Pupil premium strategy statement

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 name	Saint Cuthbert's CEP.
Number of pupils in school	215
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	September 2021-September 2024
Date this statement was published	November 2021
Date on which it will be reviewed	September 2024
Statement authorised by	To be taken to Governors Spring 1 2022.
Pupil premium lead	Emily Coolican
Governor / Trustee lead	Zoe Hammond-Phillips

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100,355
Recovery premium funding allocation this academic year	£10, 987
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	£111, 342

Part A: Pupil premium strategy plan

Statement of intent

As a Christian school we nurture an understanding that we are all of equal value and infinite worth. This very much underpins our objectives for disadvantaged pupils at St Cuthbert's. We aim for every child to make the level of progress necessary for them to attain their optimum outcomes across the curriculum. We aim to not only develop children's academic skills but to ensure they receive a holistic educational experience, which enhances their Spiritual, Moral, Social and Cultural development, enabling them to make firm steps towards being global citizens and courageous advocates.

Our current strategy ensures that all stakeholders have a clear understanding of the needs of our disadvantaged pupils, this is achieved through regular monitoring of their progress and the impact of interventions that are put in place. As a staff, we carefully consider the areas disadvantaged children need support in and use this to inform our actions. We strongly believe in the vital role our ELSA trained staff play in supporting our disadvantaged pupils and have heavily invested in our outdoor learning programme which breaks down the barriers to learning that many of our disadvantaged children experience.

We aim to overcome these barriers through ensuring consistent quality first teaching across all year groups, supporting children in broadening their vocabulary and expressive language, developing children's cultural capital to provide them with experiences on which they can draw and implementing focused, research-based interventions for targeted children.

Challenges

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

<table>
<tr><th>Challenge number</th><th>Detail of challenge</th></tr>
<tr><td>1</td><td>Increased gap in learning evident after partial school closures.
Assessments, observations, and discussions with pupils suggest disadvantaged pupils have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
Internal and external (where available) assessments indicate that Maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
Assessments and observations indicate that the writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.

<table>
<tr><td>Year group</td><td>R</td><td>W</td><td>M</td></tr>
<tr><td colspan="4">Y1</td></tr>
<tr><td>Non PPG</td><td>84%</td><td>90%</td><td>84%</td></tr>
<tr><td>PPG</td><td>0%</td><td>14%</td><td>14%</td></tr>
<tr><td colspan="4">Y2</td></tr>
<tr><td>Non PPG</td><td>63%</td><td>47%</td><td>63%</td></tr>
<tr><td>PPG</td><td>22%</td><td>22%</td><td>22%</td></tr>
<tr><td colspan="4">Y3</td></tr>
<tr><td>Non PPG</td><td>53%</td><td>53%</td><td>65%</td></tr>
<tr><td>PPG</td><td>33%</td><td>17%</td><td>50%</td></tr>
<tr><td colspan="4">Y4</td></tr>
<tr><td>Non PPG</td><td>87%</td><td>87%</td><td>93%</td></tr>
<tr><td>PPG</td><td>31%</td><td>31%</td><td>46%</td></tr>
<tr><td colspan="4">Y5</td></tr>
<tr><td>Non PPG</td><td>35%</td><td>35%</td><td>29%</td></tr>
<tr><td>PPG</td><td>25%</td><td>17%</td><td>0%</td></tr>
<tr><td colspan="4">Y6</td></tr>
<tr><td>Non PPG</td><td>78%</td><td>53%</td><td>68%</td></tr>
<tr><td>PPG</td><td>58%</td><td>42%</td><td>50%</td></tr>
</table>
</td></tr>
<tr><td>2</td><td>Low starting points on entry to school exacerbated by partial closure and Covid restrictions which impacted on the transition into school for our 2021 reception cohort.</td></tr>
<tr><td>3</td><td>Absence from school affects progress and attainment.
Learning gap widening due to Covid absences
Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.</td></tr>
</table>

4	SEMH impacts on the ability to learn, confidence and social interaction. Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, including a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment and progress. Teacher referrals for support have markedly increased during the pandemic.
5	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

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
Narrow the gap for PP/ non PP children in Reading, Writing and Maths at the end of each Key Stage.	Reading, Writing and Maths outcomes measured at the end of each academic year show an improvement in percentage of disadvantaged pupils meeting expected standard.
Narrow the gap between PP and non-PP children in Speaking and Listening skills by the end of EYFS.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, observations and ongoing formative assessment.
Improve outcomes for PP children in phonics.	Phonics outcomes measured at the end of each academic year show an improvement in percentage of disadvantaged pupils meeting expected standard.
Develop and enhance personal aspirations and behaviours for learning by providing access to enrichment activities for children eligible for PP including Forest Schools and ELSA based nurture sessions.	Sustained high levels of wellbeing demonstrated by: Qualitative data from student voice, student and parent surveys and teacher observations. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

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: £13,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement the use of 'Rocket Phonics' which is a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Purchase phonetically decodable texts to support phonics teaching. Ensure staff new to KS1 receive phonics training	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	1,2,3,5
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	1,3,5
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.	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)	1,2

Purchase of White Rose Maths resources. We will fund teacher release time to embed key elements of guidance in school and to access new to school, White Rose Maths, resources and CPD (including Teaching for Mastery training).	The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
Continue to develop the use of Kagan structures including training for new staff and updates for existing staff.	EEF- Collaborative Learning	5

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

Budgeted cost: £41,438 (Including £10,987 Recovery Premium)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Qualified teacher 3 days a week to support with interventions.	EEF Improving Literacy in Key Stage 2 EEF Improving Mathematics in Key Stages Two and Three – Recommendations Summary	1
Trained TA's to deliver specific interventions eg Numicon, Better reading,	EEF Improving Literacy in Key Stage 1 EEF Improving Literacy in Key Stage 2	1, 2
Trained TA's to deliver speaking and listening programmes including Time to Talk, NELI	EEF Preparing for Literacy	5

Trained TA to support 1:1 readers		
HLTA delivering 1-1 reading coaching 3 mornings a week in Year 6 (11 Children).	EEF Improving Literacy in Key Stage 2	1

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

Budgeted cost: £57,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social and Emotional learning opportunities eg ELSA, Pyramid club, focus on self-regulation.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF-Social and Emotional Learning	4
Funding to ensure PPG children access all enrichment opportunities requiring funding eg Pantomime trip, Residential trips (Y4/6), school trips.		4
Forest schools for all classes, enhancing opportunities for group working, collaborative working and teambuilding.		4
Family liaison/pastoral support leader role created to help support targeted families in a holistic way to improve life experiences, home school relationships and attendance.		3, 4

Total budgeted cost: £112,288

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 2020 to 2021 academic year.

Evaluated PPG strategy from 2020-2021 can be found on the school website.

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
Success at Arithmetic	Every Child Counts
Numicon Intervention Programme	OUP
Better reading	Every Child Counts
Pyramid	BwD Local Authority