

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Cuthbert's C of E
Number of pupils in school	296
Proportion (%) of pupil premium eligible pupils	Autumn 2021 16% 41/296 11/41 SEND
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 1024/2025
Date this statement was published	Autumn 2021
Date on which it will be reviewed	Summer 2022
Statement authorised by	Jenny Hawkins Headteacher
Pupil premium lead	Jemma White
Governor / Trustee lead	Parveen Kapoor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,730
Recovery premium funding allocation this academic year	£4,930
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 18,246
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£72, 906

Part A: Pupil premium strategy plan

Statement of intent

At St Cuthbert's our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve across all areas of the curriculum. 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. At St Cuthbert's we place great emphasis on our learning values and how these interlink with the personal social and emotional development of our children and their wellbeing. We ensure these are at the core of all we do for all our children to ensure they are well rounded people.

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

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils 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 pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' 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 of pupils whose education has been worst affected, including non-disadvantaged pupils.

St Cuthbert's approach is always responsive to common challenges and individual needs, rooted in robust 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:

Make sure the attendance of disadvantaged pupils is at least in line with those of peers

Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Ensure the outcomes for disadvantaged pupils are at least in line with those of peers in school across our curriculum

well-being needs of all disadvantaged pupils are met ensuring they are ready for learning

Challenges

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

Challenge number	Detail of challenge
1	The attendance of disadvantaged pupils may drop below that of their peers without support from the school team
2	Disadvantaged pupils who have emotional well-being, social and behavioural needs, this could affect their readiness to learn and their ability to make progress
3	27% of our disadvantaged pupils have specific SEND needs
4	Disadvantaged pupils not making expected progress linked to their starting points
5	Enhance reading skills and further influence reading for pleasure
6	Improve oral language and vocabulary skills using NELI interventions to build cultural capital especially in EYFS

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
The attendance/lateness of disadvantaged pupils is the same as peers	<p>To close the gap between whole school attendance and disadvantaged pupils attendance</p> <p>Reduce the number of disadvantage pupils arriving late</p> <p>Disadvantaged children are in school on time ready for learning</p>
<p>Personal, social and emotional needs are met ensuring readiness for learning</p> <p>Well-being of individuals is positive and children are aspirational</p> <p>Classroom teaching is precise and of a high quality to meet the needs of disadvantaged pupils so that they make progress by meeting (or exceeding) age related national expectations.</p> <p>Targeted interventions will ensure progress</p>	<p>Children's personal, social and emotional needs are met and supported as necessary</p> <p>Quality first teaching and targeted interventions ensure progress and closing of gaps</p> <p>A whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve</p>
<p>Outcomes for disadvantaged pupils in line with those of their peers across the curriculum</p> <p>High quality teaching is in place, alongside targeted interventions ensuring all disadvantaged pupils including those with SEND, make expected +progress from their starting points</p>	<p>Increased progress for disadvantaged pupils in speech and language [NELI], reading, writing, phonics and maths</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)

ACTIVITY	Evidence that supports this approach	Challenge number(s) addressed
<p>Ongoing CPD to further improve teaching [See school Improvement Plan]</p> <p>Non – Negotiables [developed using EEF research] embedded in all classes e.g. Feedback</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning</p> <p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	4
<p>Reading lead to work in collaboration with PP lead to enhance reading skills and further influence reading for pleasure</p> <p>Deliver phonic and reading CPD</p> <p>Purchase resources needed to include high quality reading materials for new reading sheds.</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>Reading comprehension</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Phonic Phase Reading books</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	5

<p>To ensure all children receive first quality phonics teaching.</p> <p>Phonic lead to support all staff with the teaching of high quality phonics [Jolly Phonic scheme].</p>	<p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	5
<p>Introduce an e-book library to support learning and facilitate amount of books available in our children's homes.</p>	<p>Early Language Development: Needs, provision, and intervention for children from socioeconomically disadvantaged backgrounds</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language</p>	5
<p>Review current provision alongside the guidance: 'Special Educational Needs in Mainstream,' for the teaching of SEND pupil</p>	<p>See EEF research guidance report: Special Educational Needs in Mainstream School published in March 2020</p> <p>Ensure all pupils have access to high quality teaching.</p> <p>Compliment high quality teaching with small group and one to one interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nuffield Early Language – Introduce and	The Department for Education is currently working with the EEF and other delivery partners to	6

<p>establish small group interventions across EYFS and KS1 following baseline assessments. Training of key staff who will deliver the intervention.</p>	<p>make Nuffield Early Language Intervention (NELI) available to state-funded primary schools at no cost. This will be funded as part of the Government's £350m allocation to tutoring, through the £1bn Covid-19 catch-up' package announced in June 2020.'</p> <p>Endorsed by EEF Research</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</p>	
<p>Carefully target interventions that will ensure progress</p> <p>Review and embed provision around small group Reading/ Maths/ Writing/ Speaking and listening intervention for disadvantaged pupils falling behind age-related expectations</p>	<p>Some pupils may require additional support alongside high-quality teaching in order to make good progress.</p> <p>The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning</p>	4
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>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:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	4
<p>Effectively use all staff to enable disadvantaged pupils to meet identified needs</p> <p>CPD training linked to SEND ongoing for all Support members</p> <p>Use of recovery funding to close gaps for</p>	<p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2 – 0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.</p>	3

disadvantaged pupils	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	
Half termly analysis of summative assessment data and identify the children who require boost and more targeted intervention. Closely monitored by PP leader and SLT. Pupil progress meetings termly Regular monitoring of targeted interventions	Interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support	4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance/lateness of disadvantaged is monitored and support is offered when needed to ensure attendance is at highest level possible	Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies	1 2 3
Well- being and pastoral support for vulnerable children and families given by SENDCO and ELSA teacher alongside class teacher.		
Transition arrangements for EYFS ensures we quickly identify pupils 'at risk' as, or before they start school. Good links with 'feeder settings' are established and parents. Transition to secondary school managed in liaison with new setting ensuring good links and		

additional visits where needed.		
Close relationships and discussions with our vulnerable families – allows them to access key services depending on their need.		
Continue to increase opportunities for parents to engage with learning Including access to: BlendSpace You Tube Channels Enrichments days Weekly skills development sessions e.g. letter formation Twitter		

Total budgeted cost:

Funding:	£49730
Recovery Funding [Covid linked allocated to all schools]	£4930
Carry Forward from 2020/2021	£18246
Total spend available	£72906

Purposed spend 2021/22	
Allocated salaries: Intervention Teacher, ELSA Leader, Intervention Leader [with additional 6 hours]	£39, 019
Trips, uniform, before and after school care, holiday clubs, milk, music lessons, sports clubs, enrichment clubs	£5000
iPad for each class -enhancing learning	£3,500
Enrichment resources for curriculum or resources for disadvantaged children linked to curriculum.	£1,500
Reading shed and books	£2,500

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

DATA POINT 3 -Summer 2021

[ARE – Age Related Expectation]

	Reading	Writing	Maths
Year 6 PP	4/5 ARE	4/5 ARE	3/5 ARE
Year 2 PP	4/5 ARE	3/5 ARE	4/5 ARE
EYFS	5/6 ARE	3/6 ARE	5/6 ARE

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
TT Rockstars	TTRS
Dyslexia Gold	Dyslexia Gold

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.