

Pupil premium strategy statement – St Cuthbert’s Primary School, Crook

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	158
Proportion (%) of pupil premium eligible pupils	36.3%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2024
Date this statement was published	September 23
Date on which it will be reviewed	June 24
Statement authorised by	M Mcelhone
Pupil premium lead	L Ball
Governor / Trustee lead	A Timothy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,430
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£86,430

Part A: Pupil premium strategy plan

Statement of intent

At St Cuthbert's we strive to ensure that all pupil's make good progress and achieve their personal best, regardless of their backgrounds and personal challenges. The strategies outlined in this plan provide support and opportunities, so all our pupils meet their fullest potential both inside and outside of the classroom, including children who are already high attainers. Our objective for our disadvantaged pupils is:

- Create a culture of aspiration for all the children in our school, especially for our disadvantaged pupils.
- Encouraging an attitude of attainment and supporting the needs of each of our disadvantaged children, taking into consideration their individual barriers
- Offering high-quality teaching, with a focus on areas in which disadvantaged pupils require the most support.
- Responding to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

Challenges

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

Challenge number	Detail of challenge
1	Data shows that attendance amongst our disadvantaged children is lower than our non-disadvantaged. This is creating an impact on their learning journey.
2	Assessment data shows that there is a large attainment gap across reading, writing and maths (particularly writing) across the pupil premium students throughout the classes.
3	Assessment data and GLD data shows that early oral language and writing skills in Early Years are lower for pupil premium children. This has an impact on their progression of reading and writing skills as they begin Key Stage One.
4	Resilience and confidence of our pupil premium students is lower in comparison to others. This leads to them not accessing challenges that can allow them to attain their best.
5	Less access to aspirational goals for our pupil premium children as their individual circumstances often mean they cannot access opportunities that allow them to achieve their fullest potential.

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>Improved attendance rates for PP children</p> <p>Reduce the number of persistent absences</p>	<p>Pupil premium attendance will match that of the non-pupil premium students.</p> <p>% of persistent absence to meet that of National Average</p>
<p>PP children will achieve in line with their peers and meet the national average</p>	<p>Improved attainment for PP children at the end of KS1 and end of KS2.</p>
<p>PP children in our Early Years setting will achieve GLD for literacy and communication and language</p>	<p>A raised percentage of PP children to attain a good level of development for literacy and communication and language objectives.</p>
<p>A school-wide focus on confidence and resilience so children will learn strategies they can use when facing personal challenges within school.</p>	<p>Pupil voice will show an increase in confidence.</p> <p>Lesson observations that encourage challenges and resilient attitudes.</p> <p>Timetabled lessons that focus on the skills of confidence and resilience.</p>
<p>Creating a culture of aspiration for all children within school so they can have access to the world around them as they grow into individual life-long learners.</p>	<p>Cultural capital plans that have a variety of aspirational opportunities within our curriculum.</p> <p>Pupil voice that show aspirational views and opinions.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **2023-2024** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £17,271

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Developing and embedding a teaching through collaborative talk approach in writing sessions.</i></p> <p><i>This will engage children as well as developing language and writing skills.</i></p>	<p>Evidence shows the intentional use of language or activities to stimulate and extend an interaction by engaging the child in cognitively challenging activities. The child is encouraged to hear and apply language through the sharing of ideas, providing reasons, and building on each other's ideas</p> <p>https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language?approach=teaching-through-collaborative-talk&utm_source=/early-years-evidence-store/communication-and-language&utm_medium=search&utm_campaign=site_searchh&search_term</p>	3
<p><i>Embedding Commando Joes activities into the curriculum and timetabling extra missions to be completed by our PP children where confidence, resilience and self-esteem is a barrier to their learning</i></p>	<p>Evidence from data shows 75% of the children who regularly accessed the programme showed an increase in the traits of confidence, resilience, empathy, self-awareness and communication. 96% of children showed an increase in resilience with just one term of regular intervention</p> <p>https://commandojoes.co.uk/impact-research/</p>	4
<p><i>Access for all staff to metacognition training and how to include this in their teaching and learning style</i></p>	<p>+ 7 months EEF</p> <p>Evidence suggests that explicit teaching of metacognitive could encourage pupil premium children to use strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p> <p>Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and build confidence through their own knowledge and metacognitive skills</p>	2,4

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation?utm_source=/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation&utm_medium=search&utm_campaign=site_search&search_term=metaco	
<i>Staff to be trained on how to ensure adapted task for PP children to raise standards and guarantee access to their learning opportunities</i>	<p>Staff are trained to use diagnostic information to make small regular changes to practice, addressing errors and targeting the areas for improvement through appropriate levels of scaffolding, support, and challenge</p> <p>Ensuring diagnostic assessments are effective and tasks adapted to these pupils is therefore likely to lead to children being engaged in their learning and confident in their abilities</p> <p>https://educationendowmentfoundation.org.uk/news/ee-f-blog-ecf-exploring-the-evidence-part-1</p>	2, 4
<i>Providing appropriate challenge for all children</i>	<p>DFE guidance for supporting pupil premium children states that even though their disadvantaged pupils are achieving good results, they continue to challenge themselves and are keen to develop their systems and approaches still further.</p> <p>https://assets.publishing.service.gov.uk/media/5a80d031ed915d74e33fc8de/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</p>	2
<p><i>Read, Write Inc and Fresh Start training for staff through the provided portal</i></p> <p><i>EYFS PP children to access more phonics resources and intervention time</i></p>	<p>+3 month EEF</p> <p>Evidence shows that PP children in RWI intervention group made the equivalent of three months' additional progress in reading, on average, compared to children in other schools.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/projects/Read-Write-Inc-and-Fresh-Start-Final.pdf?v=1696348326</p> <p>Evidence shows that additional opportunities to access phonics sessions in EYFS improves the accuracy of the child's reading, spelling and writing as it develops key skills through speaking and listening tasks.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2,3
<i>Adopting a system of live marking across the school to show common</i>	<p>Live marking can provide clear evidence of assessment for learning that discussed with the pupils. It is shown to provide a dialogue of active challenge and opportunities to improve understanding for each</p>	2

<p><i>errors, give opportunities for on the spot challenges and effective feedback to develop learners</i></p>	<p>input and therefore improve attainment and understanding. https://www.teachertoolkit.co.uk/2018/03/04/live-marking-2/</p>	
<p><i>Social and emotional learning approaches planned by staff to develop a positive school ethos, which also aim to support greater engagement in learning</i></p>	<p>+4 months EEF Evidence shows that social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>The studies show that being able to effectively manage emotions will be beneficial to children and young people's confidence, self-esteem and resilience even if it does not translate to all children's reading or maths scores.</p> <p>The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils and their engagement in their learning opportunities</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&utm_medium=search&utm_campaign=site_search&search_term=Social</p>	<p>1, 2, 4</p>
<p><i>Incorporating collaborative learning approaches within all lessons across the school</i></p>	<p>+5 months EEF EEF shows that collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment.</p> <p>Evidence shows that when staff plan tasks so that working together is effective and efficient allows children to gain confidence in a small group familiarity.</p>	<p>2, 4</p>
<p><i>All classes will have set visit times for story sessions and author visits at our local library</i></p>	<p>Existing research provides compelling evidence that library usage is linked to reading and language levels among primary children (particularly younger years), and that library usage and reading, in turn, are important factors in literacy skill levels and general educational attainment.</p> <p>https://www.artscouncil.org.uk/sites/default/files/download-file/Evidence_review_economic_contribution_libraries_2014.pdf</p> <p>Data from the National School Library Survey found that: Children who had attended an author visit were</p>	<p>1, 2, 3, 5</p>

	<p>also more likely to have high levels of confidence in their reading (36.8% vs 25.1%) and writing (21.9% vs 16.9%) capabilities than their peers who didn't receive a visit</p> <p>https://literacytrust.org.uk/research-services/research-reports/impact-writer-visits-children-and-young-peoples-literacy-engagement/</p> <p>Author visits can be a major source of inspiration for children. For children to meet a favoured published author, to realise they are a real-life person who embarked on the same writing processes as themselves can prove hugely beneficial for the child's imagination and transform life chances and opportunities. It can also have a positive impact on a child's engagement in their learning.</p> <p>https://www.oneeducation.co.uk/the-power-of-author-visits/</p>	
<i>Use of debate-mate training and sessions across school</i>	<p>Debate Mate is designed to tackle educational inequality and social immobility. The intervention aims to increase speaking and listening attainment and improve a range of higher-order thinking skills and non-cognitive abilities such as confidence, teamwork, and leadership.</p> <p>Debate Mate Accelerate is aimed at pupils with challenging behaviour who are disengaged with education. Weekly hour-long sessions with university mentors who have additional classroom and behavioural management training.</p> <p>https://www.evidence4impact.org.uk/interventions/1127?page=18</p>	1, 2,4

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

Budgeted cost: £ 20,245

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing behaviour interventions for	<p>+4 months EEF</p> <p>EEF toolkit shows an average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce</p>	2, 4

<p>our PP children with other needs</p>	<p>moderate improvements in academic performance along with a decrease in problematic behaviours. School-level behaviour approaches are often related to improvements in attainment</p> <p>Approaches such as improving teachers' behaviour management and pupils' cognitive and emotion regulation skills</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions?utm_source=/education-evidence/teaching-learning-toolkit/behaviour-interventions&utm_medium=search&utm_campaign=site_search&search_term=behaviour</p>	
<p>Implementing oral language interventions and placing an emphasis on the importance of spoken language and verbal interaction in the classroom.</p>	<p>+6 months EEF</p> <p>There is evidence to suggest that oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions?utm_source=/education-evidence/teaching-learning-toolkit/oral-language-interventions&utm_medium=search&utm_campaign=site_search&search_term=ora</p> <p>An EYFS study showed that children who made most progress in their understanding of vocabulary and grammar between three and five were those whose educators had more knowledge of oral language pedagogy. The most effective teachers could connect their knowledge of language-supporting strategies with their knowledge of child development, to understand why a strategy might be used, or what effect it might have on children's language, reading and writing.</p> <p>https://www.nurseryworld.co.uk/features/article/eyfs-best-practice-how-to-teach-oral-language-skills</p>	<p>2, 3</p>
<p>Incorporating Lexia interventions for those with reading</p>	<p>+2 month EEF</p> <p>An independent evaluation found that children offered Lexia made the equivalent of one additional months' progress in reading, on average, compared to other children. Pupil</p>	<p>2</p>

below the national average	<p>premium children who were offered Lexia made, on average, the equivalent of two additional months' progress in reading compared to other children.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia?utm_source=/projects-and-evaluation/projects/lexia&utm_medium=search&utm_campaign=site_search&search_term=lexia</p>	
<i>Implementing targeted small group interventions with early literacy approaches</i>	<p>+4 months EEF</p> <p>Early literacy approaches typically increase children's learning by about four months. Approaches that develop literacy skills and knowledge can have an important effect on early reading. The evidence for the positive impact of early literacy approaches is extensive.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches?utm_source=/education-evidence/early-years-toolkit/early-literacy-approaches&utm_medium=search&utm_campaign=site_search&search_term=early%20l</p>	3

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

Budgeted cost: £44,500

Activity	Evidence that supports this approach	Challenge number (s) addressed
<i>Providing road centre counselling sessions for children with additional mental health needs</i>	<p>A summary of school responsibilities where mental health issues are affecting attendance (DFE 2023) states that any plan to help the child to attend well involve making referrals to in-school or external professional support this includes counselling services, psychological practitioners or, where available, Mental Health Support Teams.</p> <p>The same report also states that it is a school responsibility to: Facilitate support for pupils experiencing mental health problems through building an ethos of</p>	1,4

	<p>resilience and emotional regulation. Consider additional pastoral care inputs, where appropriate making referrals.</p> <p>DFE-2023</p>	
<p><i>Supplemented clubs for PP to encourage participation</i></p>	<p>Tracking of journey of pupil premium students through the college. Allowance used to ensure students have financial means to take part in full range of opportunities. Raising aspirations through educational and life experiences available through the school.</p> <p>Through pupil premium children being offered paid for opportunities to access clubs and visits that engage their individual interests, the children will be more engaged and participate fully in their learning.</p>	<p>1, 5</p>
<p><i>Developing the use of Shakespeare curriculum in school</i></p>	<p>New research from The University of Warwick shows that our approach to studying Shakespeare can significantly improve student language acquisition and writing</p> <p>95% of teachers said that working with the RSC resulted in their students becoming more willing to contribute ideas and opinions in class</p> <p>94% said it helped young people ‘find their voice’ – improving language skills and confidence to use language (reading, writing, speaking)</p> <p>The way of working particularly benefited boys who had been considered ‘disengaged’ or low-level learners</p> <p>95% of teachers reported an increase in confidence and self-belief</p> <p>https://www.rsc.org.uk/news/archive/new-evidence-that-our-approach-to-teaching-shakespeare-works</p>	<p>2,4</p>
<p><i>University links</i></p>	<p>Encouraging aspiration through real life experiences benefits all children but especially those children with no other way of accessing the wider world around them. Through working closely with Durham university, the children are engaged in higher learning but also gain positive mentors and access to higher education opportunities.</p>	<p>5</p>
<p><i>Introducing family learning sessions provided by beacon of light</i></p>	<p>Beacon of Light offer sessions to support the whole family surrounding our disadvantaged students. The sessions are designed to equip families with the knowledge, skills and strategies to support their emotional wellbeing. Topics covered include developing good self-esteem and confidence, developing resilience, how feelings can affect behaviour and where to go when you need help.</p> <p>https://foundationoflight.co.uk/what-we-do/find-a-programme/programmes/family-learning/</p>	<p>1, 4</p>

	<p>These sessions are on a set timetable that will encourage a positive link with families into the school setting and encourage improved attendance rates and an ethos of attendance amongst our pupil premium children.</p>	
<p><i>Creating a cultural capital curriculum based on trips, visits and visitors to improve aspirations</i></p>	<p>A recent study showed that non-PP children are relatively more likely to aspire in higher-earning professions. There is also some evidence that certain creative professions with very high barriers to entry are more accessible to non-PP children. Through creating a cultural capital that encourages access and aspirational goals we will take away the barriers afforded to our children in school.</p> <p>https://www.educationandemployers.org/wp-content/uploads/2018/01/DrawingTheFuture.pdf</p>	5
<p><i>Timetabling regular sessions with the Durham resilience team across the school</i></p>	<p>Studies show that resilience sessions built into a curriculum makes a marked difference in the attitudes and emotional regulation of all children. It supports Pupils and Students learning strategies that support their wellbeing and resilience. Using the positive psychology strategies, approaches and resources provided helps increase school capacity to reduce mental health problems and support at-risk cohorts of children and young people. It also is shown to encourage consistency, develop belonging and trust as well as reducing barriers and stigma around mental health issues.</p> <p>https://www.worthit.org.uk/programme-content/resilience-workshop-resource-toolkit</p>	4
<p><i>Creating a solid ethos of parental engagement opportunities and attendance review procedures</i></p>	<p>+4 months EEF</p> <p>Studies show that disadvantaged pupils are less likely to benefit from having a space to conduct home learning. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>The DFE summary of responsibilities for school attendance states that schools must proactively use data to identify pupils at risk of poor attendance. Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance. Where out of school barriers are identified, signpost and support access to any required services in the first instance. If the issue persists, take an active part in the multi-agency effort with the local authority and other partners.</p>	1,2

	https://www.suatrust.co.uk/wp-content/uploads/2023/04/Summary_table_of_responsibilities_for_school_attendance.pdf	
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Total budgeted cost: £ 82,016

Part B: Review of 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.

Outcomes for disadvantaged pupils

91% of our disadvantaged children in KS1 achieved their pass mark in phonics screening compared to 86% passing who are non-pupil premium. Children achieving expected standard in reading and maths was 17% compared to 60% for other children. Writing in KS1 was 55% compared to 57% for other children. The gap is closing in reading and writing in KS2 and 88% of disadvantaged children achieved expected standard in maths compared to 83% for other children.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Commando Joes	Commando Joes
Family Learning	Beacon of Light
Debate Mate	Debate Mate
We eat Elephants	Durham Resilience Team
Metacognition training	Trust based CPD
Students attending college activities / and students in school.	Durham University
Associates schools member with RSC	RSC
Counselling services	Road Centre
Read, Write, Inc	Ruth Miskin

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
CPD to upskill staff and to adopt ensure that phonics as well as targeted phonics interventions for KS1.
The impact of that spending on service pupil premium eligible pupils
91% of children passed their phonics screening in Year 1. 100% pass rate for phonics by the end of Year 2.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.