

Pupil premium strategy statement St. Cuthbert's R.C. Primary

1. Summary information					
School	St. Cuthbert's R.C. Primary School				
Academic Year	2018-19	Total PP budget	£52,400	Date of most recent PP Review	
Total number of pupils	235	Number of pupils eligible for PP	38	Date for next internal review of this strategy	Autumn 2019

2. Current attainment		
Key Stage 2	<i>Pupils eligible for PP (St. Cuthbert's)- 9 children</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected in reading, writing & maths	55.6%	77%
Progress Score in Reading	1.27	0.33
Progress Score in Writing	1.85	0.10
Progress Score in Maths	3.10	0.20
Key Stage 1	<i>Pupils eligible for PP (St. Cuthbert's)- 4 children</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected in reading, writing & maths	25%	70.4%
Achieving Expected in Reading	25%	82.6%
Achieving Expected in Writing	25%	78.3%
Achieving Expected in Maths	50%	78.3%
EYFS	<i>Pupils eligible for PP (St. Cuthbert's)- 2 children</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving GLD (Good Level Of Development)	50%	77%

1. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Early Language & Communication development
B.	Social and Emotional development
C.	High ability pupils who are eligible for pupil premium are not achieving higher standard/greater depth
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

D.	Social issues, attendance issues	
E.	Less effective prior learning experiences	
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	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
B.	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.
C.	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%
D.	Improve children's outcomes through a range of experiences and support (Breakfast club, after school clubs, Family Learning courses, Music tuition, pastoral support, support for educational visits, support for residential visits)	Pupil premium pupils are supported to enable them to achieve age related expectations by the end of the year. Children attend breakfast/after school clubs, external visits, educational visits and music lessons.

3. Planned expenditure					
Academic year	2018-19				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. 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	When will you review implementation?
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	Extra support in classes. A high staff/pupil ratio in all classes. TA in every class to aid quality first teaching every morning. Collaborations with other outstanding schools that have been recognised for excellence in working with PP eligible children.	DFE guidance on Quality First Teaching & Personalised Learning. 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. Sutton trust report states that PPG eligible children fall further behind when they have less effective learning experiences.	Planning, assessment, class and book scrutiny monitoring. Moderation Sessions planned with Deanery partners as part of our Teaching school work. External advisor support. Pupil Progress meetings HT drop ins	Mrs J Ward	Continuously, overall review Half Termly
Total budgeted cost					£37,720
ii. 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	When will you review implementation?
Language and social skills ensure all children engage well in lessons	Early Years intervention groups which support early social development and early reading and mathematics skills. (e.g. BLAST programme) School has recently attained the ICAN enhanced accreditation and Basic Skills quality mark for the third time.	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. 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.	Lesson observations Work scrutiny Pupil Voice Data analysis Planning	EYFS Lead	Termly

To diminish the differences between pupil premium children and non-pupil premium children at Greater Depth	Early Bird intervention groups which focus on letters and sounds. Identification of PP Pupils for targeted support during Literacy and Numeracy Lessons TA support plus Teacher focus support 2 x per week Priority for English whole school targets this year is to target Tier 2 vocabulary across the school.	Identified as a priority in The SIP	Lesson plans and lesson observations will evidence support provided. Tracking will provide evidence of accelerated progress.	SLT	Half Termly
--	--	-------------------------------------	--	-----	-------------

Total budgeted cost					£3000
----------------------------	--	--	--	--	-------

iii. 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	When will you review implementation?
Pupil Premium Pupils' attendance monitored closely and school working closely with parents to ensure increased attendance	Close working partnership with External Attendance Service (ATT100 Sunderland)	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.	Robust attendance systems in place	J.Ward	Ongoing
Improve children's outcomes through a range of experiences and support (Breakfast club, after school clubs, Family Learning courses, Music tuition, pastoral support, support for educational visits, support for residential visits)	Reading Workshop for Reception Parents. Bedtime book scheme- Onesie Wednesday Nursery Ryhme week Family Learning. After school booster clubs for Y6 Breakfast and After School Clubs Financial support with school trips Tuition for : Guitar & Violin Subsidised	The rationale behind this the evidence based from the EEF report suggests that targeted parental engagement meetings increase progress of children The EEF toolkit evidences the impact of one to one/small group and one to one tuition. Children require a good start to the day which involves a good breakfast and opportunities to develop social and emotional skills during breakfast time. Our pupils are also provided with quality PE activities to develop team work. 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.	Targeted Pupils will make accelerated progress. Pupil Progress Meetings will evidence attainment. Ensure that staff are well trained in how to facilitate and deliver the meetings. Observations and parental feedback. Ensure through pupil progress meetings that these interventions have a positive impact. Parents have a timetable of Homework Dates and Attendance is monitored by SLT. Monitor the positive impact of these via: Pupils enter classroom ready to work. Pupils have received a good breakfast to give them the energy to	SLT	Termly

	<p>Pastoral Support Worker. ½ day per week</p> <p>Provide: Pantomime Science Workshops Art Workshops Maths Puzzle days</p>	<p>All pupils are entitled to a broad and balanced curriculum and learning a musical instrument is a life skill and it boosts self-esteem. School provide Specialist Music lessons each week for all pupils and individual tuition for musical instruments.</p> <p>Pupils achieve well if they and their families are emotionally supported.</p> <p>Pupils thrive and attain well if they are provided with a rich curriculum.</p>	<p>engage. Staff vigilance.</p> <p>Ensure effective communication with parents to understand individual needs. The HT liaises with the Pastoral Support Worker and Families to ensure the community are all well supported. Pupil Voice will provide evidence of learning.</p>		
Total budgeted cost					£11,280

4. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

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 half 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.