St Cuthbert's CEP
Pupil Premium Strategy
2020 - 2021

Total number of pupils	Total number of pupils eligible for PP	Total PP available	Total number of pupils eligible for LAC funding through PEP process
222	80	£98,185	3 x PLAC, & 8 LAC (5)

2019 Performance data (no 2020 external data available due to Covid 19)				
		Pupil Premium Pupils	Other Pupils	Gap
EYFS	GLD	62.5%	77.3%	-14.8
Year 1	Phonics	66.7%	86.4%	-19.7
KS1	Reading	40%	81.8%	-41.8
	Writing	30%	81.8%	-51.8
	Maths	50%	90.9%	-40.9
	R/W/M	30%	81.8%	-51.8
KS2	Reading	50%	75%	-25
	Writing	70%	90%	-20
	Maths	60%	85%	-25
	R/W/M	40%	70%	-30

Barriers to future attainment / achievement of pupils eligible for PP (Internal data Sept 20)
1. On entry to school none of the PP children had age appropriate reading skills compared to 43% of the non PP children.
2. On entry to school speaking and listening skills are lower for pupils eligible for PP than for other children, this slows reading progress going forward. Speaking 11% of PP : 62% of non PP children at ARE.
3. On entry to school readiness to learn skills in writing are lower for pupils eligible for PP than for other children, this slows writing progress going forward. 0 PP children are at ARE, 48% of non PP children are at ARE.
4. On entry to school readiness to learn skills in maths are lower for pupils eligible for PP than for other children, this slows maths progress going forward. 11% PP at ARE: 52% non PP.
5. By the end of EYFS an attainment gap between PP / non PP eligible children has already developed.
6. There is a significant gap in phonics attainment by the end of year 1
7. By the end of KS1 the attainment gap between PP / non PP eligible children has widened considerably
8. By the end of KS2 the attainment gap between PP / non PP eligible children has narrowed from KS1 but has not narrowed significantly and is still greater than the gap at end of EYFS. The overall progress measure in reading is -2.94.
9. Pupils eligible for PP often have reduced access to enrichment activities which impact on their overall spiritual, physical, social, emotional and mental health needs compared to pupils not eligible for PP. Their parents often have limited engagement with school and low aspirations for their children. This prevents the children from living life in all its fullness.
10. PP children have Behaviour for Learning skills which are less well developed than those of their non PP peers. While personal resilience is often greater, perseverance is often less developed.

Key objectives
1. Narrow the gap for PP children in reading, writing and maths at end of each key stage
2. Narrow the gap in speaking and listening skills (-51 and -45 Sept 20) by end of EYFS
3. Improve outcomes for PP group in phonics
4. Develop and enhance personal aspirations and behaviours for learning by providing access to enrichment activities for children eligible for PP including Forest School and ELSA type activities

Intent (plan)	Implementation (do)	Implications (resources)	Impact (review at each PPM / assessment week per term
1. Improve outcomes for PP children in reading, writing and maths at end of each key stage. Narrow the gap between PP / non PP children across all measures	Track and monitor data for PP children Trained TA's to deliver specific interventions – Success at Arithmetic, Numicon Intervention Programme, Inference, Better Reading. EEF +4 Continue to develop use of Kagan Structures inc training for new staff and updates for existing staff – collaborative learning EEF +5 Ensure all PP children have access to a laptop and / or I pad through school for use in school and at home in case of bubble closure or further lockdown restrictions. EEF +4	Additional TA time across KS1 and KS2 SLT monitoring time £4,500 £32,000 £6,000 DfE funded 27 laptops – (2 not working). School to fund 30 @£300 each - £9,000	See appendix 1 As most children were below ARE at the start of tha academic year 2021 due to Covid 19 it is difficult to draw valid conclusions. However, it is fair to say that the gap between PP and non PP children remains. 25 laptops were lent out to PP children during the lockdowns and in bubble closures.
2. Improve speaking and listening skills at EYFS	EYFS TA 3 to deliver speaking and listening programme inc Nufield Early Language Intervention (via DfE) EEF +6	EYFS TA3 time – daily inc preparation of resources Purchase additional, picture only books as stimulus material £1,500	Despite bubble closures and local and national lockdowns affecting the class the gap in speaking and listening has narrowed from;

	Also pre-teach vocabulary and Vocabulary Box to focused PP children EEF +5 Ensure EYFS classroom provides a language rich environment through improved play based learning opportunities EEF +5	Enhance classroom resources around language development £1,500	-51 to -43 in speaking and -45 to -43 in listening.
3. Improve outcomes for PP group in phonics	Ensure new TA@s are skilled in phonic delivery – access to training Trained and experienced teacher to deliver booster sessions across the board in year 1 EEF +4 Purchase Phonics based reading books to enhance home and school reading scheme	£300 £3,000 £4,000	Dec 20 yr 2 phonics 63% of PP children working at compared to 80% of not PP. (June 19, last external data showed PP – 83%, not PP 89%)
4. Develop and enhance personal behaviours for learning by providing access to enrichment activities for children eligible for PP including Forest School and ELSA type activities so that	Targeted forest school sessions for PP children over and above non PP children to enhance group working, team building and collaborative learning. Enhance Forest school provision EEF +5	TA 3 Forest school leader time £9,000 £4,000	Due to Covid restrictions making it difficult for adults to cross bubbles we trained an additional ELSA to ensure all children got access.

children are free to flourish and live life in all its fullness	Outdoor and adventure learning EEF +4 Social and emotional learning opportunities eg Pyramid, ELSA Particular focus on self-regulation for specific children EEF +7 Funding to ensure PP children access all enrichment opportunities requiring funding – Panto, trips including residential in year 4 & 6 as needed Breakfast club funded for PP children to ensure basic needs are met Deliver a mastery approach to maths to ensure HA PP children attain at least their expected outcomes by the end of each KS, training for staff through Lancs PDS, purchase of additional resources to enhance provision and engage pupils	TA 4 / ELSA time £9,000 £2,500 TA 3 to supervise & consumables £2,500 £5.000	Provision was limited due to RA preventing use of certain materials. Forest School did happen as much as possible. Conversations between adults and children, particularly after the January National Lockdown, revealed that more children were suffering with anxiety and worries beyond the norm. Children did anecdotally, benefit from the FS and ELSA session.
Total cost		£93,800	

Appendix 1

Gap analysis PP : Non PP at end of each Keystage

Year		PP (Sept 20 : July 21)	Non PP (Sept 20 : July 21)	Gap (Sept 20 : July 21)
EYFS	Reading	0% : 11%	43% : 62%	-43 : -51
	Writing	0% : 11%	48% : 52%	-48 : -41
	Number	11% : 33%	52% : 71%	-41 : -38
Year 2	Reading	0% : 13%	0% : 15%	0 : -2
	Writing	0% : 0%	0% : 0%	0 : 0
	Maths	0% : 0%	0% : 5%	0 : -5
Year 6	Reading	0% : 58%	0% : 77%	0 : -19
	Writing	0% : 33%	0% : 59%	0 : -26
	Maths	0% : 17%	6% : 35%	-6 : -18