

St Cuthbert's First School 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 RC First School
Number of pupils in school	83 (including 13 nursery)
Proportion (%) of pupil premium eligible pupils	19% (16 including 2 x PP+)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Clare McGregor Head teacher
Pupil premium lead	Kiera Thorpe Deputy head
Governor / Trustee lead	Barbara Simpson Governor responsible for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,175
Recovery premium funding allocation this academic year	£2030
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£25,550

Part A: Pupil premium strategy plan

Statement of intent

At St Cuthbert's First School we target the use of the Pupil Premium Grant funding to ensure that our disadvantaged pupils received the highest quality of education to enable them to become socially responsible citizens. Our aim is to close any potential barriers for these children to achieve their full potential.

Our ultimate objectives are to:

- Remove any of the barriers to learning which might have been created by family circumstances and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged peers.
- Ensure ALL pupils can read fluently and with good understanding to enable them to access the whole curriculum and wider interests.
- Ensure pupils are fluent mathematicians.
- Develop their self-esteem, well-being and confidence so they have high ambitions for themselves both as learners and future citizens.
- Ensure pupils can communicate effectively in a wide range of contexts.
- Access a wide range of opportunities to develop their knowledge, understanding and interest in the wider world.

Our context: We have a broadly average number of pupil premium children. Of the 16 children, 9% have SEND needs which includes a child with an EHCP. 12.5% are previously LAC.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure all pupils access effective quality first teaching.
- Continue to focus on reading provision and interventions.
- Continue to target phonics interventions.
- Increase the number of general teaching assistants to at least one per class to

ensure regular targeted interventions are carried out.

- Increase number of teaching assistants in EYFS to provide for the current cohort's increased needs as indicated by early observations.
- Fund educational visits, workshops, clubs, residential trips and music provision.
- Fund primary stars family sports club to support targeted families.

This is not an exhaustive list and strategies will change and develop based on the needs of the individuals and be informed by research evidence.

Key Principles:

We will ensure that all staff have high expectations of all pupils and recognise the difference they can make to children of all backgrounds. Quality first teaching will underpin all that we do. Gaps analysis and pupil progress meetings will be used to identify individual needs and plan provision. Provision mapping will be used to record and evaluate specific intervention and provision for individual pupils. Research based pedagogies will be researched and utilised.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in reading, writing, maths and phonics
2	Social, emotional and mental health
3	Speech, language and communication including Vocabulary knowledge
4	Parental and family needs
5	Attendance and Punctuality
6	Access to wider opportunities

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
Progress in Reading	To achieve progress in line with non PP pupils
Progress in Writing	To achieve progress in line with non PP pupils

Progress in Mathematics	To achieve progress in line with non PP pupils
Phonics	To ensure 100% of pupil premium with non SEND needs achieve the PSC.
Attendance	To ensure attendance of disadvantaged pupils is 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: £ 9,820

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching, learning & assessment in Year 2 delivered by N'land Primary Improvement Team (CPD - HLTA to release KS1 teacher to attend) <u>COST</u> N/A	Teaching staff have clear and up to date knowledge of assessment at the end of KS1 especially following on from COVID	1, 3
All aboard phonics programme <u>Cost</u> £1,500 resourcing	While phonics teaching has been shown to be successful with our results being consistently good, we want to strive for 100% of our children being secure in their phonics. Our current teaching does follow a structured approach based on Letters and Sounds and our phonics review shows quality provision which intervenes swiftly when children are starting to fall behind. However, with our phonics lead having trialled 'All Aboard', we feel this programme will develop our practice further to enable us to meet our ambitions for our children and particular our pupil premium children.	1, 3
Purchase 'Spelling Shed' online programme <u>Cost</u> £70	Spelling continues to be a limiting factor for many of our pupil premium children, so staff need to be supported to continue to develop their skills in this area.	1, 3
Spelling SOS KS2 <u>Cost</u> £350 (programme) £500 supply cover costs	Spelling SOS KS2 is an innovative, fully resourced programme designed to have a swift and powerful impact on pupils' spelling achievement in a short period. This eight-week programme includes four training sessions, diagnostic tests, lesson plans, and activities designed to support long-term retention	1, 3
Squiggle whilst you Wiggle <u>Cost</u> £300 (resourcing)	An Early Writing Program created by Shonette Bason. Squiggle Whilst You Wiggle uses dance and large movements to help children develop the fine muscle control they need for writing. They will	1,3

	learn a new gross motor movement to a piece of music.	
Purchase annual subscription to Maths Whizz <u>COST</u> £3000	Evidence shows that learning is accelerated by, on average, 18 months in the first year of use when a child accesses just 60 minutes of Maths-Whizz per week. All children have free access at home	1,3,4,6
Purchase Purple Mash programme <u>COST</u> £600	Purple Mash is an award-winning cross curricular website for primary school children, enabling them to explore and enhance their knowledge in a fun and creative way across all subjects – families will have free access from home also.	1,3,4,6
Good quality story books <u>Cost</u> £500	Teachers have access to a good range of storybooks. Each class has a story a day and these are chosen for specific purpose and come from a wide range of genres and themes	1,2,3

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

Budgeted cost: £10,530

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions for Reading, Writing, Maths and Phonics. <u>Cost</u> £2,030	EEF research shows that carefully planned, and implement, targeting interventions have strong impact on pupil outcomes. 1:1 or 1:3 small group tutoring, while high in cost, can have significant impact	1, 2
Teaching assistants <u>Cost</u> £8,200	We have increased the number / hours of Teaching Assistants to ensure that interventions can be carried out effectively and consistently. It is important that the TAs are trained in any interventions or their role within the classroom EEF report – Effective use of TA. Key recommendations are that the TA understands their role in the classroom. That they have the key information to support the children (Concepts, facts, information being taught; Skills to be learned, applied, practised or extended; Intended learning outcomes; Expected/ required feedback.)	1, 2, 3
Accurate and quality assessments to be used to identify needs and	EEF research and wider research identifies the need for assessments to be accurate. Use of standardised assessment resources.	1

match interventions.		
1:1 reading time.	1:1 time with an adult reading and discussing texts is vital for children to develop their enjoyment of reading and reading skills. Many of our children do not have the support at home, particularly when they reach KS2. By providing at least 2 weekly 1:1 reading slots with an adult the children improve their reading enjoyment.	1, 3
Access to high quality CPD <u>Cost</u> £3000	CPD matched to school needs supports teaching and learning across all subject areas. Including pupil premium network meetings	1,2,3,6
SENDCo release to target assessment and support for those eligible for PP who are identified as having SEN <u>COST</u> HLTA cover	SENDco ensures targeted support is having the required impact and tracking of progress.	1,2,3

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

Budgeted cost: £5,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access support for pupils to attend; residential visit in Y4; school trips and small group extra curricular violin lessons <u>COST</u> £1000	Access to trips and wider experiences enables children to have access to opportunities, which they might not experience. Widening horizons and interests can improve ambitions. Low ambition and opportunities are a limiting factor for many pupil premium children.	2, 4, 6
Access to Breakfast club and Afterschool club <u>COST</u> £500	Access to Breakfast club and Afterschool club enables us to support our pupil premium families. By providing this option, those families are more able to balance getting their children to school and collecting them if they have part time jobs, or other children with needs. Supports attendance for some families	2, 4, 6
Access to the curriculum – chrome books <u>Cost</u>	Use of chrome books to enable pupil premium children to access online learning programmes in school. In particular 'self-learn' for KS2 pupils each morning	1,4

£1000		
Enhance play area for children <u>Cost</u> £2000	Pleasant surroundings with a stimulating play area enables children to use their imagination; engage in imaginary play and feel the benefit of free time.	2,6
Access to school uniform <u>Cost</u> £500	Free uniform for families who need it	6
Attendance rewards <u>Cost</u> £200	Regular rewards for good attendance	6

Total budgeted cost: £ 25,550 (£9,820 + £10,530 + £5,200)

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?

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
Maths Whizz	Whizz education
Self-Learn Read and Spell	Phillips education foundation
Active Learn	Pearson
Purple Mash	2 Simple

Further information (optional)

Using the School-led tutoring grant - teachers will be providing after school small group tuition in Reading, Writing and Maths for vulnerable pupils (x6).