulnerable families. FSWs are effective in identifying and addressing the root causes of poor attendance, such as socio-economic challenges, family health issues, or lack of understanding about the importance of education. For instance, a case study in a school with a high percentage of disadvantaged pupils showed that after introducing a Family Support Worker, the school saw a **20% reduction in persistent absenteeism** within a year, along with improved punctuality. • **Enhanced Parental Engagement**: Family Support Workers can help bridge the gap between home and school, encouraging more active parental involvement in their children's education. Schools have found that FSWs are successful in increasing attendance at parent-teacher meetings, workshops, and other school events. A school case study demonstrated that after an FSW began working with vulnerable families, there was a significant increase in the attendance of parents at school events (from 40% to 75% within one year), indicating stronger parental engagement and a better home-school relationship. ***Addressing Barriers to Learning*** • **Holistic Family Support**: Family Support Workers address a wide range of issues that can act as barriers to a child's learning, including mental health, financial difficulties, housing problems, and social services involvement. By providing practical support and linking families to necessary services, FSWs can help stabilize a child's home environment, making it more conducive to regular school attendance. Schools that have implemented FSW roles report that pupils from families receiving this support show improved behaviour, higher levels of engagement in school, and better overall well-being. • **Targeted Interventions**: FSWs often implement targeted interventions such as parenting programs, workshops on routines and boundaries, and one-to-one support for parents. These interventions have been shown to improve parenting skills and attitudes toward education, directly impacting children's attendance and punctuality. ***Feedback and Satisfaction*** • **Positive Feedback from Families and Schools**: Feedback from parents who have worked with Family Support Workers often highlights the positive impact of the support provided. Parents report feeling more confident in managing their children's education and understanding the importance of attendance and punctuality.	2, 3 & 4

	Schools also report that FSWs help reduce the workload of teaching staff by managing complex family issues that would otherwise take time away from teaching and learning. • Disadvantaged and vulnerable families are more likely to face barriers to engagement, so generic strategies alone are insufficient — targeted approaches are needed. • **Enhanced Enrichment for Disadvantaged Pupils** The school will provide free or reduced cost wrap-around care for disadvantaged pupils. Disadvantaged pupils will have priority places in some club opportunities. Partial funding provided for all trips and residentials.	
TIS practitioners and Mental Health support team to support PP children having difficulty accessing learning through mental health and behavioural issues. £5212	***Educational Endowment Foundation (EEF) Research on Social and Emotional Learning (SEL):*** The EEF highlights that Social and Emotional Learning (SEL) interventions, which are central to trauma-informed practices, can lead to an average of **4 months' additional progress** in academic outcomes. SEL programs help pupils manage emotions, set goals, and establish positive relationships, which are essential for overcoming barriers to learning caused by trauma or mental health issues. Trauma-Informed Schools (TIS) practitioners specifically use SEL strategies to help pupils develop resilience, self-regulation, and coping skills, which are critical for academic engagement and success. ***National Institute for Health and Care Excellence (NICE) Guidelines:*** NICE emphasizes the importance of early intervention for children with mental health issues, recommending school-based mental health support as an effective strategy. TIS practitioners are trained to identify early signs of trauma and mental health difficulties, providing targeted support that aligns with these guidelines to improve educational outcomes. ***Impact on Behavioural and Academic Outcomes*** • **Improvement in Behaviour and Self-Regulation:** Studies show that trauma-informed approaches lead to significant improvements in behaviour and self-regulation among children who have experienced trauma. TIS practitioners work with pupils to develop coping strategies and emotional regulation skills, which reduce disruptive behaviour and allow for better focus and engagement in learning. For example, schools that have implemented trauma-informed practices report reductions in behavioural incidents and exclusions. One study found that schools using trauma-informed approaches saw a **43% reduction in behavioural referrals** over a year, indicating the effectiveness of such interventions. ***Enhanced Academic Performance*:** By addressing the underlying emotional and psychological issues that impede learning, TIS practitioners help PP pupils improve their academic performance. Research indicates that when mental health needs are met, students are more likely to attend school regularly, participate actively, and achieve better academic results. Case studies from schools with TIS programs show that pupils receiving trauma-informed support demonstrate improved literacy and numeracy skills, leading to better overall academic outcomes. ***Addressing Barriers to Learning*** • **Targeted Support for Trauma and Mental Health Issues:**	ALL

	TIS practitioners provide specialized support tailored to the needs of children dealing with trauma, anxiety, depression, and other mental health challenges. This targeted approach is crucial for PP children, who may be more likely to experience such challenges due to socio-economic disadvantages. Evidence from trauma-informed schools shows that pupils receiving this type of support are better able to manage their emotions and behaviours, leading to more consistent engagement with the curriculum and higher levels of achievement. • **Building Resilience and Emotional Literacy:** TIS practitioners help pupils build resilience and emotional literacy, which are key to overcoming barriers to learning. This includes teaching pupils how to recognize and manage their emotions, understand the impact of trauma, and develop healthy coping mechanisms. Research indicates that increasing pupils' emotional literacy contributes to a more positive school experience, with fewer incidents of absenteeism and higher levels of academic success. ***Case Studies and School-Based Evidence*** • **Successful Implementation in Schools:** Schools that have integrated TIS practitioners into their support structures report significant improvements in the well-being and academic performance of PP pupils. For instance, a primary school that implemented trauma-informed practices saw a **25% increase in the number of PP pupils meeting Age-Related Expectations (ARE)** within two years. Another case study highlighted that after employing TIS practitioners, a secondary school saw a marked improvement in attendance and punctuality among PP pupils, alongside a decrease in behavioural issues and exclusions. • **Feedback from Educators and Pupils:** Educators often report that the presence of TIS practitioners leads to a more supportive and understanding school environment. Teachers feel better equipped to manage classrooms and support pupils with complex needs, while pupils report feeling safer and more understood, which contributes to better learning outcomes	
Target PPG pupils. Qualified teacher to enhance PP pupils key interventions in KS2. **Covered by HoS and EHT** PPG Tas – KS1 Tutoring £5511 KS2 Tutoring £4401	**Impact of Qualified Teachers on Pupil Outcomes** • The EEF's Teaching and Learning Toolkit highlights that the quality of teaching is the most important factor in improving pupil outcomes, particularly for disadvantaged pupils. Qualified teachers have a deep understanding of subject content and pedagogy, enabling them to deliver high-quality instruction that can accelerate learning for PP pupils. The EEF also states that when interventions are delivered by qualified teachers rather than teaching assistants, there tends to be a larger impact on pupil progress. This is particularly true for targeted, small-group interventions, which have been shown to add an average of 4 months' additional progress over an academic year. • The Sutton Trust report emphasizes that having a highly effective teacher can lead to an additional year's worth of learning for pupils. For disadvantaged pupils, having access to high-quality teaching is even more crucial as it helps close the attainment gap between them and their more advantaged peers. The report suggests that targeted interventions led by skilled teachers can effectively address learning gaps, making a significant difference in the academic trajectories of PP pupils. **Targeted Interventions and Small-Group Tuition** • Effectiveness of Small-Group Tuition: Small-group tuition led by qualified teachers is particularly effective in addressing the specific learning needs of PP pupils. Research indicates that pupils receiving small-group tuition can make up to 5 months' additional progress compared to those who do not receive such support. • Qualified teachers are able to tailor instruction to the needs of each pupil within the group, providing personalized feedback and adjusting teaching strategies in real-time to maximize learning gains.	1

	Evidence from Case Studies: • Schools that have implemented targeted interventions led by qualified teachers often report significant improvements in pupil outcomes. For example, a school where qualified teachers led literacy and numeracy catch-up sessions for PP pupils saw a 20% increase in the number of PP pupils meeting Age-Related Expectations (ARE) in these subjects within one academic year. Another school reported that targeted math interventions led by qualified teachers resulted in a significant reduction in the attainment gap between PP and non-PP pupils, with PP pupils making faster progress than their peers. **Enhanced Pupil Engagement and Motivation** • Teacher-Pupil Relationships: Qualified teachers are skilled in building strong relationships with pupils, which can lead to higher levels of engagement and motivation among PP pupils. Positive relationships with teachers have been shown to improve pupil attitudes toward learning, leading to better attendance, increased participation, and higher academic achievement. PP pupils often benefit from the expertise of qualified teachers who can identify and address both academic and social-emotional barriers to learning, creating a supportive environment that fosters resilience and confidence. **Professional Development and Subject Expertise** • Ongoing Professional Development: Qualified teachers typically engage in continuous professional development, which enhances their ability to deliver effective instruction and keep up-to-date with the latest pedagogical strategies. This ongoing development is crucial for adapting teaching methods to meet the diverse needs of PP pupils, ensuring that interventions are both evidence-based and innovative. Schools that invest in professional development for their teachers often see improved outcomes for all pupils, with PP pupils benefiting the most due to the targeted nature of the interventions. **Deep Subject Knowledge**: • Qualified teachers possess deep subject knowledge, which is essential for diagnosing pupil misunderstandings and providing clear, accurate explanations. This expertise is particularly important in subjects like math and science, where misconceptions can easily become barriers to progress. The ability to convey complex concepts in an accessible way is a key strength of qualified teachers, enabling them to raise the attainment of PP pupils who may be struggling with specific aspects of the curriculum. **Accountability and Measurable Impact** • Measurable Outcomes: Interventions led by qualified teachers are often more structured and rigorous, with clear objectives and success criteria. This allows for more effective monitoring and evaluation of pupil progress, ensuring that interventions are having the desired impact on learning outcomes. Schools that use qualified teachers to lead PP interventions typically set measurable targets for pupil progress, making it easier to assess the effectiveness of the intervention and make necessary adjustments to improve outcomes.	

Pupil Premium Strategy Statement 2026-27

Part B:

Review of outcomes in the previous academic year

Pupil premium strategy outcomes.

This details the impact that our PP activity had on pupils in the 2025-2026 academic year.Assessment of how successfully the intended outcomes of that plan were met?

- **A. Improved progress and attainment for pp pupils**:

School: St Catherine's Cohort Size and % Outcomes																
Group	EYFS GLD		Year 1 Phonics		Year 2 ARE/+				Year 4		Year 6 ARE/+ (GDS)					
	Cohort (size)	% GLD	Cohort (size)	% PASS	Cohort (size)	% Rd EXP/+	% Wr EXP/+	% Ma EXP/+	Cohort (size)	Multi test Full marks %	Cohort (size)	% Rd EXP/+	% Wr EXP/+	% EGPS EXP/+	% Ma EXP/+	%RWM EXP/+
All Pupils	20	70%	20	85%	29	83%	59%	66%	31	35%	27	74%	74%	70%	74%	74%
Boys	11	82%	12	75%	11	82%	45%	100%	14	36%	12	83%	83%	75%	83%	83%
FSM	5	40%	3	100%	5	100%	60%	80%	7	29%	4	75%	75%	50%	75%	75%
Not Mobile	20	70%	14	86%	22	86%	59%	73%	27	37%	20	70%	70%	65%	70%	70%
SEND	7	14%	7	71%	8	75%	13%	63%	9	22%	5	20%	20%	0%	20%	20%
EYFS entry	20	70%							KS1 Maths							
EYFS end 'expected'			12	67%	25	82%	82%	82%	27	Av Score						
KS1 Level 2									76%	21.3	20	57%	61%		61%	52%

NEXT STEPS: Improve outcomes for Diasdavantaged pupils in EYFS GLD.

- **B. Improved Resilience and Mental Health and Well-being**

  Mental health support for specific vulnerable groups – those with EHCPS and CIC has impacted on improved attendance and significantly reduced suspensions.

Levels of MyConcern reports for anxiety and mental health remain high. Specifically, these are related to pupils with significant additional needs awaiting EHCP outcomes (in some cases the LA have missed their statutory deadlines by up to a year) and/or specialist support or provision.
Support for pupils to attend clubs, access extended and extra-curricular provision including music tuition has impacted on numbers of PP pupils attending and increased engagement in school.

- **C. Increased attendance rates**
  Mental health support for specific vulnerable groups – those with EHCPS and CIC has impacted on improved attendance and significantly reduced suspensions. Attendance for PPG has risen to 91.4% compared to 94.5% rest of school. Strategies to improve this difference have had impact – summer term 2026. Persistant Absence is down to 10.1%

Pupil Premium Strategy Statement 2026-27

Externally provided programmes

Please include the names of any non-DfE programmes that you have purchased in the previous academic year. This will help the DfE identify which ones are popular in England.

Programme	Provider
Accelerated Reader Raising Attainment with Well-being TTRS	Renaissance Teaching Times

Further information (optional) Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

- Free entry to breakfast/after-school clubs. Wrap around care extending provision and opportunities.
- Support financially for trips and residentials and in- school enrichments opportunities.
- Facilitate Time 2 Move Programme on school site during holidays.
- Robust sporting opportunities -community involvement due to PPG levels.
- Uniform support Links to PTFA Pre-loved uniform stock. Free or money donations only.
- Support for music tuition.
- Nurture groups and 1-1 tuition linked to Cornwall Music Hub support. On-going-identified pupils not accessing other out of school clubs are prioritised.
- Supporting school transport costs. Initiating contact and referrals to school transport services to enable free transport for key pupils.

£4000 set aside for this additional support