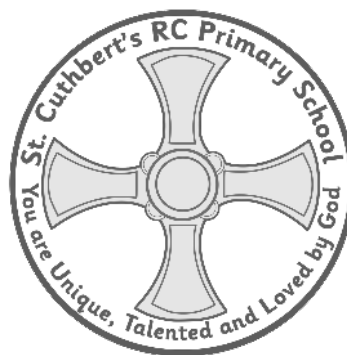


St Cuthbert's RCVA Primary School

Pupil Premium Strategy 2020-2021



“You are unique, talented and loved by God”

Rationale

At St Cuthbert's we believe that teaching and learning opportunities should meet the needs of all pupils. We strive to ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are adequately assessed and support is put in place. Our work with Pupil Premium children is aimed at accelerating progress and overcoming barriers to learning so that these pupils achieve similar outcomes to their peers and diminish the difference between Pupil Premium and non Pupil Premium children.

Summary Information

Year Group	FSM	LAC	Military/Service	No of pupils eligible	% of pupils eligible
Reception	5	0	0	5	17%
Year 1	3	0	0	3	11%
Year 2	5	0	0	5	23%
Year 3	5	0	0	5	16%
Year 4	6	0	0	6	20%
Year 5	3	0	1	4	12.5%
Year 6	8	0	1	9	33%
Whole School	35	0	2	37	18.5%
Pupil Premium Budget 2020-21	£43,660				
Reviewed	November 2020				
Next Review	January 2021 when SIP is updated				

Due to coronavirus, we don't have national assessment data available for the 2020/21 academic year, and are unable to benchmark progress against other schools. Instead, we have looked at school's internal data for the period between September and July.

End of KS1		
5 children eligible for PP	Pupils eligible for PP	Pupils not eligible for PP
% making expected or better than expected progress in reading	60% (3/5)	65% (11/17)
% making expected or better than expected progress in writing	40% (2/5)	53% (9/17)
% making expected or better than expected progress in maths	80% (4/5)	41% (7/17)

Y2 Phonics screening		To be added in December 2020
Pupils eligible for PP	Pupils not eligible for PP	National
22.7%	77.3%	

End of KS2		
9 children eligible for PP (8 FSM, 1 service ever6)	Pupils eligible for PP	Pupils not eligible for PP
% making expected or better than expected progress in reading	22% (2/9)	54% (13/24)
% making expected or better than expected progress in writing	33% (3/9)	46% (11/24)
% making expected or better than expected progress in maths	22% (2/9)	50% (12/24)

Barriers to Attainment	
Internal Barriers	Desired Outcomes
Early language development	Better communication – spoken and written
Attendance and Punctuality – Historically the attendance of PP children is below non PP children.	Improvement % of PP children's attendance. Breakfast club offered for poor attenders
Limited support for social, emotional and well being of pupils	Opportunities for pupils to access listening matters and social stories individually or in small group support
Limited life experiences and opportunities of some pupils	Pupils have the opportunity to experience the Arts and sport
Percentage of PP children achieving ARE in classes is uneven across the school	Increase the % of children achieving ARE in each year group.
External Barriers	
Parental support/engagement	

Budget Constraints	Maintain staffing so that support and targeted intervention can take place.
Intake is from different providers, occasional pupils with little/no nursery education	Pupils in EYFS make progress from their starting points to reach GLD

Planned Expenditure					
Desired Outcome	Action	Cost	Link to SIP	Success criteria	Review
PP children have good attendance and punctuality (over 96%)	Monitor attendance fortnightly. Office to contact parents by phone call if they haven't contacted school by 9.30am. Attendance letter and meetings for parents whose children fall below 90%. Rewards given for improved attendance. Free milk for current FSM children	Certificates/stickers/rewards (£300) End of academic year rewards (£300) Breakfast club offered free (£230 per child) (£400)		Improvement % of PP children's attendance. Breakfast club offered for poor attenders	Office have been efficient in contacting parents if they have not turned up at school. Attendance letters were sent out in November and January to parents whose children's attendance was below 90% and cause for concern letters for those who were below 92%. Attendance certificates were given in January. All FSM children were offered free milk if they wanted it (24/38 children)
Improved support for social, emotional and well being of pupils	Consumable resources. TA – one afternoon a week	£17.75 per hour (2hours @37 weeks = £1313.50)	2.2 3.2	Opportunities for pupils to access listening matters	Children have continued to access Listening Matters with a qualified TA – although this could only happen if the TA was linked to their bubble. This service is often oversubscribed and there is a waiting list.

Limited life experiences and opportunities of some pupils	<p>Quality Music provision. Fees paid for all Pupil Premium children who learn an instrument.</p> <p>Subsidising school trips and residentials. Subsidising families who have more than 2 children attending school trips in the same month.</p> <p>Author in school – opportunities to write and engage creatively</p> <p>Subsidising activities for PP children to enrich experiences (e.g Seaham Harbour activity Centre/ Playology and other school visits).</p> <p>Subsidising places in after school clubs</p>	<p>6 PP pupils are accessing free music tuition for guitar/violin (£810) First Access (£1145)</p> <p>Cost £1220 (approx. depending on the number of PP children attending residentials in Y5/6)</p> <p>£800</p> <p>£300-£500</p> <p>£1000(PE clubs come from sports premium)</p>	<p>3.1 3.2 3.3a</p>	<p>Pupils have the opportunity to experience the Arts and sport</p> <p>Maintained and increased access and participation in wider curriculum opportunities. Books show that children are using language and vocabulary across the curriculum.</p>	<p>6 pupils had their music tuition paid for (guitar or violin).</p> <p>School residentials were heavily subsidised (although they did not go ahead in 2021)</p> <p>9 children for Y6 outdoor adventurous activities (in place of residential).</p> <p>School trips were subsidised for larger families (We had 2 families with more than 2 children and 2 sets of twins.</p> <p>Adam Bushnel visited school for two days with a focus on stimulating writing creatively</p> <p>All FSM pupils had a free place in after school sports clubs.</p>
Percentage of PP children achieving ARE in classes	<p>Two Teaching Assistants (pm) to support interventions for all classes in KS1 and KS2. Small group focused teaching (Phonics, spelling, English, Maths, Curriculum areas)</p> <p>Purchase of Teaching and Learning Resources linked to narrowing the gap.</p> <p>Reading Plus</p>	<p>Cost – approx. £20,236</p> <p>Cost – approx. £5,000</p>	<p>1.1 1.2 1.3 1.4</p>	<p>Increase the % of children achieving ARE in each year group.</p>	<p>Interventions took place and included provision for PP pupils. This continued when children were working remotely from home.</p>

Address gaps in learning due to school absence caused by COVID19 by supporting pupils to catch-up.	Conduct baseline assessments upon return to school to establish a starting point. • SLT to analyse data. • Allocate support staff according to needs of pupils in class. • Staff to engage in CPD throughout the year to support them to deliver quality first teaching to all pupils.		1.1 1.2 1.3 1.4 4.3	Provision will be mapped following Pupil Progress Meetings using data from assessments to identify pupils in need of intervention.	Support staff were allocated according to needs of pupils in class. Catch up funding used to support children in Year 2 and Year 6 (end of phase). Catch up funding used to support children in Year 4 – high proportion of SEN and lowest engaging class in remote education Reading plus – support for reading in Year 5. Staff engaged in CPD throughout the year to support them to deliver quality first teaching to all pupils.
Parental support/engagement	To further develop engagement. Opportunities for families to visit school (art/topical workshops). Ensure that there is enough support for families who are in receipt of FSM.	Cost – approx. £500			We were unable to have parents in school last year but parental engagement with remote learning was much improved from the lockdown in 2020. Staff contacted families who were isolating or during periods of school closure which improved engagement. Families received FSM vouchers and hampers.
Intake is from different providers, occasional pupils with little/no nursery education	Opportunities for Reception teacher to visit settings, meet with parents, Staff development/ resources	Cost – approx. £300 Cost – approx. £500		Pupils in EYFS make progress from their starting points to reach GLD	Despite the lockdown in 2020, children settled very well and showed potential. The fact children did not

					reach ELG was due to further school closures in Spring 2021.
Look into a programme to develop early language in EYFS/KS1		Unknown yet...			

Governance – monitoring effectiveness	
Children's committee	
Spring term Review	Minutes of governors meeting – March 2021
Summer term Review	Minutes of governors meeting – June 2021