



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	£38,970 + 10,000 carry forward.	Date of most recent PP Review	Autumn 2020
Academic Year	2020/21	Number of pupils eligible for PP	34 12% of the school population	Date for next internal review of this strategy	February 2021 mid-point review July 2021 end of year review
Total number of pupils	287				

2. Current attainment		
Due to Covid-19 this information is unavailable	% of Y6 PP pupils who achieved EXS/GD at St Cuthbert's 2020	% of Y6 non PP pupils who achieved EXS/GD nationally
% achieving in reading, writing and maths		
% reading		
% writing		
% maths		

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• Large number of SEND on PP register• New joiners - ensuring smooth transitions• Lack of enrichment opportunities• Meals and snacks

<ul style="list-style-type: none"> • Low aspirations
External barriers that require action outside school:
<ul style="list-style-type: none"> • Potential lack of skills/resources to support at home • Parental ability to support children with learning

4. Desired Outcomes 2020/2021	
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.	PP children are on track to meet their personal targets- all year groups This is monitored carefully in Phase and Pupil Progress meetings.
Outcome B: Effective and targeted support is provided	PP children who are not on track to be age related will make accelerated progress and meet their personal targets e.g. using Skills Checks Use of priority interventions PP 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 Continued use of- skills check, reading comprehension, story time sessions, writing initiatives including 'novel study', reading scheme closely linked to phonic phases, benchmarking materials - support closing the attainment gap All PP children have opportunity to join school clubs, go on trips and take part in brass lessons All PP children will be given the chance to take on responsibilities in wider school life e.g. Sports Ambassadors, School Council/British Values [Covid- 19 permitting] Foods will be available for any PP children who comes to school without having had breakfast at home PP children express high level of motivation and engagement with

learning and participating at primary school and beyond

5. Planned Expenditure for 2020/21

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 PP child 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, support with homework Knowing as much as possible about each PP pupil will enable school to support them effectively.	Scheduled and structured meetings, teachers released from class if needed	SLT Class Teacher	July 2021
A, B	Purchase resources in order to provide a broad, balanced and creative curriculum especially linked to reading/ Computing. [This will ensure during a	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	July 2021

	bubble closure or lockdown situation PP children would have the opportunity to use an iPad].				
Total budgeted cost:					<p>Reading books for EYFS KS1 and KS2 Additional teaching resources to enhance curriculum including iPads £3,000 Reading Schemes Autumn term £3,500 iPads Autumn term</p>
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 PP pupils CT/TA's will deliver and support targeted QFT and interventions identified in their personal targets.	SEND pupils given appropriate teaching and challenging learning activities will enable them to make better progress. Provide ELSA support and carefully planned PSHED to impact the whole child.	Half termly updates of Intervention maps by all Phases. Reviewed by JW and PG PP are priority group in Pupil Progress targeting and reviews. CT will plan deliver [QFT] and review using school agreed intervention tracker.	SLT	Review termly

			<p>PG and JW have specific responsibility for SEND and PP. The SLT will monitor the progress of pupils through observations, reviews and learning walks, discussions with CTs/ TA's, book scrutinies, meetings with parents and pupil voice.</p>		
A, B	<p>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.</p>	<p>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.</p>	<p>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.</p>	SLT CT	Review half termly
B	<p>Use of ELSA mentor. Increased opportunities for vulnerable children to</p>	<p>If emotional and behavioural difficulties are supported and minimised in school, they are</p>	<p>Use of ELSA materials and specialist ELSA mentor. Liason with families, CT and</p>	CR, PG, SLT, CT	Half termly

	express their views and be provided with pastoral support within school.	less likely to have a negative impact upon learning.	SENDCo. Use of Oakfield Specialist Provision e.g. Boxall materials Regular meetings with mentors, CT and families.		
Total budgeted cost:					Additional teaching assistants to support in different Phases across School £22,000
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	Termly
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	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	SLT SS CTs	Half Termly

	support put in place. If a bubble closes CT to prioritise PP contact.		attendance for individual pupils and increase whole school attendance and lateness.		
A, B, C	Parents will have greater capacity to support their child's learning at home through the use of knowledge organisers for different aspects of the curriculum, clear homework structures.	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 PP parents.	SLT CTs	Termly
B	Improved parental engagement with school: provide opportunities for parents to be involved with school and their child e.g. star of the week assemblies [online], parents meeting.	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 PP families are targeted well in advance of activities	CT	Termly
<ul style="list-style-type: none"> Total budgeted cost: 					Uniform Music Milk Enrichment £1000 Review Dec 2020

Review of Expenditure 2019/20

6. Summary information					
School	St Cuthbert's C of E Primary School	Total PP budget	£35,600	Date of most recent PP Review	n/a
Academic Year	2019/20	Number of pupils eligible for PP	26	Date for next internal review of this strategy	September 2021
Total number of pupils	274				

6) Review of Expenditure:				
2019/20				
i) Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned (and whether you will continue with this approach)	Cost
ii) Quality teaching for all:				

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 provided parents with the information they needed to support children with learning - knowledge organisers were well used and strong relationships were formed with families.	This approach was positive and continued using telephone calls during Covid -19.	
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A, B	Purchase resources in order to provide a broad, balanced and creative curriculum especially linked to reading.	Children accessed a well-resourced curriculum and enjoyed enrichment activities.	Continue to enhance the new reading scheme that supports phonic phases.	
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Total budgeted cost:				£1,969 Reading scheme £146 Trips £136 Swimming
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iii) Targeted Support:				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned (and whether you will continue with this approach)	Cost
A, B	Additional support through targeted interventions for pupils who are not on track to meet their personal targets. Additional specialised	Interventions successfully ran until Feb 2020. Learning materials sent home were differentiated to support needs.	Continue 20/21	

	teaching assistant to provide intervention for identified children each term and in lessons alongside QFT.			
B	Use of ELSA mentor. Increased opportunities for vulnerable children to express their views and be provided with pastoral support within school.	Emotional and behavioural difficulties are supported and minimised in school- support offered during Covid-19 in and out of school.	Use of ELSA materials and specialist ELSA mentor to continue to support children as they return in Sept 2020 - share materials with CTs.	
Total budgeted cost:				£22,400 Staffing costs
iv) Other approaches:				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned (and whether you will continue with this approach)	Cost
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.	DP children were not prevented from taking part in any in school or after school activities due to cost. This ensured equality of opportunity for these pupils and reduce barriers to Learning	Continue 20/21	
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	Families across the school supported with particular behaviours/routines at home in order for children to close barriers to learning.	Continue 20/21	

	support put in place.			
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.	Opportunities to support children learning at home and gained a better understanding of curriculum content.	Ensure Remote Learning policy reflects this in case of bubble closure.	
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.	Increased engagement with parents to enhance relationships between school and families. This had a positive impact upon both children's and parents' attitudes to school and learning and continued during Covid-19.	Continue 20/21	
				£330 Uniform £560 Milk £84 Basket ball £258 Music lessons + Dual registration cost £786
<ul style="list-style-type: none"> • Total budgeted cost: £26, 669 				

Due to Covid-19 we have a £10,000 to carry forward to 2020/21

7) Additional detail

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