

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 Catholic Primary School
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	18.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	8 th November 2021
Date on which it will be reviewed	December 2021 July 2022
Statement authorised by	
Pupil premium lead	Nicola Noble
Governor / Trustee lead	Helen Coates

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Ever6/FMS £51,110 Ever6 Service children £310 PLAC £2,345
Recovery premium funding allocation this academic year	£ 7105
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£60,870

Part A: Pupil premium strategy plan

Statement of intent

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.

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 through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Pupils who are eligible for Pupil Premium do not enter early years at age related-expectations; communication and language is exceptionally poor. This means they need to make more progress than their peers to catch up.
2	Emotional resilience of pupils eligible for pupil premium is low compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging. Teacher referrals for support have markedly increased during the pandemic. 24 pupils (10 of whom are disadvantaged) currently require additional support with social and emotional needs, with 18 (10 of whom are disadvantaged) receiving small group interventions or 1:1 support (these numbers may vary).
3	All children need high quality teaching and feedback to ensure they make progress and develop appropriate skills and knowledge.
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and maths.
5	Limited life experiences and opportunities of some pupils means staff have to ensure there are opportunities in school to support and value reading.
6	Attendance can be a barrier to disadvantaged pupils, although this is sometimes linked to medical needs of children with SEND, this is not always the case.

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
Pupils eligible for Pupil Premium in EYFS make rapid progress in all areas to meet national expectations.	A higher proportion of Pupil Premium children meet a Good Level of Development than in 2021.
Improve emotional resilience for all pupils through use of TA support and intervention.	<p>Children will be identified based upon SEMH needs. Specific social and emotional support for identified disadvantaged individuals and their families by named responsible person e.g. Relax Kids, Mindfulness</p> <p>Lesson observations will demonstrate pupils' positive attitudes to learning and good behaviours.</p> <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> data from student voice, student and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Provide children with high quality teaching and feedback to ensure progress in lessons. Ensure pupils are provided with organisers to support their learning.	% of PP pupils meeting the expected standard improves from 2020.
To further narrow the gap by the end of KS1 and 2 in reading, writing and maths attainment between disadvantaged and non-disadvantaged pupils at ARE and GD.	KS1 and 2 outcomes in 2022 show that more disadvantaged pupils met the expected standard.
Increase engagement with parents to support home reading. Provide increased opportunities in school to support and enthuse a love of reading	By the end of the academic year, attainment in reading for all pupils improves across the whole school compared to standardised assessment in summer 2021.
To ensure attendance for disadvantaged children is in line with others.	To maintain disadvantaged pupil's attendance to be in line with non-disadvantaged

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)

Budgeted cost: £13,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Implement Talk Boost Language Intervention with all EYFS children across the year using a teaching apprentice to enhance staffing levels.	<p>On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p>EEF toolkit: Communication and language approaches - additional 6 months progress</p>	1
Staff to access SoundsWrite training to ensure consistency in this approach to phonics across the school.	<p>Overall, the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial. There is some evidence that approaches informed by synthetic phonics (where the emphasis is on sounding out letters and blending sounds to form words) may be more beneficial than analytic approaches (where the sound/symbol relationship is inferred from identifying patterns and similarities by comparing several words).</p> <p>Sounds write is a DfE accredited systematic synthetic phonics programme</p> <p>EEF toolkit: Phonics - additional 4 month progress.</p>	1, 3, 4
To provide quality CPD throughout the year, using SLT, subject leads and outside agencies.	Improving the quality of teaching is the imperative to improve outcomes, particularly for disadvantaged pupils.	1,2,3,4
<p>To ensure quality teaching and learning so that all teaching is at least good with the majority being outstanding.</p> <p>Enhancement of our maths and english teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>Children's stamina for writing is weakened due to remote learning and periods of isolation. This needs to be built up.</p>	3, 4

(including Teaching for Mastery training). (EP) English lead given time to monitor and implement strategies. Staff will work with the Trust English lead to improve outcomes in writing		
Staff will take part in the Durham resilience programme. We will fund teacher release for the SENCO and mental health lead and to fund resources.	The pandemic has greatly affected the emotional resilience of pupils. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.	2

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

Budgeted cost: £33,170

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Ensure that accurate next step targets are identified for all disadvantaged pupils in phonics. Phonics lead employed to ensure robust organisation, training and monitoring of phonics teaching and progress.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3, 4
Increased hours for our Y2 TA (2 afternoons) to deliver tuition	Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear	3, 4

(School Led Tutoring Grant to pay 75% of costs)	to result in optimum impact. Tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. EEF Teaching and Learning Toolkit: Small group tuition - additional 4 months progress.	
Pupils that are entitled to PP and have special educational needs are fully supported and their progress shows improvement. External Agencies will be engaged throughout the year identifying vulnerable pupil needs to support behaviour, relationships, attainment and progress. Parental involvement with targets.	LA and Trust training delivered to SENCO and SEN support.	3,4,5
Interventions are targeted, specific and reviewed half termly. TAs work with class teachers to ensure interventions are purposeful.	Interventions targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:	3,4

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

Budgeted cost: £14,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
2x HLTAs to have specific time set aside to support children with challenging behaviour and emotional resilience difficulties (Listening Matters, Bereavement counselling etc) Pupils that are entitled to PP and have special educational needs are fully supported and their progress shows improvement. External Agencies will be engaged throughout the year identifying	Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning. This is based on a number of meta-analyses that review robust studies of interventions in schools. EEF Teaching and Learning Toolkit: Behaviour Interventions - additional 3 months progress	2

vulnerable pupil needs to support behaviour, relationships, attainment and progress.		
<p>Limited life experiences and opportunities of some pupils</p> <p>Quality Music provision. Fees paid for all Pupil Premium children who learn an instrument.</p> <p>To Identify barriers to learning and be reactive and respond to unexpected needs of Disadvantaged pupil and their wider families e.g. wider issues personal fund -uniform, food parcel, ICT, trips, after school clubs</p> <p>Subsidising school trips and residential.</p> <p>Subsidising families who have more than 2 children attending school trips in the same month. Subsidising activities for PP children to enrich experiences (e.g Seaham Harbour activity Centre/ Playology and other school visits).</p> <p>Author in school – opportunities to write and engage creatively</p> <p>SLT track who attends after school clubs and if there are children who can't attend due to circumstances out of their control, then they are offered a place at clubs, at no cost.</p>	<p>Overall, it is clear that social and emotional learning can have a positive impact not only on pupils' learning, but also attitudes to learning and social relationships. Lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>EEF Teaching and Learning Toolkit: Social and Emotional Learning – additional 4 months progress</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.</p> <p>EEF Teaching and Learning Toolkit: Art Interventions - additional 3 months progress</p>	5
Whole staff training on behaviour management and approaches with the aim of developing our school ethos and improving behaviour across school. (Children are having to refamiliarise themselves with whole	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	5

school expectations now that school and classes are mixing on a wider scale, plus there are staff new to school and year groups).		
Attendance team to monitor and support Pupil premium families to maintain attendance, punctuality and readiness to learn including persistent absentees	EEF report (2015) states that pupils need to be in school to learn and achieve and that there is a direct link between pupil achievement at KS2 and KS4.	6

Total budgeted cost: £

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.

2020-21 outcomes: (See 2020-21 document for full review).

Our children came back into school in September 2020. National school closure resumed on 4th January 2021 and schools reopened 8th March 2021. Since reopening school has had numerous 'bubble closures' of year groups across the year. Pupils from disadvantaged backgrounds were all offered a place in provision as part of the vulnerable group offer. All SEND children and children with a social worker were offered a place in school.

All children had access to ICT. Any children who did not, were loaned a laptop. Paper packs were also provided to parents if requested, as well as stationary and resources to be able to complete the work. We received free Wi-Fi data packs from Vodafone.

Home learning was delivered to a high standard and quality assured by the SLT. Key disadvantaged and vulnerable pupils were targeted for and offered 1:1 session with TAs or teachers to ensure that they received the highest possible education. This strategy was well received, especially target phonic sessions. All vulnerable children were invited into school and we had a high percentage.

Disadvantaged families were called weekly for wellbeing calls and vouchers were delivered weekly to some of our families who could not attend the setting. This had a direct impact on attendance on online face to face teaching as pupils were more likely to attend all sessions when in direct communication with a member of staff.

Wellbeing resources, were purchased to support children who have anxiety, bereavement and Mental Health. The wellbeing lead delivers sessions to support children with this.

Desired Outcome	Review
PP children have good attendance and punctuality (over 96%)	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	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	6 pupils had their music tuition paid for (guitar or violin). School residentials were heavily subsidised (although they did not go ahead in 2021) 9 children for Y6 outdoor adventurous activities (in place of residential). School trips were subsidised for larger families (We had 2 families with more than 2 children and 2 sets of twins). Adam Bushnell visited school for two days with a focus on stimulating writing creatively All FSM pupils had a free place in after school sports clubs.
Percentage of PP children achieving ARE in classes	Interventions took place and included provision for PP pupils. This continued when children were working remotely from home.

Address gaps in learning due to school absence caused by COVID19 by supporting pupils to catch-up.	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	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	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.

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
Reading Plus	Reading Solutions
Lexia	Core 5 Lexia Learning Systems LLC

Service pupil premium funding (optional) – only 1 Ever6 child £310

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?	