

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	Catalyst Quarry Hill Academy
Number of pupils in school	501
Proportion (%) of pupil premium eligible pupils	24.12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	1 st September 2026
Date on which it will be reviewed	1 st September 2027
Statement authorised by	Samantha Wakeling
Pupil premium lead	Stacie Weller
Governor / Trustee lead	Christian Mather

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£169,891
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	£169,891

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives are that every pupil, regardless of background, receives the very best education and is enabled to make progress and succeed.

We prioritise the development of children's early speaking and listening skills to close the vocabulary gap as many of our pupils enter reception with little or no English. We believe that speech, language and communication are key to building new knowledge and understanding. Through targeted support, via ECAT and SALT intervention, our pupils receive tailored support, according to need, led by experienced, quality practitioners. Investment was made to training a specialist ELSA to benefit the school

We aim to raise achievement levels in reading, writing and maths across the school through the use of effective assessment and monitoring systems, especially for disadvantaged pupils, through ensuring high expectations and planning and preparing outstanding, memorable experiences for all. Interventions are planned and led to embed key core skills and trained facilitators lead these daily. Interventions are concise ensuring that quality first teaching is at the heart of pupil progress and achievement.

We also employ a full time Family Support Worker who provides a valuable service supporting our pupils and increasing parental engagement and support for learning.

Challenges

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

Challenge number	Detail of challenge
1	<i>Language and vocabulary skills</i> Language skills and vocabulary can be underdeveloped in children from a disadvantaged background. Nearly one third of our Pupil Premium Children are EAL and start school with a limited knowledge of English. Vocabulary is the key to building knowledge so the greater a child's vocabulary the quicker they can learn and build new concepts. Reading gives children access to learning across the curriculum. By developing fluent readers learning can be maximised.
2	Attendance of disadvantaged pupils tends to be lower than that of non-disadvantaged pupils. Our Attendance Officer and our Family Support Worker regularly monitor and challenge low attendance and offer support for those who need it.
3	Access to technology for homework/online learning

	Some families do not have the financial means to provide IT resources in order for their child to successfully complete homework or access further learning set by the school. This puts the children at a disadvantage. Using our Pupil Premium funding and raising money through donations, we have purchased an additional 50 laptops to be used both in school
4	Access to wider experiences and extra-curricular activities Some of our disadvantaged pupils do not have the opportunity to experience memorable events. Our curriculum creates opportunities for immersion and enrichment, including special days in school and educational visits. We also offer free extra-curricular activities for all children both before and after school.
5	Aspirations Within Thurrock, the number of young people accessing higher education is low. We plan Career Day events, encouraging our pupils to aspire to become whatever they choose, regardless of background.

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
Learning within lessons enables all PP students to make good or better progress	Pupil premium children achieve or exceed national progress scores in reading, writing and maths. Pupil premium children achieve or exceed national standard in phonics in KS1 Reduction in gap between PP and non PP children achieving expected or greater than expected progress in reading, writing and maths
Improve attendance of disadvantaged pupils to be in line with non-disadvantaged.	Attendance of PP children is above 97% Attendance officer and DHT/Family Support Worker monitor attendance of all PP children and liaise with parents and outside agencies as appropriate
All PP children access and complete homework in line with their peers and school expectations	PP children use school provided laptops to access homework at home. Lunchtime homework clubs provide support for children. Parent workshops in the core subjects provides parents with information to support their child's learning.

PP children's experiences are enhanced through participation in extracurricular activities and 'employment' roles	Percentage of pupil premium children engaging with after school clubs increases. Pastoral and SLT will monitor and encourage engagement in these extra curriculum clubs. SLT monitor roles given to pupils to ensure that there are a proportionate amount of PP children in roles such as Sports Leaders, Lunchtime Crew, Eco Committee and School Councillors.
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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: £78,662

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cooperative Learning - QHA Best Methods Staff sessions dedicated to action research to focus on effective teaching strategies which are highly effective for our pupils. Teachers actively engage with research on strategies and their effect experiment and modify with these in their own classroom.	Dedicated inset sessions to provide time for professional development. Additional cover being provided to allow leaders to coach and support parallel teachers. Regular review of the impact to ensure best actions are being taken and they are given desired outcomes. Monitoring timetable/support plan to check on quality of teaching and progress within books. The impact of collaborative approaches on learning is consistently positive. Approaches which promote talk and interaction between learners tend to result in the best gains Collaborative learning Toolkit Strand Education Endowment Foundation EEF	
Reading – Whole class book approach and reading comprehension lessons focusing on the key comprehension skills. Exposure to high quality texts (vocabulary)	The EEF states that focusing on reading comprehension is a “high impact” strategy (+6 months). Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	

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

Budgeted cost: £47,113

Activity	Evidence that supports this approach	Challenge number(s) addressed
ECAT will be delivered to both Nursery and Reception pupils.	ECAT will encourage the development of early language through everyday fun and interesting activities which reflect children's interests and enable them to become confident and skilled communicators. Manor Park Talks Projects Education Endowment Foundation EEF	1
Nuffield Early Language Intervention (NELI).	This oral based language intervention will be targeted at children in nursery and reception who show weakness in their oral language skills and who are therefore at risk of having trouble with reading. Nuffield Early Language Intervention (re-grant) Projects Education Endowment Foundation EEF	1
Children have small group/individual intervention with Words First	Enhancing provision for speech and language support for pupils experiencing literacy difficulties through the employment of a speech and language therapist and teaching assistant purchased through Words First. Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1
Wave 2 interventions planned and monitored in line with Grey Grids. Pupil progress meetings with evaluate the impact.	This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. This small group tuition is most likely to be effective if it is targeted at pupils' specific needs.	

	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Morning boosters Y6 Use of SATs Companion to support intervention for English and maths. Analysis of activities completed is sent to class teachers to then be addressed in class or through focused group work.	There is extensive evidence of positive effects across age groups and for most areas of the curriculum. Digital technology Toolkit Strand Education Endowment Foundation EEF	

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

Budgeted cost: £44,116

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Team providing support to specific families in targeting their attendance and punctuality	Parental engagement Toolkit Strand Education Endowment Foundation EEF Two recent meta-analyses suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact.	2
Targeting specific needs of vulnerable children through small group intervention which primarily focuses on the social, emotional and mental health of children. Training for school-based ELSA and Family Support Worker to run training staff.	Parental engagement Toolkit Strand Education Endowment Foundation EEF Two recent meta-analyses suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact.	2
Family Support Team to address specific reasons for lateness	Parental engagement Toolkit Strand Education Endowment Foundation EEF	2

and absence by working with children, parents and external agencies to provide as much support as possible to improve the lateness and attendance for specific children. To work on the aim that children are attending school on time as much as possible, not missing key learning within their classroom and not missing specific interventions organised to target their individual needs.	Two recent meta-analyses suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact.	
Family Support Team to work with parents/carers to provide key information to enable them to understand the benefits of children receiving the Pupil Premium funding whilst they are at the Infant School so that the school can put this money to use to specifically support their children whilst they are with us.	Parental engagement Toolkit Strand Education Endowment Foundation EEF Two recent meta-analyses suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact.	2
HT to co-ordinate QHA Employment Roles. Children are given roles of responsibility to develop their confidence and self esteem and will ensure the needs of PP children are heard.		4

Total budgeted cost: £ 169,891

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 previous academic year.

2024 –2025

Pupils on roll and pupil premium grant (PPG) received

Number of pupils on roll	505
Number of pupils eligible for PPG	121
Amount of PPG received per pupil	£1480
Total amount of PPG received	£179080

Main Focus of PPG spending in 2024/25

The main focus for spending has been on

- Increasing adult support for pupils in Reading, Writing and Maths so that pupils receive additional support that is personalised to their needs
- Enhancing provision for speech and language support for pupils experiencing language and communication difficulties
- All EYFS, KS1 and Year 3 staff will receive updates to phonics training and relevant materials purchased
- Salary for a full time Parent Family Support coordinator to continue to provide a valuable service supporting our pupils and increasing parental engagement and support for learning
- Specialist speech and language services purchased from Words First/ training for own staff to enhance provision through Chattertots and SoundSmart

Enhance provision with approximate costs

• Words First Speech and Language • Full time parent partnership coordinator & Pupils services • Additional LSA Support /SEN support • Phonics training • ECAT	• £32120 • £41421 • £93102 • £1636 • £10801
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Impact of pupil premium grant on outcomes - Summer 2025

Teacher Assessments Summer 2025

Phonics Y1 :78%____Phonics Year 2: 89%

Key Stage 2 % at ARE : Reading: 88.3%

Writing: 95%

Maths: 96.7%

Standards for pupils in receipt of Pupil Premium

EYFS: 68% of all pupils demonstrated a good level of development with 26% of PP achieving GLD

Progress for pupils accessing Free School Meals (PP)

KS2: Reading: 100% **Writing:** 100% **Maths:** 100%

Overall, the outcomes and progress made by pupils accessing Pupil Premium were outstanding.

2025 – 2026

Pupils on roll and pupil premium grant (PPG) received

Number of pupils on roll	501
Number of pupils eligible for PPG	82
Amount of PPG received per pupil	£1,515
Total amount of PPG received	£169,891

Main Focus of PPG spending in 2025/2026

The main focus for spending has been on

- Increasing adult support for pupils in Reading, Writing and Maths so that pupils receive additional support that is personalised to their needs
- Enhancing provision for speech and language support for pupils experiencing literacy difficulties
- All EYFS, KS1 and Year 3 staff will receive updates to phonics training and relevant materials purchased
- Salary for a full time Parent Family Support coordinator to continue to provide a valuable service supporting our pupils and increasing parental engagement and support for learning
- Specialist speech and language services purchased from Words First

Enhance provision with approximate costs

- | | |
|--|---|
| <ul style="list-style-type: none"> Words First Speech and Language Full time parent partnership coordinator & Pupils services Additional LSA Support /SEN support ECAT | <ul style="list-style-type: none"> £35,134 £44,116 £78,662 £11979 |
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Impact of pupil premium grant on outcomes - Summer 2026

Teacher Assessments Summer 2026

The % of PP passing the KS1 phonics assessment in Year 1 is above national expectations

KS2 ARE standard:

Reading: 95%

Writing: 95%

Maths: 97%

KS2 ARE standard for those eligible for PP:

Reading: 89.5%

Writing: 89.5%

Maths: 89.5%

KS2 GD Standard:

Reading: 62%

Writing: 80%

Maths: 78%

KS2 GD standard for those eligible for PP:

Reading: 73.7%

Writing: 68%

Maths: 84.2%

Progress for pupils accessing Free School Meals (PP)

KS1:

Reading: above national expectations

Writing: above national expectations

Maths: above national expectations

KS2:

Reading: above national expectations

Writing: above national expectations

Maths: above national expectations

Overall, the outcomes for pupils accessing PP were very successful.

Externally provided programmes

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

Programme	Provider

