



Pupil premium strategy statement

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.

School overview

Detail	Data
School name	St Catherine's School
Number of pupils in school	93
Proportion (%) of pupil premium eligible pupils	31.1%
Academic year/years that our current pupil premium strategy plan covers	2024/25; 2025/26; 2026/27
Date this statement was first published	September 2024
Date on which it will be reviewed	September 2026
2024 - 2025 Statement authorised by	S Thompson
2025 - 2026 Statement authorised by	S Thompson
2026 - 2027 Statement authorised by	S Thompson
Pupil premium lead	Andrew Gibbins
Governor / Trustee lead	Martyn Heather

Funding overview

Number of students accessing extra funding	29 out of 93 (figure does not include LAC)	31.1%
Number of Primary age	2	£1515
Number of secondary age	27	£1075
Total Primary Funding		£3,030
Total Secondary Funding		£25,800
PPG funding carried over from 2024-2025		£3,791
Total PPG funding		£37,357

* Figures accurate as of September 2025

Part A: Pupil premium strategy plan

Statement of intent

All students who attend St Catherine's school have complex learning needs with specific needs in speech, language and communication. The school believes in the importance of meeting the individual needs of every student through the day to day provision of quality first teaching provided and supported via a highly specialised education and therapy team. The academic, social and emotional progress of all students is the result of a fully integrated therapy, education and residential care (if applicable) approach to matching provision to need. The school strives to close the attainment gap and ensure all our students achieve and sustain progress from their start point with us; regardless of whether they are eligible to receive pupil premium funding. However, this funding does enable the school to enhance the provision and focused support for our more disadvantaged students. This additionally supports the provision of staffing and resources over and above the day to day education they already access to ensure they further develop and succeed. We aim to deliver targeted support based on our robust diagnostic assessment of individual needs and by enabling our students to access a broad and balanced curriculum. Although our strategy is focussed on the needs of disadvantaged students, we aim for it to benefit all pupils in our school by where funding is spent on whole school approaches. We also value and provide our disadvantaged pupils with the opportunity to develop independent life and social skills and ensure they access support and guidance for each stage of their education and onward life. Our strategy is driven by the needs and strengths of each individual young person based on formal and informal assessments by highly specialised staff.

In order to maximise the students' learning at St Catherine's, we:

- Provide small class sizes and high staff ratios
- Train staff to the highest level in order that they can meet the needs of all students
- Provide a broad and balanced curriculum that is engaging and inspiring for all students
- Focus on effective mixed attainment teaching and learning through individual and personalised programmes of learning that incorporates academic and social and emotional progress
- Provide high quality individual and group speech and language and occupational therapy to all students
- Closely track the progress of individual students to identify any underachievement. Where required, additional support and interventions are identified and agreed as appropriate
- Are aware of the current levels of performance and need of all students in each class, including those that are additionally disadvantaged in order to allocate resources where needed
- Extend opportunities for learning in to residential time to support the transference of crucial skills
- Incorporate and value a focus of behaviour for learning and character as well as basic English, maths, personal, social and communication skills
- Provide additional support to enable all students to access a full range of school activities such as trips and enrichment activities

- Expect good attendance and have an active approach to supporting this through our Family Liaison Officer
- Work closely with outside agencies and external support to ensure students and families are adequately supported

Challenges

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

Challenge number	Detail of challenge
1	Low self-esteem leading to reduced engagement, including limited independence and development of personal skills
2	Extremely low levels of language, understanding and comprehension, resulting in difficulties in accessing resources and learning; leading to greater challenges expressing their needs including non-verbal, limited language and social interaction difficulties
3	Sensory impairments and difficulties in self-regulation to support behaviour for learning
4	High levels of anxiety resulting in a need for therapeutic and emotional support

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
Raised levels of attainment and achievement	EHCP/Academic data shows progress from start point and intervention, if required is timely and targeted
Improved student communication and interaction skills	EHCP/Speech and language target data shows progress and generalised evidence seen within academic data
Improved students' self-regulation and attention skills	EHCP/Occupational therapy target data shows progress and generalised evidence seen within academic data
Development of students gross and fine motor skills	EHCP/Occupational therapy target data shows progress and generalised evidence seen within academic data
Development of student's confidence, self-esteem and improved mental health	Student attendance, progress and resilience is sustained/improved

Improved student behaviour – for learning and character	Behaviour trackers will show consistently good behaviour for learning levels
Engagement in social activities and enrichment experiences	Evidence of student access to activities and experiences to develop cultural capital
Improved engagement in reading for enjoyment and enhanced resources	Improved school library and access to appropriate reading resources, at an age appropriate level.
Development of Life Skills	Residential Tracker data and evidence of involvement in these tasks at home.

Activity in this academic year (2025 - 2026)

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: £9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Signing offered to all staff	The use of signing supports many of our students and supports us to break down barriers to communication	2,3,4
Additional training offered to teaching assistants and SALT assistants in order to ensure they have maximum impact on learning and development	The presence of speech and language and education assistants on learning is crucial to the outcomes for our students	All
Training offered by therapy teams across the year	We have devised a programme of directed, optional and mandatory training and CPD to support staff expertise and consistency	All
Regular training on behaviour and teaching and learning across the year	As above	All
Ensuring staff have access and use of technology to effectively plan, deliver, evaluate and track pupil progression and attainment.	Teachers can track pupil progression in real time allowing for effective evaluation, planning and reporting. Teachers can use the technology to deliver lesson content effectively.	All

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

Budgeted cost: £16,356

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching staff (including teaching assistants)	Additional teaching slots will be given to PPG students to enhance their learning in areas identified as challenging for them. This will help to bring their levels of attainment in line with their peers.	1,4
Additional high interest and varied reading material available	Availability of high interest and more varied reading materials within the school library will ensure we support reading for enjoyment and information	1,2
Additional speech and language support	Assessment of skills; articulation; attention skills, inference skills; listening skills; receptive skills; receptive and expressive language; expressive syntax and word finding; semantics; social skills and social contexts, interview and work-related skills	2
Literacy intervention	By ensuring we maintain individual reading records, extended reading groups, targeted comprehension support, specific resources, we can ensure progress within literacy is made and sustained	1,2
Purchase of assistive equipment for students e.g. reading pens	Purchase of equipment identified as enabling access to and progress within learning and for formal assessments/home learning; also, to assist communication. Technology can be a useful tool to support teaching and the support of student's literacy skills in order to access the curriculum	1,2,3
Purchase of supportive technology apps	Purchase of a subscription to Widgeit and other online platforms that support functional literacy and maths enables greater independence for students whose literacy is significantly below that of their peers.	1,5

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

Budgeted cost: £9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated wellbeing resource and literature area within school library	Wellbeing resources in allocated space within school library being accessed by students will ensure we are supporting them holistically	4
Access to sex and relationship support and education	A revised whole school approach to SRE, dedicated team and trained staff and additional school nurse time will ensure we have a robust approach to this area which is a proven area of increased risk and vulnerability for our students	4
Targeted attendance and engagement support through FLO	Attendance at school is necessary for academic, social and emotional wellbeing and progress	1
PPG Coordinator to oversee the allocation and spending of the Pupil Premium funding	A structured and targeted approach to the use and distribution of PPG and associated funding has shown improvements in academic, social and emotional wellbeing and progress for those students it is provided for.	1, 2, 3, 4
Students offered access to The Grove afterschool club	Extending the school day by offering enrichment experiences has a positive impact on students and their wider families	1
Students offered the opportunity to access care time (afterschool and overnight)	Being able to access additional time in our residential provision supports students to learn and utilise a variety of independence and life skills	1
Behaviour support – zone of regulation, wellbeing, positive physical and mental health	Students being able to regulate using the zones has a positive impact on their ability to engage with their learning and the school day	3,4
Exposure to enrichment experiences during and outside of the school day linked to learning, wellbeing and social experience	Access to enriching activities enhances positive mental health, self-esteem and social skills This is to include opportunities to attend residential trips with overnight stays.	3,4

Enhancing sensory regulation equipment available to learners with enhanced sensory needs. Staff training will also be funded.	Sensory equipment and resources such as wobble boards, core discs, weighted blankets and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs	3,4
Working with parents and carers to offer support in effective home learning and behaviour/need management	Many of our parents benefit from support to offer a consistent experience across school and home, including structure, routine and activities/approaches that support their child's needs	1,2
Wider support for non-residential PPG students to be independent in travel	Being able to independently travel and function in the wider community enables pupils social and employment opportunities	1,4
Breakfast Club	School breakfast clubs are known to improve attendance, punctuality, concentration, behaviour, and educational attainment. They can also benefit parents by fulfilling a childcare function if they must start work earlier than school begins. They also reach out to the wider community.	1, 2, 4
Provision of funded peripatetic music lessons	Access to music lessons has a positive impact on mental health and engagement	4

Unforeseen Circumstances Fund (e.g. Clothing, stationary, behaviour and social and emotional issues)

Budgeted cost: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School uniform clothing requirement	Those students who are from a disadvantaged background who need support with replacing worn or grown out of school uniform.	1
Stationery or educational equipment	Those students who are from a disadvantaged background who need support with having the correct items to access their learning such as stationery or a suitable bag to use as a school bag.	1
Unforeseen behaviour issues	Students can develop behaviour issues due to unforeseen circumstances outside of school and may require additional support.	1, 2, 3, 4

Unforeseen social and emotional issues	Students can develop social and emotional issues due to unforeseen circumstances outside of school and may require additional support.	1, 2, 3, 4
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Total budgeted cost: £ 37,356

Part B: Review of outcomes in the previous academic year (2024 - 2025)

Pupil premium strategy outcomes in 2024 - 2025

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

In 2024-2025, our pupil premium allocation was £31920 made up from funding from 21% of our pupil roll, with an additional carry over of £ 3493 from 2022-2023.

During the previous year we have ensured that our responsibility around pupil premium funding is reported to and monitored by our senior leadership team and board of Trustees.

The Family Liaison Officer continues to support attendance as does the Pupil Premium Champion, putting in additional support for all PPG students.

Signing is being taught to new staff that have joined us this academic year to ensure the school's ethos of total communication is being used, supporting those students to access their learning. The other staff members continue to be upskilled in signing to higher levels further embedding the practice.

Purchases have included a Widget computer licence which is subscribed to on a yearly basis. This is to enhance our communication skills and develop reading and understanding of vocabulary. We have also continued to fund peripatetic music lessons, after school and overnight/respice stays.

The purchase of interventions and assistive equipment has continued with an emphasis for ongoing research to find the best, up-to-date resources for the students that need them.

The photography equipment purchased has continued to be used for the student's school photographs, continuing to help consolidate relationships between school and parents. Cameras were also purchased to enhance the equipment available for the GCSE photography qualification. There has been an impact from the interventions that were put in place, including:

- Widget continues to enable students to have increased independence in tasks – evidenced in lesson observations and work scrutinise.
- Music lessons continue to have a positive effect on student's mental health and self-esteem, demonstrated through live public performances at the summer fairs and in school performances. They have also enabled learners to be more engaged in others curriculum areas and formal assessments have been achieved, as well as students going on to a music college to pursue a career in music.
- The Family Liaison officer continues to be highly effective, providing invaluable support for parents and students with attendance issues and any other related concerns that have arisen. Attendance has been monitored and has shown an improvement.
- The new reading scheme continues to ensure that students are reading books that are targeted to the appropriate level of phonics and the student's individual interests. This ensures an accurate start point and a positive trajectory to make progress within reading

that impacts positively on wider life. Data has been collected and has shown a general increase in overall literacy levels.

- Chromebooks have continued to support learners in the classroom to help keep up with the work rate of their peers, and so boosting self-confidence. They have also continued to encourage reading for pleasure when used as touch screen reading devices helping the students access specific interest reading materials on selected educational reading websites.
- The Breakfast Club has continued to show a positive impact on the students that have attended it, with statements from school staff, parents and the students themselves giving evidence that it is a very important intervention in the school setting. More students will be invited to access this.
- The Tablets for Teachers scheme devised and put in place has enabled teachers to work more effectively in the classroom, ease workload and monitor progress efficiently.
- The unforeseen circumstances fund has proven invaluable as we have been able to support several students with unexpected issues and items of school uniform. This fund will be continued to ensure we are supporting students in everyway possible.

Further information

Our pupil premium strategy will be further supplemented by additional activities that we are not using PPG or recovery premium funding for. This will include:

- Working in partnership with local colleges and wider local authorities to provide robust transitional stage support such as taster course, linked programmes and mentoring to enable or young people with SEN to familiarise themselves with our own college or a new provider gaining experience of college life and fully preparing them for next steps
- Arranging work-based learning and necessary equipment where possible to enable learners to access work and wider experiences.
- Developing our outdoor curriculum through a Forest and Beach Schools curriculum.