

Pupil premium strategy statement – St Cuthbert’s Catholic Primary School



This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	34.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022- 2023/2024
Date this statement was published	July 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Shaun Dillon Headteacher
Pupil premium lead	Kerry Cottiss Assistant Headteacher
Governor / Trustee lead	Sarah Graham, Chair LGC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83, 125
Recovery premium funding allocation this academic year	£8, 845
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£91, 970

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all children, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable children, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching and learning is at the heart of our approach, with a focus on areas in which disadvantaged children require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged children in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged children's attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged children are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged children's outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Our observations and discussions with pupils and families have identified social and emotional issues for many children. Staff requests for emotional support with children have increased. Requests for support from families have also increased with children's emotional resilience at home becoming more of an issue for many families.
2	The number of children accessing clubs and activities after school and away from school has dropped significantly during and after the pandemic. We are working very closely with families, children and staff to increase the number of clubs and activities

	available for children and to provide more opportunities for collaborative play amongst children in their own classes and across all other classes.
3	Phonics and reading remain a core area to sustain following the pandemic. Opportunities for guided and focused reading sessions were hindered by the lockdown process and a consistency in the delivery of phonics teaching was hindered due to the dependence on internet connectivity and the available support for those children at home and in school, isolations and staffing changes due to isolations. The % of children reaching the expected standard in phonics screening remains lower than the national average of 81% in year 1 with 71% of our children meeting the standard. The % of children achieving greater depth in reading has dropped across all classes in school. The % of children working at the expected standard in reading across all classes in school has risen annually over the past two years and we expect that rise to continue this year to bring the % of children reaching the expected standard in reading up to pre-COVID levels.
3	The % of children achieving greater depth in writing across school has dropped from pre-COVID standards of achievement. The % of children working at the expected standard in writing across all classes in school has risen annually over the past two years. We expect that rise to continue this year to bring the % of children reaching the expected standard in writing up to pre-COVID levels.
4	Two lockdowns and numerous isolations have resulted in gaps in the wider coverage of specific skills and concepts in maths. Standardised test have supported staff views of a decline in number, reasoning and problem-solving. The impact of this has been a reduction in the % of children working at a greater depth in maths across school. The % of children working at the expected standard in maths has risen over the past two years and is on track to be in line with pre-COVID attainment levels by the end of this academic year.
5	EYFS Structured Routine – lack of social experience and structured activity for our youngest pupils has reduced their EYFS offer throughout the COVID relating to gaps when transitioning into Key Stage 1. A significant number of children (50%) continue to join our Early Years, Reception Class in particular, from different providers. Joining from such a wide range of providers, with different systems and procedures has meant a more increased level of transition work for children and families when joining St. Cuthbert's. This work includes developing family engagement with school, raising expectations of children's abilities and capabilities.

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
To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.	Identified children have accessed appropriate social and emotional support and have a range of strategies as evidenced by pupil voice, teacher observations and parental feedback. School have referred to external agencies where further support has been required.
To increase the number of children accessing clubs and activities after school and away from school. Work closely with families, children and staff to increase the number of clubs and activities available for children and to provide more opportunities for collaborative play amongst children in their own classes and across all other classes. To promote access to locally available clubs, activities and events.	An increased number of children will access extra-curricular at school both before and after school. An increased number of children and families will access local provisions signposted by school. We will work with North Tyneside Council, Mindstars, local parks and leisure centres and sporting clubs to provide families with access to free and low costs activities.
Improve the percentage of children achieving the expected standard in the phonics screening test by the end of year 1.	The % of children meeting the expected standard in the phonics screening test will rise from 71% to closer in line with the national average of 81%.
To increase the percentage of children achieving greater depth reading attainment at the end of both KS1 and KS2 by 2024.	Raise the profile of reading across whole school community by opening new library, reintroducing the travelling book bag project, half-termly library visits and increased reading meetings for families. Whole staff training on reciprocal reading, reading partners and inference training. Look at EEF research on fluency and introduce in second half of the academic year once all other new approaches are embedded.
To increase the percentage of children achieving greater depth writing attainment at the end of both KS1 and KS2 by 2024.	The % of children working at greater depth in writing will increase in all classes across school. Writing across the curriculum will be celebrated, particularly writing in RE, Compassion Matters and history and geography.

<p>To increase the percentage of children achieving greater depth maths attainment at the end of both KS1 and KS2 by 2024.</p>	<p>Training and release time to ensure Maths Mastery Approach supports disadvantaged children across the school. Increase in % of disadvantaged children achieving the expected standard with some achieving a higher level of understanding.</p>
<p>To increase the frequency of family engagement in Early Years across our whole curriculum, events and activities.</p>	<p>The % of families working collaboratively with school in our EYFS will increase and they will be involved in sharing their children's learning through using Tapestry, attending activity learning events and coming to curriculum meetings, training and events. We will work with partner agencies such as PACT and Cedarwood Trust to engage families and to provide support.</p>

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: £63, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching supported by evidence informed CPD for teachers and support staff	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	1,2,3, 4 and 5
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff</p>	EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)	1,2 and 5
Purchase of a DfE validated Systemic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	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	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	3 and 4

Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has	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: One to one tuition EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4
Employment of two apprentice teaching assistants to provide additional support for children throughout school through one to one and small group interventions and through releasing more experienced support staff to focus on disadvantaged children when needed.	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: One to one tuition EEF (educationendowmentfoundation.org.uk)	1- 5

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

Budgeted cost: £ 20, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on trauma informed teaching and learning to support social and emotional wellbeing and behavior for learning with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	2
Further staff CPD, including support with mentoring for 4 new teachers, including access to library of online training.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	
Outdoor learning resources purchases and maintenance	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	

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

Budgeted cost: £ 8, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning mentor to provide: Individual/small group emotional literacy interventions Support families in crisis or disengaged</p>	<p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p> <p>https://www.elsanetwork.org/elsa-network/evaluation-reports/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	4
<p>Contingency fund for acute issues.</p>	<p>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.</p>	
<p>Financial assistance for Pupil premium families to meet the cost of school trips, school equipment</p>	<p>Ensure that all children have access to residential trips, including have the correct equipment etc. Ensure that all children have what is needed for sporting events, activities etc- purchase of uniform, outdoor clothing, boots, swimming things, cycling clothing etc.</p>	
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and deploying an attendance support officer to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	

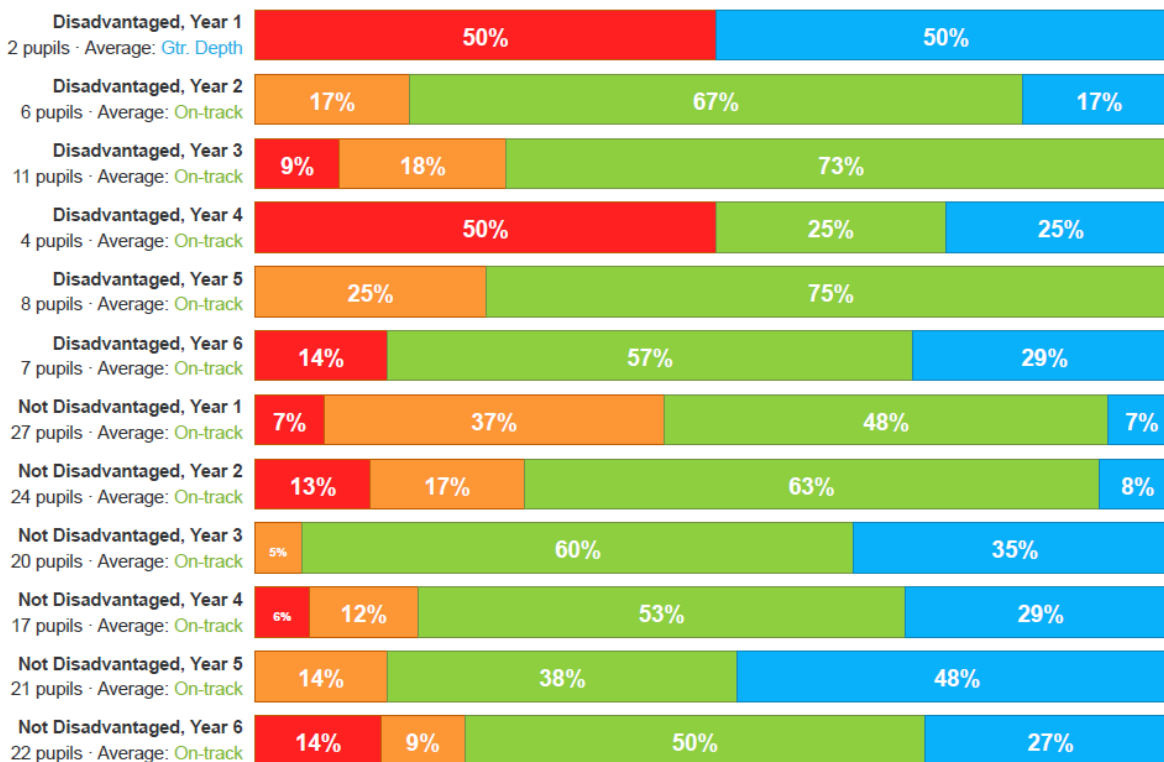
Total budgeted cost: £ 91, 000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

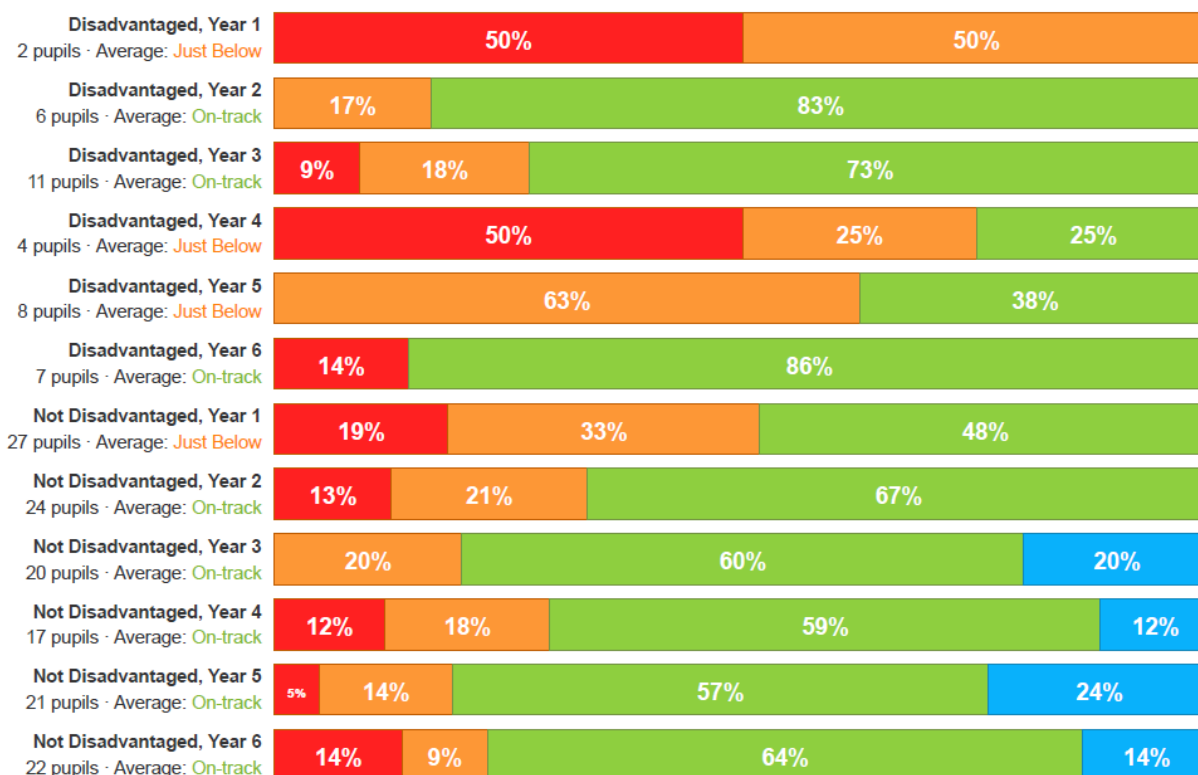
Reading - Main Assessment

Legend Well below Just below Expected Above No data

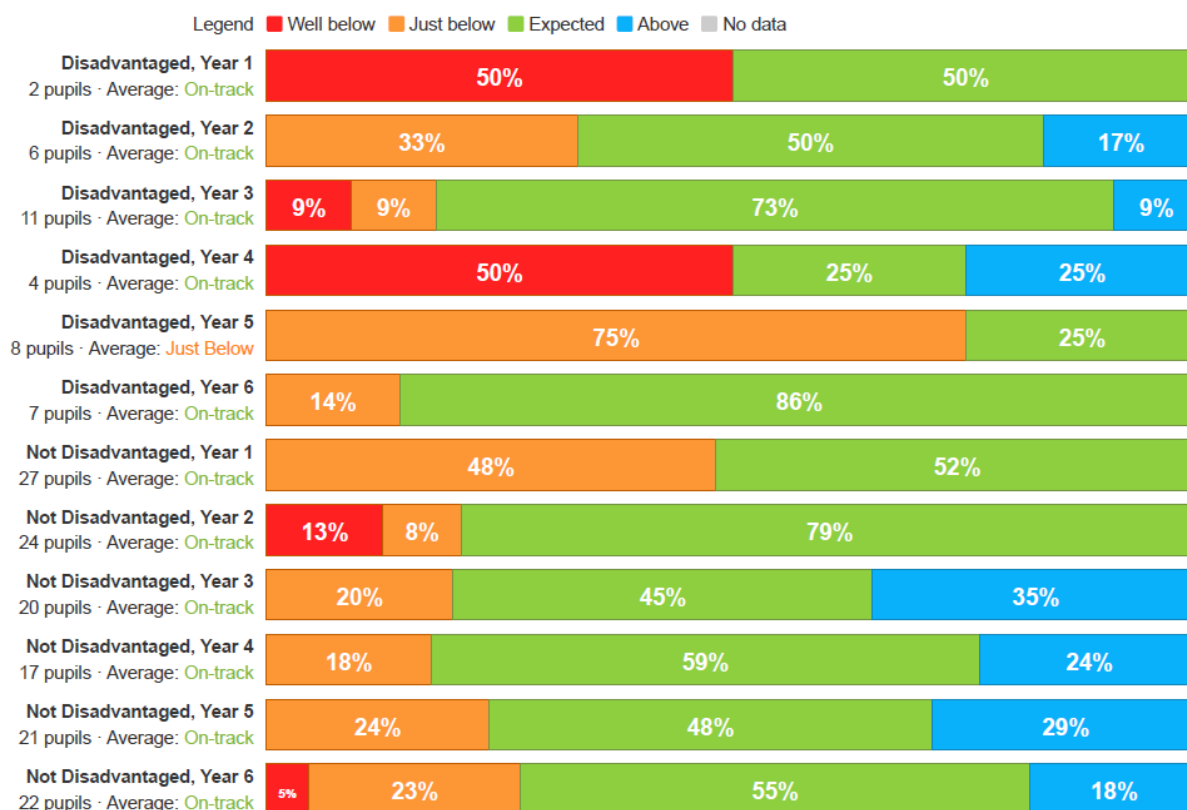


Writing - Main Assessment

Legend Well below Just below Expected Above No data



Maths - Main Assessment



Writing remains a focus for pupil premium children however this reflects a trend across the whole school. CPD was delivered to all staff during an inset day and staff will continue to receive training in reading fluency, phonics and spelling in Key Stage 2.

The % of children working at greater depth in maths remains a focus. The % of children working at the expected standard continues to rise to pre-COVID standards,

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Mental Health Support for children and families	Mindstars
Attendance Support	Clennell Education Solutions
Reciprocal Reading	EEF
Maths Mastery	North East Maths Hub

