

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	The Cathedral Catholic Primary School
Number of pupils in school	202
Proportion (%) of pupil premium eligible pupils	34
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	October 2021
Date on which it will be reviewed	Reviewed June 2022
Statement authorised by	FRR committee
Pupil premium lead	Nicola Holt
Governor / Trustee lead	Joan Fox

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£89 390
Recovery premium funding allocation this academic year	68 x £145= £9 280
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Amount allocated to subsidise School led tutoring	- £2 300
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	£96 370

Statement of intent

All members of staff, governors and teaching assistants accept responsibility for “socially disadvantaged “ pupils and are committed to meeting their pastoral social and academic needs within the school environment. At The Cathedral Catholic Primary School we are committed to closing the gap between vulnerable pupils and the pupil premium forms a vital part of that process.

Mission Statement

“Unlocking potential together in faith and love.”

“Go, therefore, make disciples of all nations.
And look, I am with you always; yes, to the end of time.” (Matthew 28:19-20)

OUR MISSION:

At The Cathedral Catholic Primary School, we celebrate that each person is unique and loved by God. With Christ at the centre of all we do, we strive to unlock each child’s potential to become the person they are created to be. Inspired by St Peter’s example, we are working together to build a community built on love, faith, forgiveness and service.

OUR AIMS:

We are a school where:

- The teachings of Christ and the Church are embedded in every aspect of school life, so that the love of God is proclaimed in all words and actions.
- Prayer and celebration of Sacraments unite us in praising God, deepen our faith and help us to grow to become more like Christ.
- Children are educated with the highest standards of learning and behaviour so every child can unlock their full potential.
- Learning is creative, inspiring, challenging and fun so that a lifelong love for learning is fostered.
- Children are inspired and supported to develop interests and skills both in and outside school.
- Everyone is safe, supported, valued and happy.

- Positive relationships are modelled by all adults. Children are taught how to build positive relationships and how to manage differences peacefully.
- We work collaboratively with families, parish, outside agencies and the wider community to share God's love with all.
- We share appreciation of the wonders of God's creation and we work together to look after the world we live in.

Challenges

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

Challenge number	Detail of challenge
1	Oral language skills on entry are low. This potentially hinders reading, writing and phonics attainment in Reception and KS1
2	Behaviour for learning is less well established on entry to school for disadvantaged pupils compared to non-disadvantaged. Social, emotional and behavioural well-being and family circumstances for some disadvantaged pupils negatively impacts on their attitude and ability to learn
3	Parental engagement in home reading is sporadic for disadvantaged pupils, thus decoding skills may be below age related expectation.
4	Pupils levels of aspirations are low therefore personal expectations of achievement are low. Many pupils live in households where adults are not working. Career expectations are low.
5	Children suffer from food poverty and are not ready to learn due to hunger.
6	Attendance of disadvantaged pupils is lower than that of non-disadvantaged pupils. Low attendance would impact on academic achievement.
7	Disadvantaged pupil's opportunities to engage with enrichment and arts based activities is limited – therefore cultural knowledge is less.

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
Increased oracy literacy skills in Reception class	Reception Wellcom and Baseline show an improvement in the number of children working at average levels by the end of Reception.

Children with Social and emotional or mental health barriers to learning are identified and provided targeted support to increase their capacity to engage with learning, leading to increased progress in KS2	KS2 outcomes will be in line with national average and progress of PPG children will be inline with national average as a consequence of effective pupil engagement.
Children in KS1 make accelerated progress in reading due to increased opportunities for 1-1 reading with an adult	KS1 reading outcome will be in line with national average and phonics screening in Year 1 and 2 will be inline with national average.
Raise levels of aspirations develop a growth mind set, engage with arts based and local based projects – thus impacting on raiser achievement through increased knowledge and cultural capital.	KS2 outcome will be in line national outcomes and progress and attainment of disadvantaged pupils will be in line with or better as a consequence of effective pupil engagement and high aspiration and expectation.
Children are provided with food to enable them to focus and engage in lessons – impacting on raised attainment.	Children’s outcome will be in line national outcomes and progress and attainment of disadvantaged pupils will be in line with or better as a consequence of effective pupil engagement and high aspiration and expectation. Children will be on task in lessons with a love of learning demonstrated.
Improved attendance rates and fewer persistent absentees in disadvantaged group	Attendance rates will be in line with the national average for the comparative group
Children experience a wide variety of experiences in school	Children’s outcome will be in line national outcomes and progress and attainment of disadvantaged pupils will be in line with or better as a consequence of effective pupil engagement and high aspiration and expectation. Children will be provided with experience to enhance their cultural capital.
Attainment data at end of KS2 show that PPG children are in line with national and enter secondary school with their national attainment gap having been narrowed towards national average thus setting up for future success.	KS2 outcome will be in line national outcomes and progress and attainment of disadvantaged pupils will be in line with or better as a consequence of effective pupil engagement and high aspiration and expectation.

Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across 3 areas, with a particular focus on teaching.

Read https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf

Education Endowment Foundation’s (EEF) pupil premium guide for information about the tiered approach to spending.

1. Teaching Investing in high-quality teaching, for example:
 - training and professional development for teachers
 - recruitment and retention
 - support for teachers early in their careers

2. Targeted academic support
Additional support for some pupils focussed on their specific needs, for example:
 - one-to-one tuition
 - small group tuition
 - speech and language therapy

3. Wider approaches
Support for non-academic issues that impact success in school, such as attendance, behaviour and social and emotional challenges, for example:
 - school breakfast clubs
 - counselling to support emotional health and wellbeing
 - help with the cost of educational trips or visits

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: £ 10, 000

Intended outcome	Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching is prioritised so that children are able to make accelerated progress from below average starting points on entry.	Staff trained in writing process including shared writing, guided writing, spellings, tricky words and handwriting, sticky learning and pedagogical methods through CPD programme	EEF pupil premium guidance	All
	All EYFS staff are enabled to meet regularly to discuss and embed the new EFYS curriculum to increase standards in EYFS.		

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

Budgeted cost: £ 68 000

Intended outcome	Activity	Cost allocated	Evidence that supports this approach	Challenge number(s) addressed
		Cost spent up to July 2022		
Increased oracy literacy skills in Reception class	Additional experienced TA hours in EYFS to deliver Wellcomm intervention throughout the week	£1500	EEF pupil premium guidance	1
		£1500		

	Advice from SALT services and specialist teachers for specific children	£1500		
		£1500		
Pupils with SEN are provided with specific appropriate provision to meet their needs based on a thorough and accurate assessment of strengths and delivery of proven interventions strategies by teachers who are trained and informed in these specified needs	Provision of specific pastoral and nurture classes	£28 000	EEF pupil premium guidance	ALL
	SLA educational psychologist	£7 000		
	SENCO time to lead and manage Sen provision ensuring high quality teaching for identified pupils (2 days)	£10 000		
		£34 000		
Children in KS1 make accelerated progress in reading due to increased opportunities for 1-1 reading with an adult	Additional TA hours in KS1/R to read daily with children who are not reading at home and to provide phonic interventions.	£3000	EEF pupil premium guidance	3
		£2500		
Attainment data at end of KS2 show that PPG children are in line with national and enter secondary school with their national attainment gap having been narrowed towards national average thus setting up for future success.	TA3 to work with small group and 1-1 with PPG children as part of school led tutoring programme to deliver spellings, reading, writing and maths. 32 hours, 30 weeks = 960 hours of tuition 15 hours per block = 60 blocks	£17 000	EEF pupil premium guidance	2 onwards
		£17 000		

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

Budgeted cost: £ 18 370

Intended outcome	Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
Children are provided with food to enable them to focus and engage in lessons – impacting on raised attainment.	Provide children with toast in the mornings and breakfast club for those who need it.	£2000	EEF pupil premium guidance	5
		£1800		
Raise levels of aspirations develop a growth mind set, engage with arts based and local based projects – thus impacting on raiser achievement through increased knowledge and cultural capital.	See below point 7 Engage with Eden North curriculum CPD for all staff Pilot Made by the moon as an English unit Work alongside Lancaster child’s Slavery trail – Geraldine Onek and Professor Ryan. Provide uniform to show how to look professional and smart in a working environment Wealth and work unit in PSHE curriculum	£2000	EEF pupil premium guidance	4 and 7
		£2100 Slight overspend due to more PPG being take onto roll		
Improved attendance rates and fewer persistent absentees in disadvantaged group	Target specific PA historical parents and provide strategies. Work closely with the PAST team Seek advice from Attendance officer Jarl turner Use fines for unauthorised absence First day response, home visits and meetings held with SLT	£10 000	EEF pupil premium guidance	6
		£11 500 Pastoral and HT time increase due to higher levels of PA this academic year.		
Children experience a wide variety of experiences in school	Enrichment activities and subsidy on school residential visits, theatre trips and class visits or visitors	£5 370	EEF pupil premium guidance	7
		£5 500		

Total budgeted cost: £ 96 370 Current spending May 2022 - £ 83 400

Intended outcome	Success criteria	Review / Impact – RAG rated
Increased oracy literacy skills in Reception class	Reception Wellcom and Baseline show an improvement in the number of children working at average levels by the end of Reception.	<ul style="list-style-type: none"> Children took part in Welcomm and all made progress On average each child has progressed 27months (over two years progress) 6 out of 8 are at the end of the programme and 2 will continue.
Children with Social and emotional or mental health barriers to learning are identified and provided targeted support to increase their capacity to engage with learning, leading to increased progress in KS2	KS2 outcomes will be in line with national average and progress of PPG children will be inline with national average as a consequence of effective pupil engagement.	<p>KS2 TA outcomes</p> <p>R= 80%</p> <p>W= 73%</p> <p>M= 90%</p>
Children in KS1 make accelerated progress in reading due to increased opportunities for 1-1 reading with an adult	KS1 reading outcome will be in line with national average and phonics screening in Year 1 and 2 will be inline with national average.	<p>KS1 TA reading outcome in line with national average (76%)</p> <p>Phonics TA at 72%</p>
Raise levels of aspirations develop a growth mind set, engage with arts based and local based projects – thus impacting on raiser achievement through increased knowledge and cultural capital.	KS2 outcome will be in line national outcomes and progress and attainment of disadvantaged pupils will be in line with or better as a consequence of effective pupil engagement and high aspiration and expectation.	<p>Disadvantaged children = 11 children</p> <p>Reading and writing = 73%</p> <p>82% = Maths and Science = 100%</p>
Children are provided with food to enable them to focus and engage in lessons – impacting on raised attainment.	Children’s outcome will be in line national outcomes and progress and attainment of disadvantaged pupils will be in line with or better as a consequence of effective pupil engagement and high aspiration and expectation. Children will be on task in lessons with a love of learning demonstrated.	<p>Love of learning evident in lesson observations and pupil questionnaires show 96% of whole school like coming to school.</p>
Improved attendance rates and fewer persistent absentees in disadvantaged group	Attendance rates will be in line with the national average for the comparative group	<p>Whole school attendance currently 95%</p> <p>National average 20-21 = 96.7%</p> <p>School below National Average for PA 20/21 (6% compared to 8.1%)</p>

<p>Children experience a wide variety of experiences in school</p>	<p>Children’s outcome will be in line national outcomes and progress and attainment of disadvantaged pupils will be in line with or better as a consequence of effective pupil engagement and high aspiration and expectation. Children will be provided with experience to enhance their cultural capital.</p>	<p>Lots of experiences given: health and well-being day, wide variety of clubs, visit and visitors. High level of pupil engagement evident in subject monitoring review days, external SAT monitoring and pupil interviews.</p>
<p>Attainment data at end of KS2 show that PPG children are in line with national and enter secondary school with their national attainment gap having been narrowed towards national average thus setting up for future success.</p>	<p>KS2 outcome will be in line national outcomes and progress and attainment of disadvantaged pupils will be in line with or better as a consequence of effective pupil engagement and high aspiration and expectation.</p>	<p>Disadvantaged children = 11 children Reading and writing = 73% 82% = Maths and Science = 100%</p>