

Le Cateau Pupil premium strategy statement

Equally Important, Equally Different



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 Na	Le Cateau Community Primary School
Number of pupils in school	473
Proportion (%) of pupil premium eligible pupils	52 DPP 345 SPP 3 Adopted from care 1 LAC 374 in total 79%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	November 2022 (updated)
Date on which it will be reviewed	September 2025
Statement authorised by	Ian Mottram
Pupil premium lead	Angela Campbell
Governor / Trustee lead	Beki Bulmer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2020-21)	£178,545 DPP 51 x £1345 SPP 345 x £310 Adopted from Care 1 x £1000
Recovery premium funding allocation this academic year	£14,165

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	£192, 710

Part A: Pupil premium strategy plan

Statement of intent

We aim to maintain a happy, caring and supportive environment in which every child feels valued, confident and self-motivated. Our climate is one of learning - our children thrive on this. Our children are all provided with challenging, stimulating, worthwhile and enjoyable experiences, with many focusing on the locality of the school within North Yorkshire, and the North of England, as well as having an appreciation of the wider society across the world. Our children are challenged to make continual improvements in the basic skills of reading, writing and mathematics and recognise that these are key features for successful learning.

We strive to promote:

- A concern for every child where they are valued as individuals.
- The highest standards that each child is capable of.
- A high expectation in behaviour, self-discipline and emotional well-being.
- A mutual respect and understanding for each member of our school community through consideration, courtesy and good manners.
- A love of learning through a rich and vibrant curriculum linked to real life experiences.

At our school the children will:

- Learn and build upon skills and knowledge across a varied and interesting curriculum.
- Experience teaching that is at least good.
- Cooperate with others as partners in their learning.
- Use their skills, talents and knowledge to make aspirational choices.
- Tackle new challenges with enthusiasm and determination.
- Enjoy physical activity and a healthy lifestyle recognising that this is important for their physical and mental well-being.
- Learn and apply the basic skills of reading, writing and maths across the curriculum.
- Understand their own culture and the culture of others within a multicultural society.

As a school we will:

- Recognise each child as an unique individual.
- Celebrate the achievements of all children, promoting their thirst to succeed.
- Continue to work in partnership with our parents and the wider community so that pupils are well placed for their next phase of education.
- Ensure parents are an integral part to the Le Cateau family and that they play a pivotal role in their child's education

Challenges

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

Challenge number	Detail of challenge
1	Reading underpins everything that we do but a significant proportion of our DPP children struggle with the development of this skill and are falling behind their peers.
2	A high proportion of children who are eligible for the Pupil Premium are not achieving age related expectations in writing and maths.
3	Pupil mobility (due to a large % of Service Families) provides a high level of instability and challenging need.
4	Low attendance rates – Absence and persistent absence. Higher for PP children.
5	Disadvantaged pupils need to know what is expected of them and how they can achieve their full potential. Large classes make it more difficult to engage on an individual basis so they can get 'lost' in the middle.

Intended outcomes .

Intended outcome	Success criteria
An increase in the proportion of DPP students meeting age-related expectations in reading, writing and maths.	<p>Assessments at end of year will show progress has been made or that the gap has been narrowed. More DPP students will be able to access the curriculum at age related expectations.</p> <p>CPD for Quality First Teaching / mentoring and coaching support will be provided in-house at Le Cateau and staff will be given dedicated CPD release time so they develop their professional knowledge and undertake personal research – see research findings of John Dunford 'using the pupil premium effectively: an evidence-based approach to closing the gap. This approach is supported by a body of research which has found that good teachers are especially important for pupils from disadvantaged backgrounds.</p> <p>Provision of QFT, mastery curriculum and effective challenge for children identified as needing to catch-up – see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully.</p>

<p>An increase in the proportion of DPP students passing the phonics check in Year 2 and that any children identified as falling behind their peers is identified and given access to RWI Fresh Start sessions.</p>	<p>The percentage of children passing the phonics check will increase due to the intensive RWI programme that is being used to deliver phonics.</p> <p>Reading by Six – in 2010 the UK government studied the twelve highest performing schools across the UK, seven of them taught Read Write Inc.</p> <p>Ruth Miskin’s program Fresh Start, created using the same principles as Read Write Inc. for older students still learning to read, was tested through the Education Endowment Foundation (EEF) in 2015. The trial involved ten secondary schools and 433 grade six students. The study randomized students within each of the schools and found a positive impact on all students of an additional three months’ progress over the course of twenty-two weeks.</p>
<p>Smaller class sizes will help increase engagement with DPP students and lead to further progress being made to narrow the gaps.</p>	<p>Reducing class sizes to approximately 20 has increased engagement, improved disruptive behaviour and ensured DPP children are given the support that they need.</p> <p>Smaller class sizes at Le Cateau in response to research on class size reduction (CSR), such as the Student Teacher Achievement Ratio (STAR) program, which have demonstrated that smaller class sizes improve students' academic achievement, improve their behaviour and discipline both in the classroom and outside of school, improve their citizenship and participation/engagement in and outside of school, and enhance their development into productive, humane, and responsible persons who can contribute to society.</p>
<p>SPP children will be quickly assessed on entry to Le Cateau and information shared so that a smooth transition can be made and learning is not lost.</p>	<p>The transition process is quicker, smoother and the teaching staff are promptly informed of any additional learning needs.</p> <p>Due to the continuing development of the Learning Mentor role and employment a new SEMH ATA we will ensure all pupils able to access learning and that their emotional needs are being met.</p>
<p>Attendance and punctuality rates amongst DPP and SPP students will increase.</p>	<p>An appointment of an Inclusion/Attendance Manager will mean that interventions are put in place so that we can ensure all pupils are able to</p>

	<p>attend and engage in school in a more consistent way.</p> <p>Deployment of administrative and pastoral staff to support families to improve attendance and eradicate persistent absenteeism see www.Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully.</p> <p>https://www.scipalliance.org/research/sector-research. Extensive research has been done on the effects of military life on service pupils and the need to ensure that their emotional needs are met so that they can fully engage with school following transitions.</p>
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Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of a new CPD programme at Le Cateau. This will be designed and developed by our Deputy Head teachers and delivered through PDMs and INSET training.	<p>CPD for Quality First Teaching / mentoring and coaching support will be provided in-house at Le Cateau and staff will be given dedicated CPD release time so they develop their professional knowledge and undertake personal research – see research findings of John Dunford.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	1, 2, 3, 5
Recruitment of new teachers and support staff in order to have smaller class sizes from 2022	The Student Teacher Achievement Ratio (STAR) program, have demonstrated that smaller class sizes improve students' academic achievement, improve their behaviour and discipline both in the classroom and outside of school, improve their citizenship and participation/engagement in and outside of school, and enhance their development into productive, humane, and responsible persons who can contribute to society.	1, 2, 3, 5
All relevant staff trained to deliver RWI phonics	Reading by Six – in 2010 the UK government studied the twelve highest performing schools across the UK, seven of them taught Read Write Inc.	1, 2

<p>and RWI Fresh Start</p>	<p>Ruth Miskin’s program Fresh Start, created using the same principles as Read Write Inc. for older students still learning to read, was tested through the Education Endowment Foundation (EEF) in 2015. The trial involved ten secondary schools and 433 grade six students. The study randomized students within each of the schools and found a positive impact on all students of an additional three months’ progress over the course of twenty-two weeks.</p>	
<p>Dedicated CPD time for teachers so that they can be in control of their own CPD and work alongside other colleagues in working parties.</p> <p>There will be 3 areas of focus ‘Deliberate Botheredness’, ‘Dialogic Teaching’ and ‘Deep Learning through Play’.</p>	<p>In his book <i>When the Adults Change Everything Changes</i> (2017), Paul Dix recommends adopting ‘deliberate botheredness’. Being relentlessly bothered is characterised by establishing rapport, building emotional currency and positive relationships. Dix says that a meet and greet at the door is essential for setting the standard coupled with having clear expectations of the behaviour you want.</p> <p>He recommends enforcing the rule ‘Stay on task’ as low level disruption always centres around children who roam and ramble off task. If a lesson isn’t engaging and children are bored, then expect them to wander off.</p> <p>The term ‘dialogic teaching’ is now in regular use but like all such terms means different things to different people. As developed by Robin Alexander since the early 2000s, dialogic teaching harnesses the power of talk to engage interest, stimulate thinking, advance understanding, expand ideas, and build and evaluate arguments, empowering students for lifelong learning and democratic engagement. Being collaborative and supportive, it confers social and emotional benefits too.</p> <p>It also helps teachers: by encouraging students to share their thinking it enables teachers to diagnose needs, devise learning tasks, enhance understanding, assess progress, and guide students through the challenges they encounter. Yet as defined by Alexander – though not by some others in the field – dialogic teaching is both talk and more than talk, for it enacts a distinctively dialogic stance on knowledge, learning, social relations and education itself.</p> <p>Deep learning through play is based on the Reggio Emilia approach to early childhood learning which is named after the town where it originated in Italy. Founder Loris Malaguzzi believed children were in need of a more holistic kind of education after World</p>	<p>1,2, 3, 5</p>

	<p>War II. He began the Reggio Emilia style based on the belief that every child is unique and will express their interests in many different ways.</p> <p>This belief has practical impact, creating a co-learning environment where teachers learn with the children and work in a lateral relationship as opposed to a hierarchical one. That partnership is also intended to encompass the parents and community of each child.</p> <p>Reggio Emilia also revolves around the children's senses, relying on sight, sound, touch and even taste and smell to assist with learning. As a result, Reggio Emilia classrooms tend to look different than your average preschool with large common spaces, natural elements and lots of accessible and curiosity-sparking materials.</p>	
Enrolment with the National College to ensure staff have access to update training materials regarding safeguarding and other areas of the curriculum	<p>CPD for Quality First Teaching / mentoring and coaching support will be provided in-house at Le Cateau and staff will be given dedicated CPD release time so they develop their professional knowledge and undertake personal research – see research findings of John Dunford.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	1, 2, 3, 4, 5

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI scheme of work purchased and training delivered to relevant staff.	<p>Reading by Six – in 2010 the UK government studied the twelve highest performing schools across the UK, seven of them taught Read Write Inc.</p> <p>Ruth Miskin's program Fresh Start, created using the same principles as Read Write Inc. for older students still learning to read, was tested through the Education Endowment</p>	1, 2

	<p>Foundation (EEF) in 2015. The trial involved ten secondary schools and 433 grade six students. The study randomized students within each of the schools and found a positive impact on all students of an additional three months' progress over the course of twenty-two weeks.</p>	
<p>Lexia spelling support programme</p>	<p>Research Brief: Using Lexia Core5 Reading to Address Learning Loss and Accelerate Learning</p> <p>This study analyzed associations between Lexia® Core5® Reading (Core5) usage and MAP Growth Reading test scores from fall 2020 and winter 2021. Students were using Core5 to address pandemic related learning loss and accelerate learning. The sample included 12,956 students from 35 schools in California, Michigan, and North Carolina. On average, students met Core5 usage targets for an average of nine weeks between fall 2020 and winter 2021.</p>	<p>1, 2</p>
<p>Maths No Problem – Used to improve mathematic outcomes across KS1 and KS2. Now we have added the FS materials as well in order that use of maths vocabulary is much stronger across our setting but particularly amongst our DPP children.</p>	<p>Teaching maths for mastery is a transformational approach to maths teaching which stems from high performing Asian nations such as Singapore. When taught to master maths, children develop their mathematical fluency without resorting to rote learning and are able to solve non-routine maths problems without having to memorise procedures.</p> <p>Endorsed by the Department for Education, NCETM and OFSTED</p>	<p>2, 3, 5</p>

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of a Full time Learning Mentor and an SEMH/ATA	Butterfield, Jean (2012) <i>Investigating the role of learning mentors in primary schools</i> . EdD thesis, University of Nottingham.	1, 2, 3, 4, 5
Appointment of a dedicated Inclusion and Attendance Manager	<p>DfE report: link between attendance and attainment at KS2 and KS4 - March 2016</p> <p>...in general, the higher the overall absence rate across the KS, the lower the likely level of attainment at the end of KS2. The accompanying text says:</p> <p>... pupils with no absence are 1.3 times more likely to achieve level 4 or above, and</p> <p>3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15 per cent of all sessions</p>	1, 2, 3, 4, 5
Seesaw for Schools and Schoolcloud are used to ensure we have good levels of parental engagement especially at times of deployment.	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>EEF – Parental engagement +3 month impact</p> <p>Evidence suggests that engaging parents of younger children is easier than older children.</p>	1, 2, 3, 4, 5
New school behaviour policy created linked to 'Deliberate Botheredness', mental health strategy and pupil well-being. So that pupil/adult relationships are outstanding and	<p>'When the Adults Change, Everything Changes ' by Paul Dix.</p> <p>Behaviour specialist, author, education reformer and advisor. Helping teachers and headteachers across the world with</p>	1, 2, 3, 4, 5

visible across the school.	transformational relational behaviour practice.	
Forest School sessions are used to build confidence and self-esteem. Dedicated Forest School Leader employed to support teachers to deliver sessions which can benefit children's wellbeing.	<p><u>Dr Janine Coates</u> of the <u>School of Sport, Exercise and Health Sciences</u> and <u>Dr Helena Pimlott-Wilson</u> of the <u>Department of Geography</u> have conducted preliminary research in two primary schools in Nottinghamshire, one early years foundation class (4-5 years) and a Year 4 class (8-9 years).</p> <p>Their initial findings suggest that engaging in a Forest School can contribute to the development of collaborative learning skills, by encouraging children to work with others on challenging outdoor activities.</p>	3, 5
EAL support teacher – Nepalese specialist to provide emotional and educational support to our large cohort of Nepalese families.	<p>Evidence demonstrates that bilingualism has both cognitive benefits and offers professional advantages in a globalised world.</p> <p>A recent report analysing data related to the achievement of EAL learners highlights the crucial importance of proficiency in English as the best predictor of educational outcomes (University of Oxford, October 2018).</p>	1, 2, 3, 4, 5
Northern Military Kids choir established to raise service pupil's self esteem and confidence. It will enable them to feel supported and act as a positive means of expressing themselves.	<p>https://oxford.universitypressscholarship.com/view/10.1093/acprof:oso/9780199586974.001.0001/acprof-9780199586974</p> <p>“Music is always about more than just acoustic events and notes on a page. Music has a universal and timeless potential to influence how we feel. Yet, only recently have researchers begun to explore and understand the positive effects music can have on our wellbeing – across a range of cultures and musical genres.”</p>	3, 5

<p>Children are given opportunity to participate in a wide range of additional experiences opportunities to build cultural capital e.g annual participation in the Service to Remember at Ripon Cathdreal for Service Pupils, STEM week, Bikeability etc.</p>	<p>“We will want to see if young children – particularly the disadvantaged – are thinking and talking about a wide range of experiences that prepare them for what comes next.” (Gill Jones, Ofsted Early Education Deputy Director)</p>	<p>1, 2, 3, 4, 5</p>
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Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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 2021 to 2022 academic year.

Priority 1 To further develop Quality First Teaching across our setting to ensure that outcomes for our disadvantage pupils improve.

Actions:

All staff have had Phonics Training delivered by Ruth Miskin Phonics Training and all RWI materials purchased to support delivery.

Teachers have received CPD training on Mastery for Maths, Reading and Vocabulary and it is embedded in school (2021/2022).

Teachers have received CPD Training for Writing as well as Subject Leader training and input (ongoing 2021/22).

Employment of a full time learning mentor, SEMH ATA and part time Inclusion and Attendance Manager so that we can continue to improve attendance rates, parental engagement and support service pupils during periods of instability.

Impact:

Unable to judge the full impact of the support given to teachers due to lockdown. Staff are more confident in the areas where they have received training.

Priority 2 To develop subject leadership including the wider curriculum subjects to secure high-quality teaching to achieve a higher % of PP children at expected and greater depth.

* Link to EEF Pupil Premium Guide

Actions:

Subject Leadership Training from LA (Sept 2020) Subject Leadership Support from SLT (2021-2022)

Subject Leadership Support and Training (Swaledale Alliance Network Meetings and CPD 2021-2022)

Impact:

Due to the pandemic no national data to compare but we have looked at internal school data and although PP children were disadvantaged further by the lockdown they have shown progress since returning to school.

Priority 3 To establish Smaller class sizes at Le Cateau in response to research on class **size** reduction (CSR), such as the Student Teacher Achievement Ratio (STAR) program, which have demonstrated that **smaller class sizes** improve students' academic achievement, improve their behaviour and discipline both in the classroom and outside of school, improve their citizenship and participation/engagement in and outside of school, and enhance their development into productive, humane, and responsible persons who can contribute to society. (Continuing)

Actions:

Employment of additional teaching and support staff to enable smaller class sizes of approximately 20 per class.

Impact:

Due to the pandemic no national data to compare but we have looked at internal school data and although PP children were disadvantaged further by the lockdown they have shown progress since returning to school. Children are happier and more settled. Teachers are able to spend more time with individuals so that are DPP children do not get lost.

Externally provided programmes

Programme	Provider
Lexia	https://www.lexialearning.com/
Maths No Problem	https://mathsnoproblem.com/en/maths-no-problem-school/
Read, Write Inc	https://www.ruthmiskin.com/en/programmes/phonics/
Seesaw for Schools	https://web.seesaw.me/about

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<ul style="list-style-type: none"> • EAL support staff • Forest School Leader • Seesaw for Schools • Schoolcloud

	<ul style="list-style-type: none"> • Learning Mentor and SEMH ATA to support service pupils' emotional wellbeing • Further development of NMKC Choir
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Due to the pandemic no national data to compare but we have looked at internal school data and although SPP children were impacted further by the lockdown they have shown better progress since returning to school and now being in more established routines and benefitting from quality first teaching.</p>

Further information

- * Provide pupils with an opportunity to access a variety of after school clubs
- * Provide pupils to represent the school in a range of sports and competitive activities
- *Ensure equal opportunity for pupil leadership roles within school.