



1. Summary information					
School	St. Cuthbert's R.C. Primary School				
Academic Year	2020/ 2021	<b>Total PP budget</b>	£87, 735	<b>Date of most recent PP Review</b>	July 2020
		Total COVID Catch-up Total	£9570 to end of March 2021 £97, 305		
Total number of pupils	232	<b>Number of pupils eligible for PP</b>	65	<b>Date for next internal review of this strategy</b>	Sept 2021

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers (issues to be addressed in school, such as poor oral language skills)</b>	
A.	Children's learning has been negatively impacted upon by lockdowns. Remote learning and extended absence from school has led to a lack of self esteem, lowering skills levels in different subjects and the changes to friendship groups.
B.	Children and adults are demonstrating more evidence of attachment issues and concerns following extended lockdowns and absence from school. Children and families are reporting concerns about behaviour at home and reliance upon online methods for keeping in touch with friends. Families also confiding that they are allowing children more time online and giving in to pester power from children- this is having a large negative effect on behaviour.
C.	Children haven't been able to have the same richness of curriculum due to COVID restrictions. We have changed our curriculum to address the emotional and physical well-being needs of children and staff but we are unable to continue with the regular visits that are central to our curriculum. This has a negative impact on children's learning as the real life aspect of it is often restricted to school bases. We have not been able to use residential trips which build bonds between children and we haven't been able to take part in any inter school sports activities, swimming lessons, regular intergenerational visits, performances, inter school visits. Many of the approaches to learning which are used to create our outstanding and innovative curriculum have had to be put on ice or replaced with remote versions. These are never the same and never as impactful.
<b>External barriers (issues which also require action outside school, such as low attendance rates)</b>	
D.	The global pandemic along with national and local lockdowns and restrictions are all having a negative impact on the mental and physical well-being of our children and their families. Absence from school has a significant negative impact on children's learning against the standards expected of each year in the current national curriculum. Online learning works when revising learning when support from families and technology is in place. It doesn't work at primary school level when introducing new learning or when support or technology isn't in place.



### 3. Outcomes

#### *Desired outcomes and how they will be measured*

#### *Success criteria*

<p>A. Children's and adults emotional and physical well-being needs will be assessed and lead to accurate, planned curriculum changes to meet these needs.</p>	<p>All children will be ready for learning and have their own and others emotional and physical well-being at the heart of what they do.</p>
<p>B. Changes to our curriculum will lead to sustained personal progress for all children and adults at St. Cuthbert's through targeted intervention, a flexible curriculum and a greater focus metacognition throughout our whole school community.</p>	<p>Children will make at least expected progress across all subject areas based on their learning needs being met and all other needs being accounted for. These standards will be based upon what we as a staff feel is accurate and right given societal and family changes due to the current pandemic.</p>
<p>C. Our curriculum will be developed further to give children the rich and innovative curriculum we had in place pre pandemic. This curriculum development has begun and will include working with existing partners and new partners such as Newcastle College and Teeside University.</p>	<p>Curriculum development will lead to the emergence of a new, post pandemic learning experience for children and adults. Areas of focus will include exploring employment opportunities, being a positive influence on the local and regional communities. Children will have a language, reference points and skills base to have an positive impact on the world around them.</p>



i. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>Increased attendance rates for disadvantaged pupils.</b>	Continue weekly monitoring of whole school, group and individual attendance. Continue reward schemes to promote good attendance. Continue working with families of children with poor attendance (below 90%)	Regular attendance at school will help raise attainment of persistently absent children and therefore increase the amount of progress they make across school.	Weekly review and monitoring of attendance with headteacher. Support of Clennell Education Solutions. Meetings with families to address attendance issues.	Mr Dillon & Mrs Cottiss	Ongoing
<b>All children will be ready for learning and have their own and others emotional and physical well-being at the heart of what they do.</b>	Children's and adults emotional and physical well-being needs will be assessed and lead to accurate, planned curriculum changes to meet these needs.	The New Economics Foundation & MIND have published research evidencing that the, "The single biggest predictor of success in adult life is wellbeing in childhood." This is not exclusively economic well-being.	Attendance of children and staff will be above national and local averages. Curriculum changes will be developed alongside Compassion Matters and include Thrive principles and practices.	Mr Dillon & Mrs Cottiss	Termly
<b>Changes to our curriculum will lead to sustained personal progress for all children and adults at St. Cuthbert's through targeted intervention, a flexible curriculum and a</b>	Children will make at least expected progress across all subject areas based on their learning needs being met and all other needs being accounted for. These standards will be based upon what we as a staff feel is	Children's and staff understanding of leaning will be evident in self and peer assessment and accuracy and impact of feedback. Metacognition and feedback continue to the most powerful influences on rapid progress in all areas of the curriculum (EEF 2021)	Through lesson study approach to staff development, termly pupil progress meetings, analysis of Insight Tracker and	All staff	termly through pupil progress meetings, Insight tracker analysis and



**Pupil Premium & COVID Catch-up Strategy Statement: St. Cuthbert's R.C Primary School June 2021**

<p>greater focus metacognition throughout our whole school community.</p>	<p>accurate and right given societal and family changes due to the current pandemic.</p>	<p>termly curriculum meetings.</p>	
<p><b>Our curriculum will be developed further to give children the rich and innovative curriculum we had in place pre pandemic. This curriculum development has begun and will include working with existing partners and new partners such as Newcastle College and Teeside University.</b></p>	<p>Curriculum development will lead to the emergence of a new, post pandemic learning experience for children and adults. Areas of focus will include exploring employment opportunities, being a positive influence on the local and regional communities. Children will have a language, reference points and skills base to have an positive impact on the world around them.</p>	<p>Connections with new learning partners will be developed to take into account restrictions on curriculum enrichment and delivery. Work with Newcastle College and Teeside University have begun and work on redesigning residential trips and activities has begun also. Cycling is allowing our older children to take part in offsite activities and as local and national restrictions change we will make adaptations to our curriculum delivery.</p>	<p>Termly curriculum reviews</p>
<p><b>Costs to date</b></p>	<p>Uniform: £1000            Cycling: £650            Cover for staff: £1600            Cycling equipment: £6, 500            Cycling coaching: £2, 500            TCAdventures: £565            Well-being resources: £14, 000            Additional teaching support: £22, 760            Clennell Education Solutions SLA: £2,100</p>	<p>Maths Resources: £11, 000            Early years: £4, 500            Reading books: £6, 600            Art Equipment: £3000            RE: £2, 000            Science Week: £1,500            Chrome Books supporting learning: £2, 000            iPads @ £8000 per year for 3 years</p>	
<p><b>Total budgeted cost to date: £88, 366</b>  <b>Carry forward £8, 939</b></p>			