

# St Cuthbert's Pupil Premium Statement 2023 - 2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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
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	2023 - 2024
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Joanne Wilson
Pupil premium lead	Emma Daly
Governor / Trustee lead	Karen Merifield

## Funding overview

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
<b>Total budget for this academic year</b> 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

Decisions about using Pupil Premium funding are made when considering the context of St Cuthbert's school and the range of challenges faced by disadvantaged learners. Alongside this EEF research into disadvantaged children identifies common barriers which can be: weak language and communication skills including speech and language barriers, less support at home including lack of role models, low aspiration, poor reading skills, SEMH challenges and lack of emotional resilience affecting self-esteem, confidence, attendance, punctuality and digital poverty. Additionally, there may also be complex family situations that prevent children from thriving (ACE's). The challenges are complex, varied and there is no 'one size fits all' solution.

We ensure that all teaching staff are involved identification of children and the challenges they face so that all staff are fully aware of strengths and weaknesses across the school.

Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium and/or catch-up funding. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who not eligible for the Pupil Premium.

### Principles

- Quality of teaching and learning meets the needs of all the pupils at St Cuthbert's
- Provision is made for pupils who belong to vulnerable groups including the socially disadvantaged – assessment
- We recognise that not all pupils who are FSM will be socially disadvantaged
- We recognise that not all pupils who are socially disadvantaged are registered/quality for FSM therefore we allocate PP funding to support any pupil or groups of pupils the school has identified as vulnerable/socially disadvantaged
- PP funding will be allocated following a needs analysis which identifies priority classes, groups or individuals. Limited funding and resources means that not all children receiving FSM will be in receipt of PP interventions at one time.

### School Context

St Cuthbert's is a Catholic Primary School belonging to Bishop Hogarth Catholic Education Trust within the Diocese of Hexham and Newcastle. The school is in the town of Hartlepool and has a mix of single cohort classes and 2 x classes per cohort across school.

In Hartlepool, 22.8% of the population was income-deprived in 2019. Of the 316 local authorities in England (excluding the Isles of Scilly), Hartlepool is ranked 5th most income-deprived. In the most deprived neighbourhood, 47.5% of people are estimated to be income-deprived. The gap between these two, which we will call internal disparity, is 44.1 percentage

points in Hartlepool. We also know the overall income deprivation score for Hartlepool is 22.8%.

Although there are areas relatively near to the school which have lower than average levels of deprivation, the areas immediately surrounding the school, in which most of the pupils live, are amongst the most deprived in the country. The income, employment, health, education and crime deprivation indicators are all very high.

### **Ultimate Objectives**

- To narrow the attainment gap between disadvantaged and non-disadvantaged nationally and also within internal school data
- For disadvantaged pupils in school to exceed nationally expected progress rates in order to read ARE at the end of Year 6 thus achieving GCSE's in English and Maths

### **Achieving These Objectives**

The range of provision the Governors and Senior Leadership make for this group include and would not be limited to:

- All our work through PP will be focused on accelerating progress and moving children towards ARE
- Reducing class sizes thus improving opportunities for effective teaching and learning thus accelerating progress
- Allocation of an experienced intervention teacher to work across key year groups providing small group work focused on overcoming barriers to/gaps in learning
- Continuous CPD for teaching and learning – RQT and Teaching Triads to support pedagogical development amongst teaching staff
- 1:1 support for those identified children with SEMH needs - Work with Alliance Psychology Services and internal work with 2 x trained practitioners to deliver ELSA
- Smart Moves programme (Y6) and RHSE curriculum further support children SEMH needs
- Dedicated wellbeing sessions in school which support good mental health and strategies to self-regulate
- Access external provision e.g. WVP to support with enhanced curriculum experiences for those identified children
- Parenting groups e.g. Positive Parenting and other workshops, EYFS parent workshops focused on early language development, drop in sessions with external agencies e.g. school nurse, SAL support
- Transition Leader for Year 6 and internal transition for children entering Reception from external day-care settings as well as transition between classes each year
- Booster Classes in Spring term for Year 6 to support accelerated progress towards ARE KS2 end
- Pupil Premium resources are to be used to target children on FSM to achieve ARE

- Pay for all educational visits for PP and FSM families where needed, subsidise residential visits, retreats with MAT/Diocese/Parish and ensure all PP and FSM children access enhanced curricular experiences
- CPD for teaching staff through Archimedes Hub for Maths, NELI training and delivery, Wellcom assessment and intervention, Shakespeare training for KS2 staff to support communication and language development from EYFS upwards
- Targeted resourcing for reading – classroom libraries, enhance phonic scheme books
- Subsidise music lessons – children can learn a musical instrument
- Support families so that no child lives in ‘digital poverty’ – access to hardware and internet access subsidised by school for identified children at home and in school
- Provide uniform and PE kits to those identified families who need support
- Targeting PP children to attend ASC’s, particularly sport, and supporting parents with childcare for siblings

## Challenges

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

Challenge number	Detail of challenge
1	On average, lower attainment and slower progress rates made by pupil premium/disadvantaged children. Overall, PP children have knowledge gaps and find it difficult to retain/recall prior knowledge. The impact of Covid 19 pandemic has meant that this gap has widened for a number of PP 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) which can affect long term literacy outcomes without intervention and good quality provision in the early years.
4	Difficulties and barriers to learning from SEMH/SEL (child and parent) associated with anxiety behaviours which have increased significantly since the pandemic. Some PP children show weaknesses in learning behaviours which can be physical and emotional (lack of self-belief, determination, resilience and readiness to learn). They can struggle to reflect and evaluate their own learning and often lack self-motivation and confidence to improve.
5	Attendance and Punctuality issues – disadvantaged learners
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
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## 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
<p>Improving the attainment of children, making at least expected progress, including Early Reading, who are eligible for Pupil Premium</p> <p>The gap is narrowed in the progress and attainment of PP and Non-PP children.</p>	<ul style="list-style-type: none"> <li>• Those pupils who have ‘fallen behind’ are supported and tracked closely to ensure they make accelerated progress and ‘catchup’ or exceed prior attainment standards.</li> <li>• Children who need to make accelerated progress, receive targeted high-quality intervention which is monitored by school leaders.</li> <li>• Pupils have regular/weekly opportunities to rehearse, practice and consolidate key skills in reading, spelling, handwriting and mental and written arithmetic.</li> <li>• Support staff and class teachers support learning effectively using AFL strategies to identify and address learning gaps and misconceptions. Additional intervention sessions take place based on gaps in learning and with reference to previous key stage data.</li> </ul>
<p>The language deficit for children in receipt of pupil premium funding is diminished.</p> <p>A reading culture that ensures all pupils read regularly and develop a love of books is embedded throughout the school community.</p>	<ul style="list-style-type: none"> <li>• All pupils are exposed to tier 1, tier 2 and tier 3 vocabulary throughout the curriculum.</li> <li>• Targeted pupils receive additional speech and language therapy and intervention.</li> <li>• Parents are engaged in the development of their child’s speech and language.</li> <li>• Pupils read regularly at school and at home. They have access to high quality books for individual and guided reading.</li> <li>• Consistent implementation of excellent practice and high expectations across the school for reading.</li> <li>• Increased % of PP pupils are working at ARE or above across the school in phonics and reading.</li> </ul>
<p>All disadvantaged pupils will meet national expectations for attendance and persistent absence</p>	<ul style="list-style-type: none"> <li>• Disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils (96+%).</li> <li>• Monitoring of attendance by Head teacher and CSAWS attendance service brings about and increase in PP pupils’ attendance and a decrease in persistent absence.</li> </ul>

<p>Widening experiences and extending opportunities</p>	<ul style="list-style-type: none"> <li>• Children have many opportunities throughout their education at St Cuthbert's to widen their life experiences.</li> <li>• We aim for all children to undertake at least 6 visits/experiences outside school per year.</li> <li>• We offer a wide range of after-school clubs which are free of charge.</li> <li>• Children's language is enriched by their experiences.</li> </ul>
<p>All pupils will have good self-organisation skills, resilience and determination. They will be able to work independently with confidence.</p> <p>As a school we break down barriers and create healthy and positive relationships with our families .</p> <p>Parents/families are more able to support children's education and are encouraged to develop skills</p>	<ul style="list-style-type: none"> <li>• Teachers teach and model key learning behaviours. Children demonstrate these behaviours throughout the school day and in their lives outside of school.</li> <li>• Monitoring tasks, such as learning walks and discussions with children show that they have appropriate aged self-organisation and are being encouraged to be independent by all staff.</li> <li>• Pupils show that they are resilient and able to learn from mistakes. Teachers are modelling this behaviour when they are 'thinking out loud.'</li> <li>• Support staff are used effectively to challenge and guide children without creating an over reliance on adult support.</li> <li>• Close and trusting relationships with adults supports parents to be informed and connected with their children's education.</li> <li>• Each year we strive to increase the number of parents that engage in programmes and courses</li> </ul>

## 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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>RSC Shakespeare Lead Associate School working with schools across Trust/Hartlepool Within school Y6, Y5, Y4, Y3</p> <p>COST: £1000</p>	<p>‘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’</p> <p><b>Taken from Oral language interventions - 2018 EEF research</b></p>	2, 3
<p>Quality First Teaching – Teaching Triads to support pedagogical improvement and CPD focused on DRICE and Metacognition for Learning</p> <p>Cost: £2000</p>	<p>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.</p> <p>Spring and Summer terms 2024</p>	All
<p>Tuition for Y6 children (booster classes) with qualified teachers before and after school – January 2023 to half term May 20.</p>	<ul style="list-style-type: none"> <li>Small group tuition conducted on reading shows on average 4+ months with mathematics showing a slightly smaller positive impact – 3+ months</li> </ul>	1, 2, 3, 4

<p>Tuition Y2 (Maths and Literacy) and Y4 (Sounds Write) COST: £7925</p>	<ul style="list-style-type: none"> <li>• Frequent sessions, three times a week or so, lasting up to an hour over 10 weeks typically show the greatest impact</li> <li>• Low attaining pupils particularly benefit from small group tuition</li> </ul> <p><i>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.</i></p> <p><b>EEF Small Group Tuition</b></p>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 49,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deployment of Teaching Assistants  COST: £ 40,000</p>	<p>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.</p> <p><b><i>Supporting the attainment of disadvantaged pupils – Briefing for school leaders November 2015 DFE</i></b></p>	<p>All</p>
<p>EARLY IDENTIFICATION OF LANGUAGE NEEDS Reception Baseline Assessment and HLCCT screening tool</p>	<p><i>'...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.</i></p>	<p>2, 3</p>

<p>Early Talk Boost provision</p> <p>ADDITIONAL TA IN EYFS</p> <p>COST: £9,000</p>	<p><i>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.</i></p> <p><b>EEF Early Years Toolkit – Communication and language approaches 7<sup>th</sup> May 2018 updated</b></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 32,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>SEMH PROVISION (SEL)</b></p> <p>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” (<a href="http://casel.org">http://casel.org</a>)</p>	<p><i>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...</i></p> <p><b>Prevention:</b> <i>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</i></p>	<p>4, 5, 6, 7</p>

<p>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</p> <p><b>COST:</b> TA x additional hours £1500 and £17,000 PSA</p>	<p><i>wellbeing through the curriculum and reinforcing this teaching through school activities and ethos...</i></p> <p><b>Identification:</b> <i>recognising emerging issues as early and accurately as possible;</i></p> <p><b>Early support:</b> <i>helping pupils to access evidence based early support and interventions; and</i></p> <p><b>Access to specialist support:</b> <i>working effectively with external agencies to provide swift access or referrals to specialist support and treatment.</i></p> <p><b>DFE document: Mental Health and Behaviour in Schools November 2018</b></p> <p><i>‘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:</i></p> <ul style="list-style-type: none"> <li><i>• regulate or manage reactions to emotions like frustration, anxiety, or excitement;</i></li> <li><i>• calm down after something exciting or upsetting;</i></li> <li><i>• focus on a task; and</i></li> <li><i>• control impulses.</i></li> </ul> <p><i>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.</i></p> <p><i>Social awareness refers to the ability to understand the perspective of others and</i></p>	
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	<p><i>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.'</i></p> <p><b>EEF Guidance on SEMH Learning November 2019</b></p>	
<p>Persistent absence amongst disadvantaged group and others</p> <p><b>COST: £200</b></p>	<p>Headteacher/PSA/admin office tracking individuals with persistent absence patterns of attendance in school.</p> <p>Headteacher setting attendance challenges with awards for higher percentages of attendance and 100%.</p> <p>Discussions and meetings with parents to discuss barriers to attendance and finding solutions to support those children to access school full time.</p> <p>Certificates, phone calls home to praise efforts, rewards at half term end if attendance has improved.</p>	5
<p>Breakfast Club (Greggs)</p> <p><b>COST: ADDITIONAL ADULT FOR BC £6000</b></p>	<p>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.</p> <p>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.</p> <p>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.</p>	All

	<p><b>BREAKFAST CLUB:</b> 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.</p>	
<p>Residential and Trip Costs including enhanced curriculum support for identified children COST: £5000</p>	<p>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 residential are linked to SEMH provision and readiness for transition to secondary education when they reach Year 6.</p> <p>WVP for identified children to support SEMH needs often in disadvantaged group</p> <p>Year 5 Diocesan Retreat 3 days/2 nights</p> <p>Year 6 Northern Saints – Pilgrims Way Walk to Lindisfarne (cost dependant this year on bus hire)</p> <p>Year 6 Lake District with Summerhill</p>	All
<p>TVMS – Music lessons COST: £1000</p>	<p>Every child has the right to learn to play an instrument</p> <p>‘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...’</p> <p><b>EEF: Arts participation 5<sup>th</sup> September 2018</b></p>	All
<p>ASC accessibility for PP children COST: £2000</p>	<p>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</p>	4, 6, 7

	can participate in ASC and siblings are looked after thus easing pressure on parents.	
Gardening club with teacher Friday afternoons targeting disadvantaged cohort in school and vulnerable children with SEMH needs.	Targeting disadvantaged and learners with SEMH needs. Gardening club runs on Friday afternoon for 1 hour and supports mental health, resilience, physical development and team building skills aimed at promoting self confidence, self esteem and resilience (core thread of our curriculum at St Cuthbert's)	4

**Total budgeted cost: £ 92,625**

## 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 2022 to 2023 academic year.

Desired Outcomes	Impact
Tuition for Y2 and Y6 children (booster classes) with qualified teachers before and after school – January 2023 to 1 <sup>st</sup> June 2023	See data table below for impact of tuition for Y2 and Y6. Change of teacher had impact on cohort with lower than predicted outcomes for KS2 GPS and Reading. GPS was taught as literacy lessons rather than booster but that approach has been changed and it will now be taught in a bespoke approach for 2023 – 2024 academic year. Cohort grew to 35 from 30 in Y6 (5 children joined in Y6) which also had an impact KS1 – data was positive and in line with national. Gaps were not significant, EYFS closing, KS1 gaps to other are closing at expected levels for R.W.M and higher level for R/W Gaps are closing for disadvantaged R/W/M and KS2 Gaps widening at higher levels for KS2.
TenTen subscription for RSHE curriculum support	TenTen resources are used by all teachers across school to deliver RSHE curriculum. Evidence in floorbooks for each year groups shows full curriculum coverage and embedded delivery of curriculum to all children.  Year groups have evidence for embedded RHSE and coverage in classes. TenTen supports the curriculum delivery of RHSE and school are purchasing Life to the full Plus to further address areas of curriculum such as finance, further learning on e-safety and wider society issues which our children face now and in the future including substance abuse.
EY/KS1 Reading books to support PHONICS	Reading scheme has been replaced in school to support Sounds Write scheme delivery. Children are reading books which support current level in phonics, books are changed weekly after reading at home with parents.  Phonics books are embedded into curriculum to support phonics teaching and learning. Phonics screening for Y1 is in line with national and at KS1 end 97% achieve expected pass mark for screening.
Outcomes for KS2 end are above national in each subject (R/W/M)	See data table below for Y2 and Y6 outcomes.

<p>and above floor for combined R/W/M</p> <p>Disadvantaged pupils make progress equal to their peers from their starting points</p>	<p>Gaps were not significant at end for R/W/M for disadvantaged children they show that gaps are narrowing. EXS+ R/W/M 43% school and 44% national so in line. Higher 0% with national at 3%.</p>
<p>HLCCT and Wellcom intervention to screen all children on entry to Nursery,</p> <p>Reception Baseline Assessment and HLCCT/Wellcom intervention</p>	<p>EYFS screened children to identify SALT needs. Wellcom was used to support those identified children and particularly those who were awaiting SALT 18-week initial appointment.</p> <p>EYFS outcomes for CL 2022–</p> <p>Wellcom will continue this academic year until retraining of staff for Blast and Early TalkBoost is undertaken (alongside Trust preference for both these schemes) and completed so that support is still in place for those who need it.</p> <p>CL ELG attainment July 2023</p> <p>Listening and attention and understanding 70%</p> <p>Speaking 78%</p> <p>Intervention was positive with children making progress in Reception from N2 outcome of 45% not on track on entry to Reception with gaps narrowed LAU 30% not achieving ELG and Speaking narrowed to 22% not on track from 45% entering from N2 not on track.</p> <p>Reception baseline assessment (RBA) continues and Early Talk Boost is being adopted Trust wide. Re-training will take place this year to refresh practise for EYFS practitioners.</p>
<p>TA's to support learning across school including tuition</p>	<p>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.</p> <p>Y2, Y4 and Y6 tuition completed by staff over spring term and summer term. Using school led tuition and additional from PP funds into school.</p> <p>Model to be repeated again using school led tutoring money but percentage comes from PP funding into school.</p>
<p>RSC Shakespeare initiative with Archibald Primary School YEAR 6, YEAR 5 and YEAR 4/3/2</p> <p>CLL/ORACY: Continuation of last year's provision with virtual support from RSC</p>	<p>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.</p>

	<p>KS2 Writing outcomes – 74% and national was 71% (above)</p> <p>St Cuthbert's moves to become Lead Associate school working with the RSC and schools in Trust and Hartlepool to deliver training and implementation of RSC in schools.</p>
<p>Deploy PSA/TA effectively to support pupil's mental health and SEMH and parental support</p> <p>Improve provision for children identified with SEMH needs across school.</p> <p>Provide support for children with strategies and intervention.</p> <p>Target children identified with specific SEMH e.g. anxiety and provide support for child and parent at school/home</p>	<p>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.</p> <p>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.</p>
<p>Improve transition from primary to secondary school so all children (including disadvantaged) are well supported as they move to the next stage of education</p>	<p>Substantial transition support was delivered with by transition lead with PCP meetings, enhanced visits to secondary schools and contact with key staff in pastoral, SEND and Y7 all contributing to a good start for all the cohort particularly with high needs children and SEND. Information was transferred to correct individuals at secondary and CPOMS in use in EMS and High Tunstall so records have been electronically transferred. EP support was also used in summer term 2023 to support enhanced information and shared with staff at secondary to support pupils well.</p> <p>Full transition, including PCP meetings for all vulnerable pupils, enhanced visits to schools, discussions with SENCO's and pastoral teams, additional for EHCP pupils to both of their settings, CPOMS transfer, SEND documents and meetings with transition leads at feeder school was carried out and all Y6 to Y7 transition for 35 pupils was successful in July 2023. September 2023 support for Y7 children continues with transition lead and transition leaders at secondary in contact when needed.</p>
<p>Quality First Teaching – Reflective Quality Teaching and Teaching Triads to support pedagogical improvement</p> <p>Archimedes Maths Hub training KS1/EYFS</p> <p>English Hub – Phonics training and reading scheme audit.</p>	<p>RQT delivered in November 2022 twilight to all staff. Teaching Triads did not take place.</p> <p>JD attended maths hub meetings and training which is rolled out across EYFS and KS1. Staff attended English hub to talk to staff, see phonics scheme in use and discuss reading scheme in readiness for school transition to Sounds Write.</p> <p>Archimedes hub ongoing and had training.</p>

	<p>English reading lead and early reading for phonics accessed hub.</p> <p>Triads did not take place due to absence of teaching staff and longer terms of absence which impacted.</p>
<p>Disadvantaged children arrive at school on time, alert and ready to learn following a good start to the day.</p>	<p>Key children targeted to access breakfast club to support families. This will continue again this year.</p> <p>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.</p>
<p>Children are exposed to experiences which 'ignite' learning and provide enrichment and variation to their limited life experiences outside of school</p>	<p>Y5 residential to Emmaus Village went ahead last year and was very successful. Y6 Pilgrimage to Holy Island and Y6 outdoor activities in Yorkshire went ahead. 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.</p> <p>Continue enrichment to enhance and stimulate learning in the classroom.</p>
<p>Disadvantaged children have access to curriculum enrichment and arts programmes/participation</p>	<p>TVMS – trumpet and guitar lessons</p> <p>Creative Writing workshop with Hartlepool Arts Gallery on Church Street and Tees Valley Museums in Summer term 2023</p> <p>Steel Pans with EMS students has ceased</p> <p>Steel pans has ceased and we have not been able to replace with a lead person so this has ceased during the year and will not continue.</p> <p>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.</p>
<p>Children have access to school uniform for school</p>	<p>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.</p> <p>Continues to support disadvantaged families particularly EAL disadvantaged children arriving in school and to the area.</p>

Data outcomes for end of KS1 2022 - 2023		
Subject	Cohort (35 chdn)	Pupil Premium ( chdn)
R/W/M EXS/+	65%	67%
Reading EXS/+	81%	
Writing EXS/+	74%	
Maths EXS/+	77%	
Data outcomes for end of KS2 2022 - 2023		
Subject	Cohort (35 chdn)	Pupil Premium ( chdn)
R/W/M EXS/+	54%	43%
Reading EXS/+	69%	
Writing EXS/+	74%	
Maths EXS/+	80%	

## 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
Times Table Rockstars	TT Rockstars
Early Mental Health Practitioner (EMHP)	Alliance Psychology Services