

# Pupil premium strategy statement 2019 – 2020 – St Cuthbert's RC First School

Sept 2019		Feb 2020							
1.Summary information									
Head teacher	Clare McGregor		Link Governor	Barbara Simpson					
Total number of pupils	85 92 16 PT 23 69 FT 69	Number of pupils eligible for PP		10 14.4% (of total on full time roll) 30% of the PP children are also on the SEN register (3 pupils)					
		Number of pupils eligible for EYPP		2 12.5% (of total on part time roll) 8.7%					
Number of PP children in each year group		Nursery = 2 Year 2 = 4		Reception =0 Year 3 = 4		Year 1 = 1 Year 4 = 1		(All FSM / no LAC or military)	
Total PP budget	£15,840	Date of most recent PP Review		Sept 2019	Date for next internal review of this strategy		December 2019 (Strategic) February 2020		

<b>1. Current attainment</b>			
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>	<i>Difference</i>
% achieving ARE at the end of EYFS	0% (1 pupil)	71.5%	<b>-71.5%</b>
% achieving Phonics check at end of Y1	100%	82%	<b>+18%</b>
% achieving ARE at the end of KS1 or above in reading	75% (4 pupils)	75%	<b>0%</b>
% achieving ARE at the end of KS1 or above in writing	75% (4 pupils)	69%	<b>+6%</b>
% achieving ARE at the end of KS1 or above in maths	75% (4 pupils)	76%	<b>-1%</b>

<b>2. Barriers to future attainment (for pupils eligible for PP including high ability)</b>	
<b>In-school barriers</b>	
<b>A.</b>	Lack of vocabulary generally lower for pupils eligible for PP than for other pupils. This slows reading and particularly writing progress in subsequent years.
<b>B.</b>	Low self-esteem of some pupils

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External barriers	
<b>D.</b>	Attendance rates for half the pupils eligible for PP were below the target for all children of 96%. This reduces their school hours and causes them to fall behind on average.
<b>E.</b>	Lack of parental engagement/support

3. Outcomes		
Desired outcomes and how they will be measured		Success criteria
<b>A.</b>	Improve vocabulary for pupils eligible for PP across the school	Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
<b>B.</b>	Raise self-esteem so PP premium children achieve as well as peers	Pupils eligible for PP make as much progress as 'other' pupils, in maths, reading and writing. Measured in KS1 & 2 by teacher assessments and successful moderation practices
<b>C.</b>	Attendance rates for PP children improve to at least 96%	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves to 96% or more in line with 'other' pupils.
<b>D.</b>	Parents engage with their child for homework tasks and reading	PP children are supported at home, they meet their targets and gain rewards for home reading etc.

4. Planned expenditure					
Quality of 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	Impact
<b>Improve vocabulary for pupils eligible for PP across the school</b>	<p>High priority given to use of correct &amp; extended vocabulary.</p> <p>'Key vocabulary' displayed &amp; regularly updated around school – staff to refer to these often</p> <p>Topic words recorded at the start of topics in every subject- revisited at end of topics to check for understanding</p> <p>Pupils can verbally reason when giving answers in Maths</p>	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF suggest many children's barriers to attainment is based on their lack of vocabulary	<p>Key vocabulary displayed in classrooms / in planning and updated regularly to suit topic/words that many find difficult etc.</p> <p>Evident in learning walks / Lesson obs</p> <p>Pupil voice</p> <p>'Gold standard' work reminder on front of children's books</p> <p>Topic words in every book used by teaching staff to extend and deepen vocabulary</p>	HT/ KTh/ CW/ KM/ KT	<p><b>% TARGETS 2020:</b></p> <p><b>Y1 ARE writing:</b></p> <p><b>Y2 ARE writing:</b></p> <p><b>Y3 ARE writing: 71</b></p> <p><b>Y4 ARE writing: 75</b></p> <p><b>Communication &amp; Language EYFS GLD = at least 72%</b></p>

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	HLTA to introduce Self Learn read and spell computer programme		KS2 pupils have regular opportunities to access programme and have access at home		
<b>To ensure the quality first teaching so that pupils make consistently good progress</b>	<p>Effective Feedback from all staff – improved impact from live marking</p> <p>Analysis of summative data each term</p> <p>Capitalize on use of Early Bird work e.g. dictionary work particularly in KS2</p> <p>Daily reading with targeted pupils</p> <p>Maths whizz account for all students Year 1 -4 to be accessed both in school and at home (£2800)</p> <p>TA support specifically in Maths , English, RE &amp; Science</p>	<p>DfE guidance on Quality First Teaching and Personalised Learning</p> <p>Sutton Trust (+8 months impact)</p> <p>Analysis to inform targeted support</p> <p>Encourage independent learning</p> <p>Analysis informs targeted support</p> <p>To meet the needs of PP children both academic and social and emotionally.</p>	<p>Observation, work scrutiny, pupil voice, data analysis, performance management</p> <p>Observation, work scrutiny, pupil voice Live marking executed by ALL staff</p> <p>Progress measures</p> <p>Progress measures</p> <p>Progress measures</p> <p>Observation, work scrutiny, pupil voice, data analysis, planning</p> <p>Observation, participation, performance</p>	<p>SLT</p> <p>SLT</p> <p>Staff</p> <p>Staff</p> <p>Staff</p> <p>SLT</p> <p>DHT</p>	<p><b>OFSTED 2018 all teaching judged at least Good</b></p> <p><b>Subsequent observations will show more outstanding elements</b></p> <p><b>Children's books demonstrate deepening understanding through effective marking</b></p> <p><b>RE inspection Feb2020 showed all teaching was at least Good</b></p>
<b>Total budgeted cost</b>					£6603

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	Impact
<b>Language and social skills ensure all children engage well in all lessons</b>	Early Years intervention 'Early Talkboost' to support early social development and early language skills	Sutton Trust (+5 months impact)	Observation, work scrutiny, pupil voice, data analysis, planning	KP	<b>EY progress of PP children is at or above same rate as non-PP children</b>
<b>End of Year 4 % achieving ARE is in line or better than non-PP children in Maths / Writing &amp; Reading</b>	<p>Rapid reading programme for PP chn who need to catch up with reading</p> <p>Precision teaching approach for short bursts of targeted intervention</p> <p>Self Learn read and spell programme</p>	<p>Historical data in school shows effective progress is made</p> <p>Professor Phil Reed (Swansea</p>	<p>Pupil progress meetings, data drops, observation &amp; work scrutiny</p> <p>Review training and how it will be implemented CM to monitor boys &amp;GDS progress s</p> <p>Planned time for pupils to</p>	<p>KTh/KP</p> <p>AG / FB</p> <p>CM/AG</p>	<p><b>Y4 PP target = 75% working securely at ARE across the curriculum</b></p> <p><b>Increase in Boys progress in writing</b></p> <p><b>Increase in proportion making GDS</b></p>

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		university) research shows children will have a reading age of between 12.5-14 years by the end of one year	accessprogramme		
<b>To improve the outcomes for the most able PP children</b>	Highlight most able PP chn to all staff  Individualised support wherever possible	Some but not all of the disadvantaged most able are achieving greater depth.	Monitoring of MA PP pupils	CM / All staff / link governors	<b>Most Able disadvantaged targets for greater depth:</b> Y1 = Y2 Y3= Y4=
<b>EYPP pupils have access to 30 hours provision</b>	Both EYPP pupils are offered 30 hours free provision				
<b>To ensure PP children make sustained &amp; substantial progress including those who also have SEN</b>	Same day interventions targeted at children who have misconceptions from that lesson  Small group tuition in phonics and calculation  Interventions recommended by EP and other outside agencies are delivered effectively – such as, social stories, clicker  Intervention programme: Read, Write, Inc.	NCTEM research  Sutton Trust (+4 months impact)  Sutton Trust (+2 months impact)  EEF Research	Robust tracking of interventions and their progress  Half termly reviews of pupil progress in phonics & calculation groups  Robust tracking of interventions and their progress  Robust tracking of interventions and their progress	DHT  HT/ DHT  DHT  HT  KM/KTh	<b>July 2020 = PP children attaining better than National and their own peers End of EYFS &amp; End of KS1</b>  <b>Ensure this is the same for PP children in key stage 2 and lower KS1</b>
<b>PP children with additional needs make as good progress as peers</b>	'Rainbows' emotional support group run by 2 TA's after school to avoid disruption in curriculum time  3 TA's in place to support hearing impaired & PP children  Training to support hearing impaired children – TA to complete L2 training for hearing impaired child (£150)  Liaison with partner professionals: Early engagement with EP, LIST, social workers, carers, HUB  Emotional Literacy support	Having a space to talk through emotions that may be affecting ability in school.  To meet the needs of child with additional learning needs.  Early identification and intervention of emotional / social needs identified  TA's trained to deliver programme help children identified to verbalise emotional issues and find ways to manage them	Regular time allocated after school for this provision with 2 trained TA's  Timetabling of TA's ensure children get entitlement of support  Observation, work scrutiny, pupil voice, data analysis, planning	CM/LM/KP  CM / Steering group	<b>Children feel happier and therefore perform better in school</b>  <b>PIVATS shows progress for PP/SEN children</b>  <b>Rigorous tracking of PP children shows progress as good as peers</b>
<b>Attendance rewards act as incentives to</b>	Attendance -weekly attendance trophy winner and individual 100% winners.	Rewards encourage children and their parents to make attendance a top priority	Monitoring of children accessing rewards Attendance % levels	HT / LN/EWO	<b>Attendance levels for PP children are tracked and monitored</b>

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<b>increase attendance levels of PP children</b>	Half termly attendance 'treat' for 98%+ (£100) Specific families invited in to school for meeting with HT at start of year for discussion about attendance	Good attendance has a direct effect on academic achievement & progress	Pupil voice on how they view reward systems LM (attendance governor)	LM / CM	<b>Target=96%</b>
<b>Total budgeted cost</b>					£12,297

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	Impact
<b>Pupils eligible for PP access full co-curricular opportunities</b>	Financial support for special projects, visits and year 4 residential. (£400)  Financial support for after school clubs.  Financial support for Breakfast Club (£500)  Investment in IT resources & phonics play  Instrumental tuition for KS2	Inclusion of all children leads to higher self-esteem and happier children.	All letters for trips / clubs etc will contain the wording <i>voluntary contribution</i> and families in receipt of FSM will always be offered a packed lunch from school  School administrator is fully aware of PP families and discreetly advises of financial support for clubs and reduced rates for breakfast club etc.  Children have access to ICT resourcing in school (before, breaks and lunch) if they do not have adequate access at home	LN	<b>Participation in extra curricular activities increases for PP children</b>  <b>All children will experience a residential</b>  <b>Children in danger of not having a breakfast are offered something ready for the day</b>
<b>Language and social skills ensure all children engage well in all lessons</b>	Early Years intervention 'Talkboost' to support early social development and early language skills  'Talk tables' small group intervention in EYFS  <b>TERM 2</b> <b>EYFS stay &amp; play followed by story &amp; song session weekly opened to the community aimed at modelling for parents/carers part. EAL</b>	Sutton Trust (+5 months impact)	Learning Walks, observation, pupil progress meetings	KT/FB  LM	<b>Target at least 86% achieve GLD in C&amp;L strand at end of EYFS</b>
<b>Parents support their child's learning both in</b>	Effective homework – including talk homework  Parent consultations earlier in year to ensure	Effective support from parents leads to greater	Parent questionnaires, pupil voice, pupil progress meetings	HT	<b>TARGET 2019: PP children continue to match attainment of non-</b>

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<b>school and at home</b>	<p>pupils don't fall behind</p> <p>New to year meetings include ways to support children particularly in English &amp; Maths</p> <p>Promote 'Incredible years' parenting class at Sure Start where needed</p> <p><b>TERM 2</b></p> <p>Guided reading observation sessions for parents</p>	achievement for the child.	<p>Parent consultations timetabled at key points in the year</p> <p>New to year meetings held at times that ensure maximum amount of parents participate</p>		<p><b>PP or better across the curriculum</b></p> <p><b>EYFS GLD = 100% with targeted support</b></p> <p><b>Y1 = 67%</b></p> <p><b>Y2 = 75%</b></p> <p><b>Y3 = N/A</b></p> <p><b>Y4 = 75% of PP achieve ARE</b></p>
<b>Poverty proof the school</b>	Equality in asking for voluntary donations for charity / trips children are not brought into discussions about finance	Tackling poverty & inequality will narrow the attainment gap between PP and Non-PP children	Actions from conference will be monitored by PP governor - BS	CM	<b>PP children continue to match attainment of non-PP or better across the curriculum</b>
<b>Continually look for ways to support PP chn in school</b>	HT to attend PP network meetings termly	Sharing good practice allows for better provision for PP children	<p>Action from each meeting monitored by PP gov – BS</p> <p>Good practice shared with staff at next staff meeting</p>	CM	<b>Every child feels equal in school</b>
<b>Total budgeted cost</b>					<b>£900</b>