Catchgate Primary School
Pupil Premium Strategy Statement 2026/2027

This statement details our school's use of pupil premium to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Catchgate Primary School
Number of pupils in school	180 (Reception to Y6)
Proportion (%) of pupil premium eligible pupils	48.6%
Academic year/years that our current pupil premium strategy plan covers	2026 - 2029
Date this statement was published	October 2026
Date on which it will be reviewed	March 2027, July 2027
Statement authorised by	Academy Committee
Pupil premium lead	Jo Woodhall (Exec HT)
Governor /Trustee Lead	Angela Sterling

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134,850
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 134,850

Part A: Pupil premium strategy plan

Statement of intent

At Catchgate Primary School, we are dedicated to making sure every child—no matter their background—feels welcome, supported, and able to do their best. Our Pupil Premium Strategy is all about helping children who might face extra challenges, giving them the tools and encouragement they need to grow into confident, determined, and curious people who can take on the world.

We know that doing well at school is about more than just lessons and homework. It's also about having chances to try new things, meeting inspiring adults and role models, and using resources that make learning fun and engaging. We believe that by giving children these opportunities, we help them discover what's possible for themselves.

Ensuring the mental well-being of our pupils is of paramount importance to us. We continuously strive to address their social and emotional needs, fostering an environment where every individual feels empowered and confident. For us, success extends beyond academic achievements; it encompasses a sense of self and a strong feeling of belonging.

We strive to give every child who needs it the time, care, and support to help them shine. This means targeted help, good teaching, and activities that spark their interests. We keep track of progress, celebrate successes—big and small—and adjust what we do to make sure it works.

Our goal at Catchgate Primary is to create an environment where every child's strengths are recognised, their aspirations are nurtured, and they learnt to be resilient, inclusive, and excited about learning for life.

Challenges

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

Challenge number	Detail of challenge
1	Pupils who are eligible for Pupil Premium do not enter early years at age related-expectations; communication and language and number is exceptionally poor. This means they need to make more progress than their peers to catch up.
2	In Year 1, the percentage of pupils eligible for Pupil Premium achieving the expected standard in phonics is well below national figures.

3	By the end of KS2, the attainment of PP pupils is well below national figures across reading and maths.
4	Less engagement and learning materials in supporting children to read at home means staff must ensure there are opportunities in school to support and value reading.
5	Emotional resilience and stamina of pupils eligible for pupil premium is low compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging. Some PP children also display a lack of belief in themselves and their abilities.
6	Low attendance rates for some Pupil Premium children impacts on their learning. This means they are constantly having to catch up to their peers.
7	Wider opportunities out of school are limited for disadvantaged pupils.
8	Some of our families experience food insecurity, which can have a direct impact on children's ability to concentrate, engage and achieve in school.

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
Pupils eligible for Pupil Premium in EYFS make rapid progress in all areas to meet national expectations.	A higher proportion of Pupil Premium children meet a Good Level of Development in line with their peers.
Improve emotional resilience for all pupils through use of TA support and intervention.	Lesson observations will demonstrate pupils' positive attitudes to learning and good behaviours.
Y1 and Y2 phonics resits confirm that increased proportions of disadvantaged pupils meet the standard.	% of PP pupil meeting the expected standard in phonics improves.
Reduce the number of persistent absentees.	% of persistent absentees is at least in line with National Average. There are increased attendance rates for Pupil Premium children.
Increase engagement with parents to support home reading. Provide increased opportunities in school to support and enthuse a love of reading.	By the end of the academic year, attainment in reading for PP pupils improves across the whole school.

No child comes to school hungry and that families feel supported, creating the conditions for pupils to thrive academically and socially.	Pupils are able to concentrate, engage and achieve in school alongside their peers.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £64,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure there is a bespoke training package in place for EYFS staff to support early reading and early maths.	Early literacy approaches typically increase children's learning by about four months. Approaches that develop literacy skills and knowledge can have an important effect on early reading. The evidence for the positive impact of early literacy approaches is extensive. Early literacy approaches | EEF **EEF Early years Toolkit – Early Literacy Approaches – Additional 4 months progress** Approaches supporting the development of early numeracy skills and knowledge can have an important positive impact on the early stages of mathematical learning. Early numeracy approaches | EEF **EEF Early years Toolkit – Early Numeracy Approaches – Additional 7 months progress**	1
Employ a specialist teaching assistant to support speech and language development in EYFS.	Communication and language approaches involve intentionally acting to develop young children's understanding of language and their ability and confidence to use language, and other strategies, to communicate effectively. They are based on the idea that children's language development benefits from approaches that support communication through talking and non-verbal expression. Communication and language approaches | EEF **EEF Early years Toolkit – Communication and Language Approaches – Additional 7 months progress**	
Access for high quality professional	Early literacy approaches typically increase children's learning by about four months.	1

development for all EYFS staff through Early Excellence Networks.	Approaches that develop literacy skills and knowledge can have an important effect on early reading. The evidence for the positive impact of early literacy approaches is extensive. Early literacy approaches | EEF **EEF Early years Toolkit – Early Literacy Approaches – Additional 4 months progress** Approaches supporting the development of early numeracy skills and knowledge can have an important positive impact on the early stages of mathematical learning. Early numeracy approaches | EEF **EEF Early years Toolkit – Early Numeracy Approaches – Additional 7 months progress**	
All staff will receive training updates in Little Wandle Letters and Sounds to ensure consistency in approach to phonics teaching across the school.	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Little Wandle has been validated by the DfE as a recognised, evidenced based synthetic phonics programme. Reading Strategies taught throughout school. Phonics | EEF **EEF Teaching and Learning Toolkit – Phonics - additional 5 months progress**	1, 2
Staff training to implement a consistent, and appropriate approach to maths across the school.	The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. Mastery learning also appears to be particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other's progress. Mastery learning | EEF **EEF Teaching and Learning Toolkit – Mastery Learning - additional 5 months progress**	2
Purchase White Rose Maths programme to provide a consistent	The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.	3

approach to maths planning across the school.	Mastery learning also appears to be particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other's progress. Mastery learning | EEF **EEF Teaching and Learning Toolkit – Mastery Learning - additional 5 months progress**	
In KS2 classes, introduce the Magma Maths online platform for use on 1:1 iPads, to support teachers in making more informed instructional decisions in the classroom and create opportunities for individualised practice.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 **EEF Teaching and Learning Toolkit – Mastery Learning - additional 5 months progress** Research from Magma's own white papers (Research) highlights its effectiveness in promoting productive mathematical discourse and data-driven differentiated instruction. A case study from Woodland Academy Trust further demonstrates that Magma Maths—when paired with 1:1 iPad use—significantly boosts pupil engagement, improves problem-solving skills, and enhances teacher effectiveness. By enabling pupils to visibly demonstrate their thinking and receive real-time feedback, Magma helps close attainment gaps and fosters a culture of collaborative learning, ensuring all pupils—regardless of background—can thrive in mathematics.	3
Purchase high quality texts to support the Little Wandle Phonics Programme and enhance reading for pleasure.	It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.	1, 2, 3

	Reading comprehension strategies | EEF **EEF Teaching and Learning Toolkit – Reading Comprehension - additional 6 months progress**	

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

Budgeted cost: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement the Welcomm programme to screen and track children's communication and language from nursery.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions | EEF (educationendowmentfoundation.org.uk) **Oral Language Interventions = + 6 months additional progress (EEF)**	1
Take part in the 'Moving the Box' project with a focus on closing the learning gap in reception, offering equity to children and raising EYFS profile outcomes.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions | EEF (educationendowmentfoundation.org.uk) **Oral Language Interventions = + 6 months additional progress (EEF)**	1
Targeted intervention across KS2 in reading and maths.	Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves Reading comprehension strategies | EEF **Reading Comprehension Strategies = + 6 months additional progress (EEF)**	3

Provide increased opportunities for all pupils to read in school.	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. One to one tuition | EEF **EEF Teaching and Learning Toolkit – One to One Tuition - additional 5 months progress**	3
Provide targeted, small-group intervention in reading for disadvantaged pupils and other pupils at risk of underachievement in Year 5/6.	Reading remains a key priority because disadvantaged pupils require additional support to develop comprehension, vocabulary, inference and independent responses to increasingly challenging texts. The strategy identifies that attainment in reading at KS2 remains below national expectations and highlights the need for targeted support. Effective approaches include summarising, questioning, inference, retrieval and self-monitoring strategies. Reading comprehension strategies | EEF **EEF Teaching and Learning Toolkit – Reading Comprehension - additional 6 months progress**	3
Provide targeted, small-group intervention in maths for disadvantaged pupils and other pupils at risk of underachievement in Year 5/6.	The EEF's guidance on improving mathematics supports the use of structured practice, formative assessment and addressing misconceptions. The intervention will provide targeted support in arithmetic, fluency, times tables and reasoning through a mastery-based approach supported by digital technology. Mastery learning | EEF **EEF Teaching and Learning Toolkit – Mastery Learning - additional 5 months progress**	3

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

Budgeted cost: £38,500

Activity	Evidence that supports this approach	Challenge number(s) addressed

Staff training in trauma-informed practice and relational approaches to strengthen behaviour support, emotional regulation and readiness to learn across the school.	Evidence suggests that improving pupils' social and emotional skills can have a positive impact on attendance, behaviour, engagement and academic outcomes. By increasing staff expertise in trauma-informed practice, the school aims to reduce barriers to learning, improve classroom engagement and create a safe, supportive environment in which disadvantaged pupils can thrive and achieve their full potential. **Social & Emotional Learning= +4 months progress (EEF)**	
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | EEF **Behaviour Interventions +3 months progress (EEF)**	
School councillor employed to help ensure that pupils are prepared for the academic and social challenges they face and develop strategies to deal with difficulties.	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs. Improving Social and Emotional Learning in Primary Schools EEF **EEF Improving Social and Emotional Learning in Primary Schools – Reading Comprehension - additional 4 months progress**	4
Ensure attendance of all pupils is monitored closely by leaders and robust procedures are implemented in taking action to address attendance issues.	Working together to improve school attendance - GOV.UK The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Parental engagement | EEF **EEF Teaching and Learning Toolkit – Parental Engagement - additional 4 months progress**	5

Improve the in-school food bank to support families experiencing food insecurity, ensuring that pupils are not coming to school hungry.	Evidence from the Food Foundation (2023) indicates that food insecurity affects nearly one in five households with children, and research consistently links poor nutrition with reduced concentration, attendance, and attainment. By providing this practical support, we are reducing barriers to learning, improving readiness to learn, and promoting equity for our most disadvantaged pupils.	8
Supplement the cost of wider opportunities for disadvantaged pupils to ensure equality of opportunity with peers.	Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task. Arts participation | EEF **EEF Teaching and Learning Toolkit – Arts Participation - additional 3 months progress** Physical activity refers to approaches that engage pupils in sports, dance, or any kind of physical exercise. Physical activity | EEF **EEF Teaching and Learning Toolkit – Physical Activity - additional 2 months progress**	7

Total budgeted cost: £134,850

Part B: Review of outcomes in the 2025/26 academic year

Pupil premium strategy outcomes

The impact of Catchgate Primary School's Pupil Premium strategy has been evaluated through published performance data, school assessment information, work scrutiny and evidence relating to attendance, behaviour, wellbeing and engagement. The evaluation must be considered in the context of the school's high proportion of disadvantaged pupils approximately 48% and the significant levels of SEND across the school. Outcomes remain cohort-specific, and the progress of individual pupils is therefore an important part of evaluating the effectiveness of provision.

The school's strategy has focused on improving early language and mathematics, strengthening phonics and reading, providing targeted academic support, developing emotional resilience, improving attendance and ensuring that disadvantaged pupils can access wider opportunities.

Early Years language, communication and mathematics

The school identified that disadvantaged pupils often entered the Early Years Foundation Stage with attainment below age-related expectations, particularly in communication and language and early number. The appointment of a specialist teaching assistant to support speech and language, the use of Welcomm to screen and track communication development, participation in the Moving the Box project and bespoke professional development for EYFS staff have provided a more systematic approach to identifying and addressing gaps at an early stage.

The use of Early Excellence Networks and focused training in early reading and early mathematics has also supported staff in developing a more consistent approach to provision and intervention. These activities are aligned with evidence-informed approaches which emphasise the importance of high-quality adult interaction, oral language development, purposeful play and early mathematical experiences.

In 2026, 58.3% of disadvantaged pupils achieved a Good Level of Development, compared with 30% in 2025. This figure is above national figures for disadvantaged pupils and represents a substantial improvement, suggesting that the school's increased focus on early identification, language development and targeted support is beginning to have a positive impact. However, the disadvantaged outcome remains below the national figure for all pupils, and the school continues to prioritise communication and language, comprehension, writing and early number, particularly for pupils with additional SEND needs.

Phonics and early reading

The school has invested in whole-school training and updates in Little Wandle Letters and Sounds to strengthen consistency in phonics teaching. This has been supported by phonics tracking, targeted additional sessions, access to high-quality texts and increased opportunities for pupils to read in school. The strategy has also included targeted phonics intervention and opportunities for pupils to practise reading regularly with adults.

In 2026, 58% of disadvantaged pupils achieved the expected standard in the Year 1 phonics check, compared with 67% of all pupils. This indicates that the targeted support and careful tracking of disadvantaged pupils have supported a number of pupils to secure the basic skills required for reading.

The continued focus on systematic synthetic phonics, staff training and targeted intervention is appropriate. Nevertheless, phonics remains a priority because the overall school outcome is below national expectations and some pupils require further support through Year 2 and beyond. The school ensures that pupils who do not pass the phonics screening check receive timely, well-matched intervention and that the impact of this support is evaluated carefully.

Reading attainment and reading for pleasure

The strategy has sought to improve reading attainment through the purchase of high-quality texts, the development of reading opportunities across the school, targeted reading intervention and a planned increase in parental engagement. The use of appropriate texts alongside the Little Wandle programme has supported pupils to practise decoding while also developing vocabulary, comprehension and a wider enjoyment of reading.

Reading remains a priority for further development. The school's overall KS2 reading attainment remains below national expectations, and disadvantaged pupils continue to require support to develop higher-order comprehension skills, vocabulary, inference, summarising and the ability to respond independently to increasingly complex texts. The developing parental engagement strategy should be implemented consistently so that home reading is further strengthened and reading for pleasure becomes an established feature of pupils' wider lives.

Mathematics

The school has introduced a more consistent approach to mathematics through partnership with the Archimedes Maths Hub to deliver staff training and the purchase of the White Rose Maths programme. This has supported greater consistency in planning, progression and teaching approaches.

The trial of Magma Maths on 1:1 iPads has been postponed and will be implemented in 2026-27.

Targeted intervention across KS2, alongside opportunities for additional practice and feedback, has supported the development of mathematical fluency, but this has not yet translated into improved Multiplication Tables Check scores; the average score for all pupils and disadvantaged pupils was below national figures.

The mathematics attainment gap at the end of KS2 remains a priority. In 2026, 62% of disadvantaged pupils met the expected standard in maths, which was an improvement on 2025 when 50% of disadvantaged pupils met the expected standard. Although disadvantaged pupils' average scaled score was approximately 99.2, and an improvement on 2025, this remained below the national disadvantaged average of 101.8. The school continues to focus on securing firm understanding of number, calculation, mathematical vocabulary and problem-solving, ensuring that disadvantaged pupils are able to transfer fluency into more complex mathematical reasoning and application.

Emotional resilience, behaviour and wellbeing

The school has recognised that emotional resilience, self-regulation and confidence can affect disadvantaged pupils' concentration, stamina and willingness to engage with challenging learning. The introduction of Stepping Stones provision, whole-staff training in Zones of Regulation, behaviour and anti-bullying approaches, alongside the employment of a school counsellor, has provided a range of support for pupils experiencing social, emotional or behavioural difficulties.

These approaches are consistent with evidence-informed practice which emphasises the importance of explicitly teaching self-regulation, social skills, confidence, motivation and resilience. Evidence from school observations indicates that the vast majority of pupils demonstrate positive attitudes to learning and good behaviour. The targeted provision has also enabled the school to respond more effectively to pupils who find it difficult to manage their emotions or sustain engagement.

This remains an important element of the Pupil Premium strategy. The school should continue to evaluate whether interventions are improving pupils' emotional regulation, attendance, relationships, engagement and readiness to learn, rather than relying solely on participation or anecdotal evidence. The impact of provision should be tracked for individual disadvantaged pupils, particularly those with overlapping SEND, SEMH and attendance needs.

Attendance and persistent absence

The school has strengthened its attendance systems through close monitoring by leaders and robust procedures. These activities have supported the identification of attendance concerns and enabled the school to work more closely with families to address barriers to regular attendance.

Overall attendance in 2025-26 was 93.4%, below the national primary figure of 94.69%, but an increase on the previous year and an improvement at a faster rate than national, which has declined.

The school continues to prioritise attendance, particularly because absence has a direct impact on pupils' ability to maintain progress and access the full curriculum. The forthcoming year will include continued early identification of emerging attendance concerns, effective communication with families, individual attendance plans where appropriate and close evaluation of the attendance of disadvantaged pupils alongside wider contextual factors.

Parental engagement, food insecurity and wider opportunities

The strategy has recognised that some disadvantaged pupils have limited access to reading materials, enrichment and wider opportunities outside school. The school has therefore sought to increase opportunities for pupils to read in school, develop parental engagement and subsidise wider opportunities to promote equality of access.

The development of an in-school food bank has also provided practical support for families experiencing food insecurity. This is an important wider strategy because hunger and financial pressures can affect pupils' concentration, emotional wellbeing, attendance and readiness to learn. Supporting families in this way helps to remove barriers that may otherwise limit pupils' ability to engage successfully with education.

The school continues to evaluate participation in enrichment activities and wider opportunities, ensuring that disadvantaged pupils are not only offered access but are actively encouraged and supported to participate.

Externally provided programmes

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

Programme	Provider

Counselling Service	Community Counselling Co-operative
Little Wandle Letters and Sounds	Wandle Learning Trust

The strategy is also supplemented by the wider school budget and with support from Connect Multi-Academy trust.