

St. Cuthbert's Catholic Primary School, Sunderland.

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 Primary School, Sunderland
Number of pupils in school	239
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 to 2024-25
Date this statement was published	December 2021
Date on which it will be reviewed	Sept 2022
Statement authorised by	Jane Ward Head Teacher
Pupil premium lead	Kathryn Brown Assistant Head Teacher
Governor / Trustee lead	Sharon Miller

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 75,216
Recovery premium funding allocation this academic year	£ 5,670 + £1,890 (Sch contribution) Total £7,560
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£82,776

Part A: Pupil premium strategy plan

Statement of intent

St. Cuthbert's R.C. Primary School is committed to meeting the requirements of the primary National Curriculum and the requirements of the Bishops of England and Wales as our pupils pass through each key stage.

The curriculum will be taught with the consideration of the needs of all learners, irrespective of their background or the challenges they face so that they make at least good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal, including those who are already high attainers. Our curriculum will be exciting and will inspire all children to nurture a passion for learning.

Our broad and balanced curriculum is designed to ensure that pupils recognise their unique skills and talents have a passion for learning, are equipped to contribute positively to the community, achieve well and have high aspirations. We will consider the challenges faced by vulnerable pupils, such as those who are known to children's social care and young carers. Those whose family backgrounds are challenging and not as supportive as they should be. High quality teaching and learning will be available for all children, whether they are disadvantaged or not.

Our curriculum ensures that academic success, creativity and problem solving, reliability, responsibility and resilience, as well as physical development, well-being and mental health are key elements that support the development of the whole child and promote a positive attitude to learning, supporting pupils for their next stage in their educational journey

We have designed a fully comprehensive curriculum framework which ensures that:

- Our children's learning is both meaningful and benefits from a specific focus on the core requirements of the English and Mathematics curriculum.
- Learning is sequenced and progression is carefully planned for.
- It is based on an analysis of how it can benefit the needs of our specific children and their community.
- It is designed to ensure that children can become upwardly socially mobile.
- It supports children in developing Global and the fundamental British Values.
- Children are given opportunities to actively engage on their learning through meaningful and applied contexts.
- Children know that there are no limits on their ability.

All children are challenged, appropriate to their capabilities; children who find aspects of their learning more difficult are appropriately supported so that they too are enabled to experience success.

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- disadvantage pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Delays in Early Language and communication development. Assessments, observations and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. Evident from Nursery through to KS2.
2	Through assessments, observations, and discussions with pupils it appears that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Delays in social and emotional development. This has been compounded as a result of National Lockdowns and partial school closures. This has resulted in significant gaps in knowledge and creating a greater risk of disadvantaged pupils falling further behind age related expectations
4	Social & Emotional issues due to lack of engagement and lack of structure during school closures
5	Attendance issues. Our attendance data indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils by 1.9%. Whilst persistent absence is below that of non-disadvantaged pupils it is still too high. Evidence suggests that absenteeism impacts even more negatively on disadvantaged pupils progress
6	Less effective prior learning experiences.

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
To ensure that Pupil Premium Pupils achieve accelerated progress and achieve age related expectations through quality first teaching and structured measurable intervention programmes in reading, writing & maths	Pupils eligible for Pupil Premium (regardless of ability) make good to outstanding progress throughout the school year. Results and progress are consistent across all groups in all year groups. The gap between Pupil Premium Pupils and Non Pupil Premium Pupils will diminish as pupils move through the school
To diminish the differences between pupil premium children and non-pupil premium children at Greater Depth	Pupils eligible for Pupil Premium identified as high ability make as much progress as other pupils identified as high ability across all key

	stages.
Pupil Premium Pupils' attendance monitored closely and school working closely with parents to ensure increased attendance	Incentives and reward systems takes personal attendance to over 96%
Improve children's outcomes through a range of experiences and support	Pupil premium pupils are supported to enable them to achieve age related expectations by the end of the year. Children receive support for and attend/take part in breakfast club, external educational visits, residential visits and music tuition.

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: £14,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of DfE validated Synthetic Phonics scheme (Sounds Write) and associated reading scheme.</p> <p>All staff (Teachers & Teaching Assistants) trained in delivery of the new scheme.</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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1,2,3

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

Budgeted cost: £59,339

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of a qualified teacher to deliver the school led tutoring programme. Working in school for 2 days per week throughout Spring and Summer terms 2021-22</p>	<p>Disruptions caused by the COVID-19 pandemic have resulted in significant missed education by pupils. Disadvantaged and vulnerable pupils have been particularly impacted. Tutoring is one of the most effective tools for helping pupils recover lost education. The EEF toolkit evidences the impact of one to one/small group and one to one</p>	1,2,3

	<p>tuition.</p> <p>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)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>28 children from Y2-Y5 have been targeted and are receiving extra support.</p>	
<p>Employment of a full time experienced qualified teacher to work across Y5 and Y6. This allows for Extra support in those targeted classes with a high staff/pupil ratio</p>	<p>DFE guidance on Quality First Teaching & Personalised Learning.</p> <p>Quality First teaching has the most significant impact on pupil achievement and progress. CPD will provide training for all teachers and staff to ensure all pupils receive quality teaching in all lessons.</p> <p>Sutton trust report states that PP eligible children fall further behind when they have less effective learning experiences.</p> <p>This will also allow us to target the Greater depth PP children and ensure that they reach their full potential</p>	1,2,3
<p>Employment of an extra TA in our EYFS provision. 6 adults work across the setting, ensuring a 1:10 ratio. This allows for Early Years intervention groups which support early social development and early reading and mathematics skills. (e.g. BLAST programme)</p> <p>School has attained the ICAN enhanced accreditation and Basic Skills quality mark for the third time.</p>	<p>The vocabulary of children from the poorest backgrounds lags more than a year behind that of their classmates from richer homes by the time they start school.</p> <p>The Sutton Trust, the charity which sponsored the research, said the divide was a "tragic indictment of modern society", showing how educational inequality starts young and leaves children from the most disadvantaged homes struggling to keep up throughout their school years.</p>	1,2,3
<p>Provision of a range of experiences and support including, Reading workshops for parents,</p>	<p>The rationale behind this the evidence based from the EEF report suggests that targeted parental engagement meetings</p>	4,6

<p>Bedtime book schemes/Talk-Talk bags</p> <p>Breakfast club, Sports coaches, music tuition, support for educational visits, support for residential visits</p>	<p>increase the progress of children</p> <p>Children require a good start to the day which involves a good breakfast and opportunities to develop social and emotional skills during breakfast time.</p> <p>Our pupils are also provided with quality PE activities to develop team work.</p> <p>We want to ensure that children can access every opportunity in school and that parent's don't feel that they have to say no to their child due to financial constraints.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 9,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Close working partnership with External Attendance Service- AStar Attendance Pupil Premium Pupils' attendance monitored closely and school working closely with parents to ensure increased attendance</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Poor attendance is the main barrier to learning for any child. Pupils need to be in school to enable them to meet their full potential.</p>	<p>5</p>
<p>Mental Health Training</p>	<p>The Learning outcomes for senior mental health lead training are aligned with the principles of Public Health England (PHE) and the Department for Education's promoting children and young people's emotional health and wellbeing.</p>	<p>3,4,5,6</p>

	<p>Research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn. Schools and colleges which have taken this approach often report improved attendance, attention, behaviour and attainment.</p>	
Pastoral Support worker	<p>Pupils achieve well if they and their families are emotionally supported. The British Association of Counselling and Psychotherapy (BACP) continues to campaign for the expansion of school-based counselling services to every school and FE college in England. They argue that the country is behind other UK nations in terms of Government financial support: Speaking to a school counsellor can be a transformative experience for children and young people. It can help them cope with the difficult circumstances they face in their lives - and to go on and flourish in the future.</p> <p>https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</p> <p>https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing</p>	3,4

Total budgeted cost: £ 82,839

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as Reading Eggs & Reading Plus and the introduction of Class dojo as a means of delivering online learning and maintaining regular communication

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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

Further information (optional)

The progress of **all** our children, including our Pupil Premium children is monitored regularly by the Senior Leadership Team, phase leaders, subject leaders, SENCo & class teachers. Formal monitoring happens termly and pupil progress meetings highlight appropriate necessary actions to prevent any child from falling behind and to ensure that high achievers remain challenged. Intervention programmes are evaluated termly and impact measured- these groups are fluid. The overarching aim of all we do is to strive to diminish the difference for all groups of children (Pupil Premium, SEN, EAL, Summer born, ...) to ensure that every child attains and achieves their absolute best so that they leave us well prepared for the next steps in their learning. Educational inequality will leave children from the most disadvantaged homes struggling to keep up throughout their school years. The work we do here at St. Cuthbert's aims to ensure that no such inequality exists for our children.