



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	February 2019 mid-point review July 2019 end of year review
Total number of pupils	270				

2. Current attainment		
	% of Y6 PP pupils who achieved EXS/GD at St Cuthbert's 2018	% of Y6 non PP pupils who achieved EXS/GD nationally 2017
% achieving in reading, writing and maths	25% EXS 12.5% GD	EXS/GD= 67% GD= 11%
% making progress in reading	37.5% EXS 12.5% GD	EXS/GD= 77% GD= 29%
% making progress in writing	62.5% EXS 25% GD	EXS/GD= 81% GD= 21%
% making progress in maths	25% EXS 12.5% GD	EXS/GD= 80% GD= 27%

3. Barriers to future attainment at St Cuthbert's:	
Barriers that can be addressed in school:	
<ul style="list-style-type: none"> <li>• Low prior attainment - accelerated progress needed to close the national gap -especially in reading</li> <li>• 43% SEND on DP register.</li> <li>• New joiners - ensuring smooth transitions</li> <li>• Lack of enrichment</li> <li>• Coming to school without breakfast</li> <li>• Coming to school without a snack</li> <li>• Low aspirations</li> </ul>	
External barriers that require action outside school:	
<ul style="list-style-type: none"> <li>• Potential lack of skills/resources to support at home</li> </ul>	

#### 4. Desired Outcomes

Desired outcomes and how they will be measured:	Success criteria:
Outcome A: Increase the % of Disadvantage Pupils achieving age related expectations in all year groups.	Improved progress & attainment against 2016 of DP pupils.
Outcome B: Reduce barriers to learning.	There is clear evidence from assessments and case studies that actions taken are having an impact upon pupil progress for those in receipt of DP funding.
Outcome C: Targeted teaching based on prior assessments.	Increased progress of Pupil Premium Pupils will be evidenced by end of term assessment data

#### 5. Planned Expenditure for 2017/18

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies:

##### i) Quality teaching for all:

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?
A, B etc (from list in section 4)	Employ additional staff to reduce class size	To improve the social and emotional well-being of our pupils through increased teacher contact and attention. Support accelerated progress for children achieving ARE	Monitor attainment of children in these classes and analyse progress.	SLT	
A, B etc (from list in section 4) Potential lack of skills/resources to support at home.	Parents will have greater capacity to support their child's learning at home through use of online software Use of Active Learn, Bug Club, Nesy and MyMaths to support learning at home Provide many opportunities	Online software to support Reading, Writing and Maths at home and school. Giving opportunities for parents to support pupils at home and gaining an understanding of curriculum content.	Class teachers to monitor usage in class and impact in curriculum areas Discuss formally and informally with DP parents.	SLT CT	July 2018

	for parents to be school with their child e.g. craft, assemblies, handwriting, puzzling, reading sessions.	Giving opportunities for parents to support pupils at home and gaining an understanding of curriculum content.	CT to ensure DP families are targeted well in advance of activities		
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Support the delivery of the curriculum for Pupil Premium children	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.	Select resources appropriate to the current creative curriculum and resources that will enhance the learning for the children.	Subject Leaders	Review termly
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Total budgeted cost:

ii) 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?
A, B etc (from list in section 4) Through effective, targeted support pupils [including SEND] will make greater progress.	Intervention mapping will give priority to these pupils. CT/TA's will deliver and support targeted interventions identified. QFT	43 % of our DPs are registered as SEND. Giving these pupils appropriate teaching and challenging learning activities will enable them to make better progress. Children who are at the ARE will be challenged through targeted interventions.	PG and JW has specific responsibility for SEND and DP. The SLT will monitor the progress of pupils through observations and learning walks. Through discussions with CT, TA's, book scrutinies, meetings with parents and pupil voice.	SLT	Review termly
A, B etc (from list in section 4) Increased targeted interventions for pupils to support improved progress towards of ARE.	Additional support targeted interventions	This additional support will enable teachers to quickly give support to pupils that are not meeting success criteria in lessons. Through this these pupils will be less likely to fall behind in their learning. It will improve their confidence	LT will monitor the impact of this support through lesson observations and learning walks. Book scrutinies will also show the progress of all pupils and evidence of the interventions received when	SLT SH and JW	Review half termly

		and enable them to fully participate in future lessons.	they have not met the success criteria of a lesson.		
Increased opportunities for vulnerable children to express their views and be provided with pastoral support within school [ELSA]. Professional Development of new staff member.	Train and use of ELSA mentor.	Supporting emotional and behavioural difficulties in school.	Regular meetings with mentors, observations of activities.	JLH and JW	Half Termly
Disadvantaged Pupils are more supported throughout the school through targeted interventions.	Targeted intervention mapping.	Giving these pupils appropriate teaching and challenging learning activities will enable them to make better progress.	Regular liaison with intervention leader. Progress meetings, analysis of interventions and data.	SLT	Half termly
Provide the SEND DP children with support from outside agencies, for example: Specialist Teacher, Educational Psychologist	Services purchased in order to provide support to staff in school, pupils and parents.	This additional support will enable teachers to give focussed support to children with SEND.	SLT will monitor the impact of this support through planning meetings, discussions, targets achieved on IEPs	SLT	Half termly
Total budgeted cost:					
iii) Other approaches:					
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?
A, B etc (from list in section 4)  Funding will be put aside to enable Pupil Premium pupils to participate in activities and events that require additional	Free uniform, music lessons, school trips for DP pupils. This will ensure equality of opportunity for these pupils and reduce barriers to learning	Ensure DP children are not prevented from taking part in any in school or after school activities due to cost	Details of the percentage paid from DP funding towards these events will be kept so that it is always in proportion to the number of pupil premium pupils attending	SLT AC	February 2019

funding. This will ensure equality of opportunity for these pupils and reduce barriers to learning					
A, B etc (from list in section 4) Families and children are more supported at school and home.	Monitor 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	Families across the school need support with particular behaviours/routines at home in order for children to close barriers to learning. Spotlighting families where attendance is below 90% in order to increase attendance for individual pupils and increase whole school attendance and lateness.	Monitored through weekly in discussions with SS and CT/SLT Impact of support identified through discussions with parents Possibility of funding Breakfast Club. Additional reading sessions with volunteers  Homework club	SLT SS CTs	February 2019
Total budgeted cost:					

<b>6) Review of Expenditure:</b>				
2017/18				
<b>i) Quality of teaching for all</b>				
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)				
A, B etc (from list in section 4)				
<b>ii) Targeted Support:</b>				
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)				
A, B etc (from list in section 4)				
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			
A, B etc (from list in section 4)				

#### 7) Additional detail

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