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	Fred Sergeant
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
Evaluation July 2022.	64.5% of Year 1 children passed the Phonics screening check. Having evaluated the impact of Rocket Phonics, we have made the decision to adopt red Rose Phonics from September 2022 as this is delivered in a more active, interactive way which is better suited to the learning styles and needs of our children, in particular Pupil Premium.	
Evaluation July 2023	66% of Year 1 children passed the Phonics Screening check. New Scheme of work has been adopted which better meets the needs of our learners. All staff have been trained on how to use the new phonics scheme and we are implementing the use of an online phonics tracking system to inform teaching and additional support.	
Purchase of standardised	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the	1,3,5

diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	correct additional support through interventions or teacher instruction: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	
Evaluation July 2022	NFER tests have been purchased and implemented for all year groups. Continue to use these as diagnostic assessments in the new academic year ensuring findings are used to effectively inform teacher planning and interventions.	
Evaluation July 2023	NFER tests have been used each term to inform Teacher Assessment. Now that staff confidence is developing, we are moving away from NFER tests and using Target Tracker more effectively to accurately assess children's working levels.	
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. 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 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	1,2
Evaluation July 2022	White Rose Maths has been implemented across school. Subject leader release time to further monitor the impact of this and ensure consistency across all year groups.	
Evaluation July 2023	White Rose Maths continues to be implemented across school and our Maths Subject Leader has identified areas for development. We have also signed up to the Abacus Maths Hub to further enhance our use of the resource.	
Continue to develop the use of Kagan structures including training for new staff	EEF- Collaborative Learning	5

and updates for existing staff.		
Evaluation July 2022	Remaining staff have been trained. Kagan strategies used across the school, continue to develop the consistency of this and incorporate into Quality First Teaching.	
Evaluation July 2023	Through our work around effective Teaching and Learning, in particular focusing on the EEF Five a Day and Seven Steps to Effective teaching, we continue to use some aspects of kagan whilst integrating a wider range of strategies to support collaborative learning across all year groups.	

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

Budgeted cost: £41,438

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
Evaluation	In Reading 88% of Pupil Premium children in Year 6 made expected/ accelerated progress. In Writing 33% of Pupil Premium children in Year 6 made expected/ accelerated progress. In Mathematics 77% of Pupil Premium children in Year 6 made expected/ accelerated progress.	
Evaluation July 2023	This year we focused on PPG children in Year 4 and Year 5 who were working slightly below ARE. Children involved in the tutoring made good/accelerated progress and closed the gap between them and their peers. Tutoring will continue in the Autumn term.	
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

Evaluation	In Reading 49% of Pupil Premium children across school made expected/accelerated progress. In Writing 46% of Pupil Premium children across school made expected/accelerated progress. In Mathematics 54% of Pupil Premium children across school made expected/accelerated progress.	
Trained TA's to deliver speaking and listening programmes including Time to Talk, NELI	EEF Preparing for Literacy	5
Evaluation	At the end of EYFS 33% of Pupil Premium children achieved ELG in Listening, Attention and Understanding and Speaking.	
Evaluation July 2023	At the end of EYFS, 85.7% of PPG pupils achieved ELG in Communication and Language.	
Trained TA to support 1:1 readers		
Evaluation		
HLTA delivering 1-1 reading coaching 3 mornings a week in Year 6 (11 Children).	EEF Improving Literacy in Key Stage 2	1
Evaluation	Due to staff retiring, this is no longer in place.	

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		4

funding eg Pantomime trip, Residential trips (Y4/6), school trips.		
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

Evaluation- Ongoing strategies and groups such as Forest Schools, ELSA and Pyramid have had a positive impact. General behaviour around school is much improved and children are developing self-regulation strategies with consistent use of language and vocabulary linked to feelings and emotions. Funding has been provided where required to fund one child's residential trip to Robinwood and supplement trips to the Pantomime and beach for PPG children.

The appointment of a Family Support worker has been invaluable and her role has had significant impact in supporting families as part of the Early Help Process. She has also been addressing the issue of attendance which a significant for many of our PPG families. The impact of this will be more measurable in the new academic year when we can monitor attendance and punctuality more consistently without the impact of Covid.

Evaluation July 2023- We continue to see the positive impact of strategies such as ELSA, Pyramid club and Forest School. Our Family Support Worker continues to positively impact upon the support we can offer our children and their families. We continue to monitor our attendance which is generally in line with national and support put in place has had a positive impact on children's attendance.

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.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. The data demonstrated that the gap between PPG and Non PPG pupils is decreasing at both KS1 and KS2 although this remains an area of significant focus as we aim to further close the gap.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

The data demonstrates that the gap between St Cuthbert's PPG children and PPG in the Local Authority is closing in many areas.

At the end Foundation stage, the gap between St Cuthbert's PPG children and the LA PPG children has reduced significantly although this remains an area of focus. In COM, PHY, PSE and EXP, the gap has gone from a significant negative to a positive. The areas of continuing focus are LIT, MAT and UTW.

At the end of KS1, the gap between St Cuthbert's PPG and LA PGG has also closed slightly although outcomes at the end of KS1 remain an area of focus for School Improvement, particularly for PPG children. PPG children at St Cuthbert's did not achieve as well as LA PPG children in the phonics screening check. As a result of this, school have changed the scheme of work we follow to better cater for the learning needs of PPG children.

Outcomes at the end of KS2 for PPG children at St Cuthbert's continue to be a focus. Whilst the gap has closed within school, the gap between St Cuthbert's PPG children and LA PPG children remains for Reading, Maths and Science although the gap has closed slightly for writing, GPS and Combined RWM.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that attendance for PPG children has significantly improved for PPG pupils with this group with attendance for FSM 6 children being above national in all but one year group. This is a very different picture to in 2021/2022 when the school had a high level of absence and persistent absentees.

Parental engagement for parents of PPG children has significantly improved with school now offering a range of interventions including a high level of Early Help support, the Henry programme, Cooking classes and an onsite Food Bank. We also have effective relationships with other agencies and professionals who we can signpost families to.

School offer a high level of support for children to support positive mental health including ELSA, Nurture, Pyramid club, Lego therapy and Forest School sessions. Children who participate in these sessions demonstrate improved emotional literacy and mental health and we have developed these to be the foundations of a whole school approach.

Based on all the information above, the performance of our disadvantaged pupils has improved towards meeting expectations, and we are at present on course to make good progress towards the outcomes we set out to achieve by 2023, as stated in the Intended Outcomes section of the last Pupil Premium Strategy for 2021-2024.

Our evaluation of the approaches delivered last academic year indicates that the activities put in place are having an impact and we continually reflect upon the impact of these and how to adapt those with less impact.

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