

St Cuthbert's C of E Primary School Pupil Premium Strategy Statement

Review of Expenditure 2018/19



**St Cuthbert's C of E
Primary School**

The Chase, Great Glen, Leicester LE8 9EQ

Tel: 0116 2592764

1. Summary information					
School	St Cuthbert's C of E Primary School	Total PP budget	£25,080	Date of most recent PP Review	n/a
Academic Year	2018/19	Number of pupils eligible for PP	21	Date for next internal review of this strategy	September 2019
Total number of pupils	270				

6) Review of Expenditure:				
2017/18				
i) Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned (and whether you will continue with this approach)	Cost
A, B etc (from list in section 4)	Meetings for parents and staff to gain better understanding about the needs of any DP children who need additional support to reach targets.	<p>Meetings will provide parents with the information they need to support children with learning.</p> <p>Knowing as much as possible about each DP pupil will enable school to support them effectively.</p>	<p>This was incorporated into parents evening meetings and ensured staff could make a strong link to families. Staff have been proactive in making contact with these families regularly formally and informally to share positive news and offer guidance in a supportive way.</p> <p>Staff knowing children well and building strong relationships has been critical. Having a new HT with much experience in this area along with full staff training linked to attachment and regular reminders and updates linked to DP have supported this action.</p>	<p>£0</p> <p>Use of parents evening slots and informal conversations at the beginning and end of the day.</p>

A, B etc (from list in section 4)	Purchase resources in order to provide a broad, balanced and creative curriculum	Giving children access to an exciting curriculum with the use of supporting resources	This is vital to ensure a curriculum that is fully engaging and creative.	Cost £663 See ind subject budgets.
ii) Targeted Support:				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned (and whether you will continue with this approach)	Cost
A, B etc (from list in section 4)	Intervention mapping will give priority to DP pupils CT/TA's will deliver and support targeted interventions identified on IEPs. QFT	43% of our SEND pupils are in receipt of PP funding. Giving these pupils appropriate teaching and challenging learning activities will enable them to make better progress.	This has ensured that all SEND children have reached their personal targets. It has allowed school to offer the most effective intervention that meets the particular needs of each of these children. External support has also been accessed to enhance our staffs abilities in specialised areas.	£18,000
A, B etc (from list in section 4)	Additional support through targeted interventions for pupils who are not on track to meet their targets. Additional teachers to provide intervention for Year 6 DP children in Spring Term	This will enable teachers to quickly give support to pupils that are not meeting success criteria in lessons. Identified pupils will be supported to make accelerated progress.. It will improve their confidence and enable them to fully participate in future lessons. Giving these pupils appropriate teaching and challenging learning activities will enable them to make better progress.	Additional teaching assistants ensured rapid response to children requiring additional support to meet personal targets. This was addressed through QFT and specialist teaching sessions tailored to DP children.	See above support staff
A, B etc (from list in	Train and use of ELSA mentor.	If emotional and		£0

section 4)	Increased opportunities for vulnerable children to express their views and be provided with pastoral support within school.	behavioural difficulties are supported and minimised in school, they are less likely to have a negative impact upon learning.		Support staff came with ELSA qualification
	Services purchased in order to provide support to staff in school, pupils and parents. Provide the SEND DP children with support from outside agencies, for example: Specialist Teacher, Educational Psychologist	This additional support will enable teachers to give focussed support to children with SEND.		£456.66
	Additional staff to reduce impact of very large class sizes.	Year 3/4 All children made at least expected progress. SEND child made good small step progress.		See above support staff
iii) Other approaches:				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned (and whether you will continue with this approach)	Cost
A, B etc (from list in section 4)	Ensure PP children are not prevented from taking part in any in school or after school activities due to cost			Cost £5,960
A, B etc (from list in section 4)	Free uniform, music, milk, lessons, school trips and clubs for DP pupils. Breakfast provided for DP pupils who come to school without breakfast.	Ensure DP children are not prevented from taking part in any in school or after school activities due to cost. This will ensure equality of opportunity for these pupils and reduce barriers to learning	This continues to be a vital resource for DP families and should continue next year.	
A, B etc (from list in	Families across the school need	Monitor	This has ensured parents	Cost

section 4)	support with particular behaviours/routines at home in order for children to close barriers to learning.	attendance/lateness. Sarah Simpson to contact families when absent and share information with CT/SLT Followed up by CT and SLT where needed and support put in place.	understand how seriously school monitor lateness and attendance and helps make them aware of the importance of attending school and arriving on time.	£0
A, B etc (from list in section 4)	Parents will have greater capacity to support their child's learning at home through use of online software Use of Active Learn, Bug Club, Nessy and MyMaths to support learning at home.	Online software to support Reading, Writing and Maths at home and school. This gives parents opportunities to support their children's learning at home and to gain a better understanding of curriculum content.	Many of these are not regularly accessed at home. We will monitor the impact on Knowledge Organiser and VIP club as an alternative.	£0 Purchased for whole school.
A, B etc (from list in section 4)	Improved parental engagement with school: provide opportunities for parents to be in school with their child e.g. craft, assemblies, handwriting, puzzling, reading sessions.	This will increase the engagement of parents with school and improve relationships between school and families. This will have a positive impact upon both children's and parents' attitudes to school and learning.	This has worked well engaging all parents and is popular with DP parents allowing class teachers to make strong links with all.	£0

7) Additional detail

In this section you can annex or refer to additional information which you have used to inform the statement above.

