



# Pupil premium strategy statement for St Cuthbert's Catholic Primary

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	192
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020-2021 2021-2022 2022-2023
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mrs Colette Barrett Headteacher
Pupil premium lead	Naomi McGregor UPS Teacher
Governor / Trustee lead	Mrs Bev Bookless

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72630.00 adjusted Sept 2021
Recovery premium funding allocation this academic year	£7395.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£80025.00</b>



If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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## Part A: Pupil premium strategy plan

### Statement of intent

At St Cuthbert's, in order to deliver and inspire the highest quality education we are committed to developing and delivering our own curriculum, derived from our shared values rooted in the gospel teachings.

St Cuthbert's Catholic Primary School aims to reduce the academic gap between disadvantaged and non- disadvantaged pupils by delivering an ambitious and meaningful broad and balanced curriculum. Our curriculum is designed to encourage all pupils to develop a positive attitude to learning, develop perseverance and promotes pupil confidence to be an enquiring and independent learner. We aim is to ensure disadvantaged pupils achieve positive outcomes by the targeted and effective use of resources.

In order to achieve our objectives we will:

- ensure all staff receive high quality CPD opportunities to enable them to deliver quality first teaching
- ensure all staff have high expectations and ambitions for all pupils including our disadvantaged and SEND pupils
- ensure disadvantaged pupils have high attendance and are on time ready to learn
- ensure disadvantaged pupils receive a curriculum that provides challenge
- ensure effective interventions are put in place to support disadvantaged pupils to achieve expectations.

As a result of COVID-19, St Cuthbert's employed a number of strategies to support disadvantaged pupils narrow the gaps in learning.

The government laptop scheme provide the opportunity to support pupils to access technology. Through their use, pupils were able to access various online learning platforms such as Tapestry, Microsoft Teams, Lexia, Oxford Owls – e Library and Times Table Rockstars to support pupil learning at home.

School has used additional funding to enable adults to facilitate language development in Year 1 through the Nuffield Early Language Intervention programme. Funding also supports additional staff to deliver interventions specific to the needs of our pupils, as well as funding additional support within the classroom.



School employs the services of an Attendance/Family Support worker for three hours a week to support improvement of attendance for our disadvantaged pupils.

School provides access to counselling to support pupils dealing with trauma, anxiety and/or adverse childhood experiences.

Key principles of St Cuthbert's strategy plan are:

1. Deliver a whole school approach where all staff take responsibility for the outcomes of disadvantaged pupils and raise expectations of what they can achieve
2. Ensure high quality teaching and learning, and targeted intervention
3. Ensure pupils are challenged in the work they are set by having high expectations of what they can achieve
4. Improve outcomes in the core subject areas of reading, writing and mathematics
5. Ensure access to resources in order to reduce barriers to learning
6. Ensure progress of disadvantaged pupils is not negatively impacted by social and emotional difficulties, including medical and mental health issues.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Low attendance rate and punctuality of disadvantaged pupils</b> Attendance is usually beneath the pre COVID national average of 96%. Persistent absence is higher than national average. Our disadvantaged pupils' attendance is lower than that of our non-disadvantaged pupils.
2	Impact of school closure on pupils academic achievement and SEMH
3	Low levels of vocabulary, language and communication skills on entry to Reception Class
4	Narrowing the gap in attainment and progress in Reading, Writing and Mathematics
5	Cognitive overload of working memory which prevents knowledge moving to long term memory
6	Build self-esteem, resilience, perseverance and a positive attitude to learning



## 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
<p>1. Achieve and sustain improved attendance for all children in school: particularly disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• Overall attendance is at or above National Average</li> <li>• Overall Persistent Absence is at or close to National Average</li> <li>• The average rate of disadvantaged pupil attendance is in line with non-disadvantaged pupils.</li> <li>• Pupils arrive at school on time so they are ready for the start of the school day and access daily reading and phonics time.</li> </ul>
<p>2. Improve pupil self-esteem, resilience, concentration and perseverance when learning in order to support their social, emotional and mental health (SEMH).</p>	<ul style="list-style-type: none"> <li>• Continue to develop a growth mind-set approach to learning across the whole curriculum</li> <li>• Growth mind-set actively encouraged in every lesson</li> <li>• Develop the Tiny Habits concept</li> <li>• Develop partnership with the RISE project to support pupils social, emotional, and mental health</li> <li>• Continue to provide a counselling service for pupils in need</li> <li>• Deliver the new Relationship and Health Education programme</li> <li>• Pupils have access to a wide range of extra-curricular activities/experiences including trips, residential visits, aspiration assemblies, visitors to school, interactive experiences.</li> </ul>
<p>3. Improve early communication and language skills.</p>	<ul style="list-style-type: none"> <li>• Pupils develop their attention and listening skills in order to support access to the curriculum</li> <li>• Pupils demonstrate their understanding by responding effectively to what they hear by their actions, comments and questions</li> <li>• Pupils can answer questions and join in small group and whole class discussion using new vocabulary.</li> </ul>



<p>4. Pupils experience high quality teaching across the curriculum that enables them to achieve their targets.</p>	<ul style="list-style-type: none"><li>• Pupils make good progress from their starting point</li><li>• Pupils achieve progress towards their FFT target by the end of the academic year.</li><li>• Pupils achieve in line with their peers in national tests e.g. Early Learning Goals (ELGs), Phonics Screening, KS1 and KS2 SATs and Y4 Multiplication Check</li><li>• Pupils acquire new knowledge and skills across the curriculum</li><li>• Pupils are supported to make good progress in learning through the delivery of high quality targeted interventions.</li><li>• Pupils are ready for the next year of their education.</li></ul>
<p>5. Develop a reading culture in school in order to ensure pupils' ability to read effectively provides access to the curriculum.</p>	<ul style="list-style-type: none"><li>• Pupils are secure in their knowledge and use of phonics to support early reading</li><li>• Pupils enjoy reading through access to a wide range of texts and acquire new knowledge</li><li>• Pupils understanding of and use of vocabulary in writing improves</li><li>• Pupils attainment in Reading is at Age Related Expectations</li><li>• Pupils develop their reading comprehension skills which develops their understanding of texts and knowledge of other subject areas</li><li>• Pupils have access to home reading resources and online resources to support progress in reading</li><li>• Pupils have access to class libraries to support a love of reading.</li></ul>
<p>6. Improve pupils knowledge and understanding of core learning for each year group</p>	<ul style="list-style-type: none"><li>• Provide staff with CPD to develop an understanding of metacognition</li><li>• Begin to develop pupils knowledge of how they learn</li><li>• Lessons will focus on the key learning</li><li>• Activate pupils prior learning</li><li>• Scaffold learning using work examples when planning tasks</li></ul>



	<ul style="list-style-type: none"><li>• Challenge is pitched at the correct level</li></ul>
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## 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: £ 34559.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching and Learning CPD Incorporate Rosenshine Principles of Instruction into classroom practice. CPD for school SLT on the use of the principles SLT to disseminate CPD to all staff to improve teaching</p> <p><i>£340 plus 3 days supply £450 and £72.00 cost of SLY delivering £862</i></p>	<p>Teachers will demonstrate use of the Principles within the classroom to support pupils learning.</p> <ol style="list-style-type: none"> <li>1. Review, checking previous day's work (and re-teaching if necessary).</li> <li>2. Presenting new content/skills.</li> <li>3. Initial student practice (and checking for understanding).</li> <li>4. Feedback and correctives (and re-teaching if necessary).</li> <li>5. Student independent practice.</li> <li>6. Weekly and monthly reviews.</li> </ol>	4, 6
<p>Gap analysis completed by all teachers and subject leads EEF guide to support school planning £2160</p>	EEF guidance document to support	4,5 and 6
<p>Purchase a DfE validated Systematic Synthetic Phonics Scheme to secure strong phonics teaching for all pupils. £2000</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Phonics">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	5



	<a href="#">Validation of systematic synthetic phonics programmes: supporting documentation - GOV.UK (www.gov.uk)</a>	
<p>Teaching and Learning CPD</p> <p>Government approved Synthetic Phonics programme CPD Floppy Phonics training for all staff</p> <p>Release time for subject lead to deliver training to support staff</p> <p>Release time to review phonics teaching, phonics interventions in school and early reading provision within school.</p> <p>£530</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Validation of systematic synthetic phonics programmes: supporting documentation - GOV.UK (www.gov.uk)</a></p>	4,5 and 6
<p>Teaching and learning CPD</p> <p>CPD delivered by SLT on the use of Tiny Habits and Growth Mind-set</p>	To support embedding learning in the classroom and developing self-esteem, resilience and perseverance	2
<p>Enhance our mathematics teaching and planning in line with DfE and EEF guidance.</p> <p>Maths Hub CPD and Maths consultant CPD</p> <p>Release time for Maths subject lead, KS2 teacher and HT to support all staff in the development of a mastery curriculum (Great North Maths Hub)</p> <p>Maths consultant CPD for all staff on Working memory in Mathematics</p>	<p>The EEF guidance is based on a range of evidence:</p> <p><a href="#">EEF Maths EY KS1 Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p><a href="#">KS2 KS3 Maths Guidance 2017.pdf (d2tic4wvo1iusb.cloudfront.net)</a></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><a href="#">Maths guidance introduction (publishing.service.gov.uk)</a></p>	4 and 6



<p>4 year strategy</p> <p>Maths consultant CPD for support staff on Place value</p> <p>Maths consultant CPD for all staff in breaking down Maths objectives into small steps</p> <p>Maths consultant CPD for all staff on progression in Fractions across the year groups £4725 + £2000</p>		
<p>Leadership time Release time for Pupil Premium Champion/ subject leads to carry out review of assessment data, monitoring, pupil voice, subject maps to support learning, Phonics programme and results. £600+4050</p>	<p>Time allocated for Pupils premium Champion to gain a secure knowledge of disadvantaged children across the school in order to identify barriers to learning and support colleagues to ensure effective strategies that will support pupil progress in learning.</p>	<p>4,5 and 6</p>
<p>Purchase of high quality phonetically decodable reading books</p> <p>Purchase additional reading for pleasure books for each classroom.£882.25</p>	<p><a href="https://educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://publishing.service.gov.uk">The reading framework - teaching the foundations of literacy (publishing.service.gov.uk)</a></p> <p>The reading framework explains the importance of having appropriate resources at the right stage of reading.</p> <p>Children should accurately read aloud books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p>	<p>2,3 and 5</p>



Purchase of NFER assessment tests to support teacher judgements. £3067.50	Standardised tests provide insight into strengths and areas for improvement for each pupil. This enables them to receive the additional support needed.	4
Purchase of the Accelerated reading scheme and STAR assessments £8767		5
Purchase of Now Press Play licence and additional licences/resources to support enrichment of the curriculum delivery. Now Press Play £4916		4,5 and 6

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

Budgeted cost: £ 36733.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engagement with the National Tutoring programme to provide tutoring and school led tutoring for pupils whose education was and continues to be impacted by the COVID19 pandemic 33x176.25=£5816.25	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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	2, 3, 4, and 5
Teaching assistants deployed to create capacity to deliver high quality interventions for phonics targeted at pupils who need additional support.	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 10 weeks:	4, 5



	<a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Teaching assistants deployed to create capacity to deliver high quality interventions for reading targeted at pupils who need additional support.	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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	4,5
Teaching assistants deployed to create capacity to deliver high quality interventions for handwriting targeted at pupils who need additional support.	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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	4,5
Teaching assistants deployed to create capacity to deliver high quality interventions for mathematics targeted at pupils who need additional support.	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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	4,5
<i>Teaching assistant deployed to create capacity to deliver high quality using NELI</i>	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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	3



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

Budgeted cost: £ 8732.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and punctuality Embedding principles of good practice set out in the DfE's Improving School Attendance Purchase SLA contract for Attendance/Family Support Worker (3hours per week) £4282 <i>Attendance</i>	The DfE guidance has been informed by engagement with school that have significantly reduced levels of absence and persistent absence <a href="http://www.gov.uk">School attendance: guidance for schools - GOV.UK (www.gov.uk)</a>	1,2,3,4, 5 and 6
Access support for pupils experiencing anxiety, trauma or adverse childhood experiences using a Counselling service £4500	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) EEF SEL materials	1,2
Support disadvantages pupils to experience curriculum enrichment through the experience outdoor activities and learning £2750		2
Contingency fund for acute issues. £1200	Based on our experience we have identified a need to set a small amount of funding aside to respond quickly to needs that have not been identified.	All

**Total budgeted cost: £ 80025.00**



## 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.

*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?*

On returning to school in the Autumn term of 2020-21, the curriculum content was successfully adapted to meet the needs of all pupils. Teachers used the Gateshead 'Ready to Progress' curriculum/ assessment model. Some units of study were incorporated into the Summer 2021 and Autumn 2021 terms. Teachers were cautious in their assessment of pupils attainment, attainment data showed :

Year	Reading	Writing	Maths
2020-21 KS1	100% WTS	100% WTS	100% WTS
PP KS1	100% WTS	100% WTS	100% WTS
2020-21 KS2	55% EXP or above	34% EXP or above	38% EXP or above
PP KS2	70% EXP or above	20% EXP or above	20% EXP or above



December 2021 Phonics Screening Check for Y2, showed 87% of pupils achieved the pass mark of 32. 91% of Pupil Premium pupils achieved a score of 33 or above.

During the Spring term 2021, school delivered a blended approach to learning (some live, some recorded, resources placed onto digital platforms, paper copies provided if needed as well as drop in sessions with the teacher). School loaned laptops to families of disadvantaged pupils. Weekly welfare calls took place by the SLT, teaching staff and School Attendance Officer as well as using Tapestry and Teams to communicate with parents.

School engaged in the National Tutoring Programme with delivery to Years 3, 4, 5 and 6 with a focus on reading and additional resource was allocated for mathematics but this was hampered by the additional lockdown. Additional interventions were put in place to support pupils in Year 1 and 2 with a focus on phonics, reading and mathematics.

The RHE programme was adapted to cover key learning using the Ten Ten programme and a full curriculum offer was provided to pupils.

## 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*

<b>Programme</b>	<b>Provider</b>
Floppy Phonics	Oxford Reading Tree
Oxford e library	Oxford University Press
Phonics Tracker	Phonics Tracker
LEXIA	Lexia learning
Accelerated Reading	renlearn.co.uk (Renaissance)
TimesTable Rockstars	trockstars.com
Literacy Shed	The Literacy Shed
Testbase	Testbase.co.uk
Letterjoin	www.letterjoin.co.uk
Now Press Play	nowpressplay.co.uk
Poverty Proofing	Children North East Charity



## Service pupil premium funding (optional)

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

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



## Further information (optional)

*Nil*