



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

1. Summary information					
School	St Cuthbert's C of E Primary School	Total PP budget	£35,600	Date of most recent PP Review	July 2019
Academic Year	2019/20	Number of pupils eligible for PP	26	Date for next internal review of this strategy	February 2020 mid-point review July 2020 end of year review
Total number of pupils	274				

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
% achieving in reading, writing and maths	60% ARE	National result 51%
% reading	60% ARE 20% GD	
% writing	60% ARE 20% GD	
% maths	60% ARE	

3. Barriers to future attainment at St Cuthbert's:
Barriers that can be addressed in school:
<ul style="list-style-type: none"> • Low prior attainment - accelerated progress needed to close the national gap- especially in reading • 42% SEND on DP register. • New joiners - ensuring smooth transitions • Lack of enrichment opportunities • Coming to school without eating breakfast • Low aspirations

External barriers that require action outside school:

- Potential lack of skills/resources to support at home
- Parental ability to support children with learning

4. Desired Outcomes 2019/2020

Desired outcomes and how they will be measured:	Success criteria:
Outcome A: Increase the % of Disadvantaged Pupils achieving age related expectations in all year groups.	DP children are on track to meet their personal targets- all year groups
Outcome B: Effective and targeted support is provided	DP children who are not on track to be age related will make accelerated progress and meet their personal targets DP children who are SEND will meet their SEND targets
Outcome C: Barriers to learning are reduced	Class teachers will have all relevant information when children join the school QFT - effective CPD ensures that teaching staff are able to meet the needs of all children in their class Implementation of new initiative so support closing the attainment gap - skills check, reading comprehension, story time sessions, writing initiative, reading sheds. All DP children have opportunity to join school clubs, go on trips and take part in brass lessons All DP children will be given the chance to take on responsibilities in wider school life e.g. Sports Ambassadors, School Council, assembly times Breakfast foods will be available for any DP child who comes to school without having had breakfast at home

DP children express high level of motivation and engagement with learning and participating at primary school and beyond

5. Planned Expenditure for 2019/20

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, C	Staff to gain better understanding about the needs of any DP to ensure they reach their personal targets by making strong relationships with parents - use of non-negotiables for teaching staff, positive relationships through regular formal and informal contact.	Parents meetings will provide parents with the information they need to support children with learning - knowledge organisers, VIP club to support with homework completion. Knowing as much as possible about each DP pupil will enable school to support them effectively.	Scheduled and structured meetings, teachers released from class if needed	SLT CT	July 2020

A, B	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	Subject Leaders	July 2020
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	especially linked to reading.		resources that will enhance the learning for the children.		
Total budgeted cost:					Reading sheds and books for EYFS KS1 and KS2 Additional teaching resources to enhance curriculum £3000
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	Intervention mapping will give priority to DP pupils CT/TA's will deliver and support targeted QFT and interventions identified on IEPs.	42% 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. Provide ELSA support and offer VIP club at lunchtime to support PSHED this will impact on the whole child.	Half termly updates of Intervention maps by all Phases. Reviewed by JW and PG DP are priority group in Pupil Progress targeting and reviews. CT will plan deliver [QFT] and review using school agreed intervention tracker. PG and JW have specific responsibility for SEND and DP. The SLT will monitor the progress of pupils through	SLT	Review termly

			observations, reviews and learning walks, discussions with CTs/ TA's, book scrutinies, meetings with parents and pupil voice.		
A, B	Additional support through targeted interventions for pupils who are not on track to meet their personal targets. Additional specialised teaching assistant to provide intervention for identified children each term and in lessons alongside QFT.	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.	Ongoing tracking of progress. SLT will monitor impact through lesson observations, pupil progress reviews and learning walks. Book scrutinies will show the progress of all pupils and evidence of the interventions received when they have not met the WALT/WILF of a lesson. Regular liaison with intervention leader. Progress meetings, analysis of interventions and data.	SLT CT	Review half termly
B	Use of ELSA mentor. Increased opportunities for vulnerable children to express their views and be provided with pastoral support within school.	If emotional and behavioural difficulties are supported and minimised in school, they are less likely to have a negative impact upon learning.	Use of ELSA materials and specialist ELSA mentor. Liason with families, CT and SENDCo. Use of Oakfield Specialist Provision e.g. Boxall materials Regular meetings with mentors, CT and families.	CR, PG, SLT, CT	Half termly

Total budgeted cost:	Additional teaching assistants to support in different Phases across School £26,600
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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?
B	Support to purchase 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	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 2020
B	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.	First day response. Attendance monitored through weekly discussions with SS and CT/SLT. Identification of families where attendance is below national expectation in order to increase attendance for individual pupils and increase whole school attendance and lateness.	SLT SS CTs	February 2020

A,B, C	Parents will have greater capacity to support their child's learning at home through use knowledge organisers for different aspects of the curriculum.	This gives parents opportunities to support their children's learning at home and to gain a better understanding of curriculum content.	Discuss formally and informally with DP parents.	SLT CTs	February 2020
B	Improved parental engagement with school: provide opportunities for parents to be school with their child e.g. family days, star of the week assemblies, handwriting, 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.	CT to ensure DP families are targeted well in advance of activities	CT	February 2020
<ul style="list-style-type: none"> Total budgeted cost: 					£6,000

Review of Expenditure 2018/19

6. 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</p>	<p>£0</p> <p>Use of parents evening slots and informal conversations at the beginning and end of the day.</p>

			reminders and updates linked to DP have supported this action.	
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	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

		<p>them to fully participate in future lessons.</p> <p>Giving these pupils appropriate teaching and challenging learning activities will enable them to make better progress.</p>		
A, B etc (from list in section 4)	<p>Train and use of ELSA mentor.</p> <p>Increased opportunities for vulnerable children to express their views and be provided with pastoral support within school.</p>	<p>If emotional and behavioural difficulties are supported and minimised in school, they are less likely to have a negative impact upon learning.</p>		<p>£0</p> <p>Support staff came with ELSA qualification</p>
	<p>Services purchased in order to provide support to staff in school, pupils and parents.</p> <p>Provide the SEND DP children with support from outside agencies, for example: Specialist Teacher, Educational Psychologist</p>	<p>This additional support will enable teachers to give focussed support to children with SEND.</p>		<p>£456.66</p>
	<p>Additional staff to reduce impact of very large class sizes.</p>	<p>Year 3/4</p> <p>All children made at least expected progress.</p> <p>SEND child made good small step progress.</p>		<p>See above support staff</p>
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	Ensure PP children are not			Cost

section 4)	prevented from taking part in any in school or after school activities due to 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 section 4)	Families across the school need support with particular behaviours/routines at home in order for children to close barriers to learning.	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.	This has ensured parents understand how seriously school monitor lateness and attendance and helps make them aware of the importance of attending school and arriving on time.	Cost £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
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7) Additional detail

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