



## 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	St Cuthbert's Catholic Primary School
Number of pupils in school	236
Proportion (%) of pupil premium eligible pupils	31.78%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 to 2024-2025
Date this statement was published	December 31 <sup>st</sup> 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Anne Bullerwell
Pupil premium lead	Anne Bullerwell
Governor / Trustee lead	Gavin Thomson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,040.00
Recovery premium funding allocation this academic year	£16,560.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£1,167,850

# Part A: Pupil premium strategy plan

## Statement of intent

Our Pupil Premium Statement of Intent incorporates the aims and values of our school mission statement, which is rooted in our belief that every child is unique, made in the image of Christ, and that this is reflected in the desire, commitment and aspirations of our school staff to address and overcome socio-economic factors – or any other external factor – which may hinder pupil progress and attainment, and ultimately affect their life chances in the future.

St Cuthbert's recognises that not all pupils who are eligible for Pupil Premium are underachieving, while some pupils may be underachieving and not eligible for Pupil Premium funding. It is school policy to plan, adapt and prepare for any individual, or group, in which any area of underperformance is evident. The school does not use this policy to displace current strategies to intervene and support its pupils. Some pupils may be achieving well, but will be entitled to funding to enhance their future educational aspirations and achievements.

### Aims

- To provide all pupils no matter what their starting point or background with fair and equal opportunities to achieve and excel in all areas of the curriculum; using and applying the most effective pedagogy, (see Learning & Teaching Policy), supported by use of additional, delegated funding entitled, Pupil Premium Funding.
- To work in partnership with families and pupils eligible for pupil premium; to plan, monitor and evaluate support and intervention in order to secure individual progress and achievement.
- To work with external partners and organisations to provide additional support for the social, emotional, health and wellbeing of all pupils with potential barriers to learning and achievement.
- To ensure governors fulfil statutory responsibilities to make effective use of Pupil Premium funds in order to impact positively on pupils' achievement and attainment.

## Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged children entering our Nursery and Reception historically have a low baseline for CAL, PSED and PD. Assessments, discussions with staff and monitoring and evaluation activities have shown that this has been compounded by the effects of the pandemic and impacted on all pupils, not just disadvantaged.
2	<p>Our phonics tracker, assessments and monitoring and evaluation activities have shown that children's phonic skills and knowledge are currently not at age-related expectations. This applies to both classes in KS1 and includes both disadvantaged/vulnerable learners and non-disadvantaged/vulnerable learners.</p> <p>The pandemic has also had a considerable detrimental impact on the phonic skills and knowledge of one of our KS2 cohorts and in particular, our disadvantaged/vulnerable learners. This is impacting on reading skill and understanding overall and is a barrier to learning in terms of accessing the wider school curriculum.</p>
3	<p>As well as the technical skills needed for reading and decoding texts achieved through phonic knowledge and application, standardised reading tests administered to children in Y2 and KS2 have shown that a number of our disadvantaged/vulnerable learners are struggling when reading for meaning and understanding which is impacting on their reading attainment and is a barrier to them accessing the wider curriculum.</p> <p>Accessing a broad range of quality texts at home including both fiction and non-fiction is also a barrier for most of our children and not just our disadvantaged/vulnerable learners as evidenced in a recent home learning survey.</p>
4	Writing assessments and book scrutinies have highlighted massive under attainment in writing since the children have returned from lockdowns. This is consistent across all pupils and all key stages in school.
5	Poor vocabulary acquisition in our most disadvantaged pupils provides a barrier to learning across all subjects. This has been identified through monitoring and evaluation activities.
6	Baseline assessments, ongoing assessment for learning and monitoring and evaluation activities have identified considerable gaps in children's Maths learning due to the pandemic which is impacting considerably on their Maths attainment and progress. This is true of most children across KS2, even our most able pupils.
7	<p>Our assessments (including wellbeing survey), monitoring and evaluation activities and discussions with teachers, children and families have identified emotional health and well-being concerns for some of our children, notably due to lack of enrichment opportunities and access to the wider family/friendship circles and the wider social world during school closures.</p> <p>Teacher and parent/carer referrals for emotional health and well-being support have markedly increased during the pandemic. We have a number of families we have referred to either: Early Help or our Family Partner, Children and</p>

	Young People's Services, Educational Psychologist and our Safeguarding Vulnerable Learners Partner or our own school Emotional Health and Well-being Lead who has been providing 1:1 and small group support/interventions.
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## 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
Improved CAL and PSED skills in EYFS and KS1 children overall.	Assessments and observations indicate significantly CAL and PSED among disadvantaged pupils and EY/KS1 pupils overall. This is evident when triangulated with other sources of evidence, including engagement in lessons, discussions with pupils and teachers and ongoing formative assessment.
Improved phonic skills and knowledge and application to reading across EY, KS1 and Y3 for disadvantaged and non-disadvantaged pupils.	Phonics tracker and assessments will show more pupils working at ARE in both phonics and reading across KS1. This will impact positively on reading attainment and progress overall and enable engagement and success in other subject areas.  In Y3, more disadvantaged pupils will be working at ARE in phonics and reading which will remove the barrier and increase engagement and success in other subject areas.
Increased engagement levels in reading a range of quality texts both at home and at school for our disadvantaged pupils across Y2 and KS2.  Increased levels of engagement in reading for pleasure across KS2.	Tracking across our new online reading resources (Reading Plus and Reading Eggs) will show where children are making progress and gaps are closed between baseline assessment, current attainment and the attainment of their peers.
Improved attainment in writing.	Ongoing assessments and end of term assessments in writing will show more pupils in KS2 working at ARE and above.
Improved vocabulary leading to increased engagement and attainment levels across all subjects by our disadvantaged pupils.	Ongoing assessments and monitoring and evaluation activities will show more disadvantaged pupils are engaged and attaining higher in all subjects as demonstrated through their vocabulary skills, knowledge and application.
Improved attainment in Maths across KS2.	Ongoing assessments and end of term assessments in Maths will show more pupils in KS2 working at ARE and above.
To improve the quality of social and emotional learning and to achieve and sustain positive	Continue to develop the role of our school Well-being Lead and the work with external

<p>emotional mental health and well-being of pupils across the school impacting positively on school engagement levels and attendance levels.</p>	<p>agencies and professionals so that children are mentally and emotionally well and are achieving and attending school regularly. Sustained high levels of wellbeing from demonstrated through data from student voice, student and parent surveys and teacher observations and improved attendance levels of those children who are persistently absent.</p>
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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: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of phonics tracker and training for staff	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2,3
Refurbishment of KS1 and KS2 Libraries	<p>The paper was published in August 2020 in <a href="#">School Library Research</a>, the scholarly refereed research journal of the <a href="#">American Association of School Librarians</a>.</p> <p>Pupils eligible for free school meals were more likely than their peers who are not eligible for free school meals to use the school library daily (66.5% vs. 60.3%)</p> <p>Compared to their peers who receive free school meals and don't use their school library, pupils who receive free school meals and do use their school library:</p> <p>Enjoy reading and writing more</p> <p>Read and write for pleasure in their free time more</p> <p>Have greater confidence in their reading and writing abilities</p> <p>Engage with a greater diversity of reading material and writing</p> <p>Pupils on free school meals who had access to welcoming, well-equipped libraries with books well-matched to their interests said they used their school library for those reasons and because, for many, it was a safe haven</p> <p>Many pupils on free school meals who said they do not use their school library either had no school library or perceived the library as poorly equipped, unwelcoming or uninteresting</p>	2,3,6

	The paper concludes that effective school libraries can be a significant resource in supporting engagement with self-motivated literacy practices in children from low-income families	
Purchase new books to enhance our phonics reading scheme	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2
Purchase new books to broaden the range of books available in our library, particularly black and ethnic minority writers	<p>The Literacy Trust December 2020</p> <p>We published <a href="#">new research</a> into diversity in children's literature as part of our Christmas fundraising campaign alongside 12 authors and illustrators, contributing to a new booklist which champions representation in children's literature.</p> <p>Our survey of over 58,000 UK children and young people found that:</p> <p>Almost a third (32.7%) of children and young people between 9 and 18 don't see themselves in what they read – and two fifths (39.8%) would like to read more books with characters similar to them.</p> <p>More children and young people from ethnic minority backgrounds don't see themselves in what they read (40%) compared to white backgrounds (30.5%).</p> <p>45.6% of children and young people from Black ethnic backgrounds struggled to find books where characters looked like them.</p> <p>44.3% of children and young people who identify as neither a boy nor a girl find it difficult to see themselves in literature, compared to 32.7% of boys and 32.5% of girls.</p> <p>The issue is particularly pronounced when children are younger: 42% of 9 to 11 year-olds are unable to identify with characters in books, and this halves to 20.2% of 16 to 18-year-olds.</p>	1,2,3,7
Teacher employed to support teaching and learning in Maths for three mornings per week in Y6 Teacher employed to	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs can be effective, especially for older pupils.	6

teach English and Maths interventions in KS2.		
Purchase and train all staff from Y1 – Y6 on assertive mentoring in Maths	<a href="#">EEF - Maths KS2 KS3 Guidance</a> recommends continuous assessment building on knowledge and understanding as a way of improving Maths attainment in KS2.	6
Research and training for vocabulary tier 1, tier 2 and tier 3 development with the aim to embedding good practice and strategies across the school	<a href="https://schoolsweek.co.uk/how-to-close-the-vocabulary-gap-in-the-classroom/">https://schoolsweek.co.uk/how-to-close-the-vocabulary-gap-in-the-classroom/</a> Attention to developing vocabulary should become a part of school planning. We can take the following steps: 1 Train teachers to become more knowledgeable and confident in explicit vocabulary teaching. 2 Teach academic vocabulary explicitly and clearly, with coherent planning throughout the curriculum. 3 Foster structured reading opportunities in a model that supports students with vocabulary deficits. 4 Promote and scaffold high-quality academic talk in the classroom. 5 Promote and scaffold high-quality academic writing in the classroom. 6 Foster “word consciousness” in our students (e.g. sharing the etymology and morphology of words). 7 Teach students independent word learning strategies.	5

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)** Budgeted cost: £ £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted experienced TAs across N and Reception to support PP pupils in all areas of learning but particularly in PSED and CAL.</p> <p>TAss to be trained in either Talk Boost or NELI S&amp;L programmes.</p>	<p>EEF Toolkit suggests up to 5 months additional progress for EYFS pupils who are targeted for interventions.</p> <p>EYFS TAs are experts in their field and EYFS age group having a great deal of experience and training in delivering the EYFS curriculum. They also have specialist training in working with EAL pupils using Makaton and are highly skilled in developing CLL skills in pupils.</p>	1, 2



TA is a supplement not replacement for the teacher.		
<p>Targeted experienced TAs in KS1 to support and provide additional phonics sessions to any pupils who are not working at ARE.</p> <p>TA is a supplement not replacement for the teacher.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2,3,4,5,6

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

Budgeted cost: £ 28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Member of SLT given direct responsibility for Early Help and Family Partner support for families	<p><a href="#">EEF Engaging Parents</a></p> <p>Approaches that focus on developing parents own skills, for example by providing structured training, can have a moderate positive impact on learning. In general, more intensive approaches, which target particular families or outcomes, are associated with higher learning gains.</p>	7

Develop physical provision in school to support work with families and prioritise social and emotional well-being. This will be a dedicated room for emotional health and well-being and a place where vulnerable families can meet with staff and our Family Partner in a less formal setting.	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):	7
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	7
<p>All pupils to accompany the school on any residential trips and visits.</p> <p>Ensure all pupils can participate fully in school life, including core and enhanced provision.</p>	Professor Sonia Blandford suggests that one way of breaking down the barriers to learning for PP pupils is by providing opportunities for all children to participate in social and cultural activities, sport, the arts, debating, volunteering, wider community based provision, museums, trips and much more.	1,2,3,4,5,6,7
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £ 103,000 (including contingency fund)**

## 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.

Our internal assessments during 2020/21 suggested that the performance of all pupils and disadvantaged pupils was lower than in the previous years in the core subjects.

The Y6 cohort of 2020-2021 were an historically underattaining cohort of pupils with 48% disadvantaged; 32% SEND and 23% EAL. Assessment outcomes at KS1 for all pupils in this cohort were broadly in line with national at EXS+: Reading 74%, Writing 65% and Maths 77%.

Baseline entry data into Y6 shows only 35% of all pupils were working at EXS+ in Reading; 26% in Writing and 19% in Maths. Disadvantaged pupils' baseline in Y6 working at EXS+: 13% Reading; 13% Writing and 13% Maths.

By the end of Y6, all pupils had made progress but attainment was far lower than KS1 SATs scores indicated should be working at EXS+ for all pupils: Reading 50%; Writing 33% and Maths 40%. Disadvantaged pupils working at EXS+ by the end of KS2: Reading 43%; Writing 21% and Maths 21%.

Assessments in GDS across all core subjects by the end of Y6 were down on all previous years.

Our analysis of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees but impacted significantly on the core subjects because there was just not enough time in school to allow these children the opportunity to catch up on lost learning. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was alleviated somewhat by our resolution to maintain a high-quality curriculum, including during periods of partial closure. Many measures were taken by the school to support the children, particularly disadvantaged pupils, including the provision of digital equipment to enable them to participate as fully as possible in remote learning during the first national lockdown and by providing all disadvantaged pupils with a school place during the second lockdown.

Attendance of Y6 pupils during 2020-2021 was 97.4% compared to all pupils 95.7% compared to national average 95.4%.

Our assessments and observations indicated that pupil well-being and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide well-being support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.