# St Cuthbert’s Pupil Premium Statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2024 to 2025 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

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| Detail | Data |
| School name | St Cuthbert’s |
| Number of pupils in school | (inc. Nursery) |
| Proportion (%) of pupil premium eligible pupils | 27 % (children) |
| Academic year/years that our current pupil premium strategy plan covers | 2024 - 2025 |
| Date this statement was published | November 2024 |
| Date on which it will be reviewed | November 2025 |
| Statement authorised by | Joanne Wilson |
| Pupil premium lead | Emma Daly |
| Governor / Trustee lead | Karen Merifield |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £80,340 |
| Recovery premium funding allocation this academic year | £8120 |
| 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 | £88,460 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At St Cuthbert’s Primary school our curriculum is underpinned by four key themes which provide our children with the skills and knowledge they need to be successful learners and the best they can be as individuals whether disadvantaged or not. We want our children to grow to be confident and responsible citizens, living happy and fulfilled lives as members of a community and society which they contribute positively to.  The themes are:  **Oracy** – having the ability to express themselves clearly and confidently and to give opinions and challenge articulately. Having knowledge of a rich and diverse vocabulary  **Resilience** – having the tools and skills to bounce back when faced with adversity and to show perseverance, determination and a love of themselves as God’s children.  **Health and Safety** – to know how to stay safe, to make safe and healthy choices in all situations and in the context of their lives in Hartlepool.  **Hartlepool** – to grow to love their town and contribute to it. To know its history and all it has to offer.  **To achieve this, we are prioritising:**   * Teaching – Quality first wave teaching that meets the needs of all learners. * Attendance – ensuring vulnerable/disadvantaged learners are in school every day. * Oracy – ensuring that teachers and teaching assistants are experts in the teaching of Oracy * Enrichment - All children to have experiential activities and informative educational visits especially within their town. * Support - Ensuring that vulnerable learners have access to structured intervention, small group tuition or 1-1 support. * Emotional literacy – children are given the tools to cope with changes and challenges in their lives. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | On average, lower attainment and slower progress rates made by pupil premium/disadvantaged children. |
| 2 | Poor Communication and Language Skills – this includes speech and language difficulties and a lack of exposure to a wide range of vocabulary. |
| 3 | Significantly below expected levels on entry to Nursery in all EYFS areas but particularly Communication and Language when baselined – high % enter with little or no verbal/non-verbal language skills (0 – 3 years banding DM 2021). |
| 4 | Difficulties and barriers to learning from SEMH/SEL. (lack of self-belief, determination, resilience, and readiness to learn). |
| 5 | Attendance and Punctuality issues |
| 6 | Complex family lives and involvement from external agencies |
| 7 | Lack of role models and aspiration for the future including engagement with school and supporting learning at and from home |

## 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.

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| Intended outcome | Success criteria |
| Outcomes and progress for all pupils and specifically disadvantaged at least in line with national expectations in Y1 phonics screening check and at end of KS2 | * Data shows that PP children are catching up to non-PP children. * Gap between attainment and progress for national data for all children is closing |
| The language deficit for children in receipt of pupil premium funding is diminished. | * PP children speak confidently and articulately in drama, presentations, debates. * PP children achieve national expectations in KS2 writing – showing wide vocabulary choices |
| All disadvantaged pupils will be better than national expectations for attendance and persistent absence | * Children are happy and confident to come to school. * Attendance for all groups at least in line with national averages * PP children to be above national averages for attendance |
| Widening experiences and extending opportunities | * We aim for all children to undertake at least 2 visits/experiences outside school per year. * We offer a wide range of after-school clubs which are free of charge – targeted at PP children. * Disadvantaged children have the opportunity to learn a musical instrument. * Heavily subsidised educational visits |
| All pupils will have good self-organisation skills, resilience and determination. They will be able to work independently with confidence. | * Pupils show that they are resilient and able to learn from mistakes. Teachers are modelling this behaviour when they are ‘thinking out loud.’ * Support staff are used effectively to challenge and guide children without creating an over reliance on adult support. * Close and trusting relationships with adults supports parents to be informed and connected with their children's education. * increase the number of parents that engage in programmes and courses. |
| All children are supported through role of PSA, Elsa trained staff and Rainbows programme | * Children have the ability to articulate the difficulties faced and demonstrate mechanisms and strategies to cope with them. |

## 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: £ 10,925

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| RSC Shakespeare Lead Associate School working with schools across Trust/Hartlepool  Within school Y6, Y5, Y4, Y3  COST: £1925 | **‘**On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects pupils from disadvantaged backgrounds (up to six months' additional progress). Some types of oral language interventions appear to be more effective than others, on average. Interventions, which are directly related to text comprehension, appear to have greater impact. There is also consistent evidence supporting reading to children and encouraging them to answer questions and to talk about the story with a trained adult’  **Taken from Oral language interventions - 2018 EEF research** | 2, 3 |
| Quality First Teaching –Teaching Triads to support pedagogical improvement and CPD focused on DRICE and Metacognition for Learning  Cost: £2000 | High quality staff CPD is essential to follow EEF principles. This is delivered through staff meetings, Twilights and INSET/PD days.All teaching staff refocus on core principles (DRICE) of teaching and learning with time to reflect on strategies and approaches to support all learners. Teaching Triad cycle enable coaching to take place in a collaborative, developmental way to improve practice across all 3 key stages. Core principles of metacognition and learning are utilised within triads to improve quality first teaching.  Spring and Summer terms 2025 | All |
| Tuition for Y6 children (booster classes) with qualified teachers before and after school – January 2024 to May 24.  £7000 | * Small group tuition conducted on reading shows on average 4+ months with mathematics showing a slightly smaller positive impact – 3+ months * Frequent sessions, three times a week or so, lasting up to an hour over 10 weeks typically show the greatest impact * Low attaining pupils particularly benefit from small group tuition   Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.  **EEF Small Group Tuition** | 1, 2, 3, 4 |

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

Budgeted cost: £ 49,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Deployment of Teaching Assistants  COST: £ 40,000  All Tas to have an identified pupil who they will talk to each day – breaks and Lunches. (focus on language) | More successful schools identify the strengths of each member of staff and find the best ways to use them… They ensure that teaching assistants (TAs) are well trained in supporting pupils’ learning as well as in specific learning interventions, so TAs can provide effective support to individual pupils or small groups. They also ensure strong teamwork between teachers and support staff.  ***Supporting the attainment of disadvantaged pupils – Briefing for school leaders November 2015 DFE*** | All |
| Early Identification of Language Needs  Reception Baseline Assessment and HLCCT screening tool  Early Talk Boost provision and ELSEC programme  ADDITIONAL TA IN EYFS  COST: £9,000 | ‘Communication and language approaches emphasise the importance of spoken language and verbal interaction. They are based on the idea that children’s language development benefits from approaches that explicitly support talking, verbal expression, modelling language and reasoning. Studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds**.**  ***EEF Early Years Toolkit – Communication and language approaches* 7th May 2018 updated** | 2, 3 |

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

Budgeted cost: £ 32,700

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **SEMH PROVISION (SEL)**  SEL is the process by which children and young people develop and learn a broad range of social, emotional, and behavioural skills; “The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions” (<http://casel.org>)  Deploy PSA/TA effectively to support pupil’s mental health and SEMH and parental support – ELSA, SMART MOVES IN Y6, Wellbeing afternoons, Wellbeing Champion in school  **COST**: TA x additional hours £1500 and £ 17,000 PSA | Schools have a central role to play in enabling their pupils to be resilient and to support good mental health and wellbeing. It is important that schools promote good mental wellbeing for all pupils…A school’s approach to mental health and behaviour should be part of a consistent whole school approach… to mental health and wellbeing. Schools have an important role to play in supporting the mental health and wellbeing of their pupils, by developing approaches tailored to the particular needs of their pupils…  **Prevention:** creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos…  **Identification**: recognising emerging issues as early and accurately as possible;  **Early support**: helping pupils to access evidence based early support and interventions; and  **Access to specialist support**: working effectively with external agencies to provide swift access or referrals to specialist support and treatment.  **DFE document: Mental Health and Behaviour in Schools** **November 2018**  ‘Self-awareness is concerned with the ability to recognise our emotions and thoughts, and to understand how they influence our behaviour. It also means being aware of our strengths and having a belief in oneself (‘self-efficacy’). Good self-awareness is associated with reduced difficulties in social functioning and fewer externalising problems, in particular aggression.Two areas that teachers can support are children’s knowledge of emotions, and ability to express emotions. The terms ‘self-management’ and ‘self-regulation’ refer to the ability to understand and regulate our emotions, thoughts, and behaviours in different situations. It includes being able to: • regulate or manage reactions to emotions like frustration, anxiety, or excitement;  • calm down after something exciting or upsetting;  • focus on a task; and • control impulses.  The development of self-regulation skills enables children to behave in socially acceptable ways by, for example, giving them the ability to take turns, share, and express emotions (such as anger or frustration) in appropriate ways.  Social awareness refers to the ability to understand the perspective of others and empathise. In the early years of life, children are naturally more egocentric and more inclined to think about themselves and their own needs. Understanding the perspectives of others and developing a sense of empathy are considered fundamental building blocks for the positive development and mental health of children. Longitudinal research has shown that good social skills—including high levels of empathy—developed by the age of ten, are predictors of a range of adult outcomes (age 42), such as life satisfaction and wellbeing, labour market success, and good overall health.’  **EEF Guidance on SEMH Learning November 2019** | 4, 5, 6, 7 |
| Persistent absence amongst disadvantaged group and others  **COST: £200** | Headteacher/PSA/admin office tracking individuals with persistent absence patterns of attendance in school.  Headteacher setting attendance challenges with awards for higher percentages of attendance and 100%.  Discussions and meetings with parents to discuss barriers to attendance and finding solutions to support those children to access school full time.  Certificates, phone calls home to praise efforts, rewards at half term end if attendance has improved. | 5 |
| Breakfast Club (Greggs)  **COST: ADDITIONAL ADULT FOR BC £6000** | Food deprivation continues to grow at St Cuthbert’s particularly evident in the current cost of living crisis. An increasing number of families accessed food banks in the town during the last 3 years. Providing breakfast for identified children ensures that no child starts the day hungry as research shows hungry children do not perform as well and fail to thrive as well as their peers.  Breakfast ensures that pupils are ready for learning and improvements in attendance for those identified children. We provide support, through Breakfast Club, to pupil premium children as well as others in school.  **BREAKFAST CLUB:** will continue as a strategy this year to support those disadvantaged children in school and will be promoted to parents via PSA as a support strategy for ensuring children are in school on time and ready for learning. Impact on attendance is also to be promoted with vulnerable families. | All |
| Residential and Trip Costs including enhanced curriculum support for identified children  COST: £5000 | Residential and educational visits provide our children with rich experiences which they would not always have access to. It is essential for their growth (physically, emotionally, socially, spiritually and mentally) that they have access to different settings which in turn impacts on writing and their understanding of the wider world outside the home/town. All residentials are linked to SEMH provision and readiness for transition to secondary education when they reach Year 6.  WVP for identified children to support SEMH needs often in disadvantaged group  Year 5 Diocesan Retreat 3 days/2 nights  Year 6 Northern Saints – Pilgrims Way Walk to Lindisfarne (cost dependant this year on bus hire)  Year 6 - 3 days pursuing new experiences – canoeing, climbing, Beamish visit | All |
| TVMS – Music lessons  **COST: £1000** | Every child has the right to learn to play an instrument  ‘Integration of music in the classroom and playing an instrument has favourable effects on young children’s learning outcomes, in particular cognitive abilities, and to some extent self-esteem and social behaviour…’  **EEF: Arts participation 5th September 2018** | All |
| ASC accessibility for PP children  COST: £2000 | Some disadvantaged children do not access ASC facilities due to parental reluctance to come back to school to collect a child after 4pm. By offering creche facility connected to ASC parents can access support so that their child can participate in ASC and siblings are looked after thus easing pressure on parents. | 4, 6, 7 |

# 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 2023 – 2024 academic year.

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| **Desired Outcomes** | **Impact** |
| Tuition for Y2 and Y6 children (booster classes) with qualified teachers before and after school – January 2023 to 1st June 2024 | Boosters took place for all identified children.  In Y2 phonics screening 89% disadvantaged passed the screening which is in line with national and closes gap to others in St Cuthbert’s Y2. |
| Outcomes for KS2 end are above national in each subject (R/W/M) and above floor for combined R/W/M  Disadvantaged pupils make progress equal to their peers from their starting points | Outcomes for KS2 below in combined R/W/M 58% - National 60%  Only 36% disadvantaged gained R/W/M combined which is below national and others. However, of the 11 disadvantaged pupils 6 are SEND.  Reading attainment for disadvantaged children **increased** by 16% from 2023 – 73% disadvantaged gained reading expected (above national) a gap of 6% to others in their cohort. (79%) |
| HLCCT and Wellcom intervention to screen all children on entry to Nursery,  Reception Baseline Assessment and HLCCT/Wellcom intervention | All children were screened and wellcom intervention took place. 16 children in the cohort. However, none currently classed as disadvantaged. GLD increased to 75% and CCL strand improved also. |
| TA’s to support learning across school including tuition | TA supported children across school, deployed by SLT dependant on needs within cohorts. Interventions were class based and in KS1 and LKS2 focused on Sounds Write support. TA’s also supported TT intervention in KS2 and booster classes for Y2 and Y6. Tuition was also offered and delivered by TA’s across school to support progress for identified children.  Y2, Y4 and Y6 tuition completed by staff over spring term and summer term. |
| RSC Shakespeare initiative with YEAR 6, YEAR 5, Year 4 and Year 3  CLL/ORACY: Continuation of last year’s provision with support from RSC  **2 teachers trained in RSC – rehearsal room techniques** | KS2 outcomes – moderated outcomes for Writing at KS2 showed high quality examples of EXS and GDS writing using RSC Shakespeare initiative (Macbeth) as stimulus for writing. All judgements at KS2 moderation at LA agreed outcomes and evidence from initiative were used to secure judgements. Examples of GDS sent to Trust as exemplars of writing at Y6.  KS2 Writing outcomes for all cohort – 77% and national was 72% (above)  St Cuthbert’s is a Lead Associate school working with the RSC and schools in Trust and Hartlepool to deliver training and implementation of RSC in schools. |
| Deploy PSA/TA effectively to support pupil’s mental health and SEMH and parental support  Improve provision for children identified with SEMH needs across school.  Provide support for children with strategies and intervention.  Target children identified with specific SEMH e.g. anxiety and provide support for child and parent at school/home | Trained practitioners for ELSA delivered support to identified children in school for growing SEMH needs across KS1 and KS2. Alliance EMHP support also engaged with identified children although issues with capacity in service were an issue. This is an ongoing offer to children in school.  Extended for children with SEMH including extra transition to secondary school, Alliance managing anxiety programme in Y6, ELSA, individual alliance work with children. Other initiatives and programmes were run throughout the year to ensure that children were ready to transition to next year group or to secondary school KS3. |
| Quality First Teaching – Reflective Quality Teaching and Teaching Triads to support pedagogical improvement  Archimedes Maths Hub training KS1/EYFS  English Hub – Phonics training in Soundswrite | RQT delivered in November 2023 twilight to all staff. Teaching Triads did not take place.  HC attended maths hub meetings and training which is rolled out across KS2 .  Archimedes hub ongoing  English reading lead and early reading for phonics accessed hub.  Triads did not take place due to absence of teaching staff and longer terms of absence which impacted. |
| Disadvantaged children arrive at school on time, alert and ready to learn following a good start to the day. | Key children targeted to access breakfast club to support families. This will continue again this year.  41 children currently accessing breakfast club  Target to encourage disadvantaged children to attend continues this year to support persistent absence from school and to settle children who have SEMH and those who struggle to provide breakfast club. Tracked and targeted support from Headteacher, admin office and PSA tracking and intervention.  PA for disadvantaged 17.5% national is also 17.5% - 7 % gap to others in school. Lateness has improved. |
| Children are exposed to experiences which ‘ignite’ learning and provide enrichment and variation to their limited life experiences outside of school | Y5 residential to Emmaus Village went ahead last year and was very successful. Y6 Pilgrimage to Holy Island and Y6 outdoor activities – Flamingo land, Beamish and Canoeing and climbing at Tees Barrage. Trips to Summerhill to support learning also went ahead. Spring (later in term) and summer term enabled more classes to engage in visits to support learning.  Continue enrichment to enhance and stimulate learning in the classroom. |
| Disadvantaged children have access to curriculum enrichment and arts programmes/participation | TVMS –guitar lessons – 1 child has weekly lessons financed by school. Lessons have been offered to others.  TVMS continues to target disadvantaged children to take on learning at instrument as enrichment. Brass, piano and guitar lessons are available and offered to all. |
| Children have access to school uniform for school | PSA identified children and uniform and/or PE kits supplied to parents. Additional clothing also supplied when needed. PSA also identified parents in need of support for bedding and furniture where needed.  Continues to support disadvantaged families particularly EAL disadvantaged children arriving in school and to the area. |

## 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*

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| Programme | Provider |
| Times Table Rockstars | TT Rockstars |
| Early Mental Health Practitioner (EMHP) | Alliance Psychology Services |