

# Pupil premium strategy statement

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 Catholic Primary School, Stockton
Number of pupils in school	224
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	S Parnell
Pupil premium lead	Z Hall
Governor / Trustee lead	Mr G Whyte

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112705
Recovery premium funding allocation this academic year	£11165
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	£123870

# Part A: Pupil premium strategy plan

## Statement of intent

*At St Cuthbert's Catholic Primary School we have high aspirations for all pupils and as our school serves an area of high deprivation, where 36% of our pupils are eligible for the pupil premium grant, and where more families are advising us that they struggle financially, we understand the importance of enhancing the educational experience for all children. The government provides this extra funding to schools to allow them to address barriers to learning and schools can decide how the money should be spent to meet the needs of children in the school. Given the current school context, we aim to improve outcomes for all children at St Cuthbert's and funds are allocated accordingly. Educationally we aim for all children to leave St Cuthbert's ready for secondary school with solid foundations in core subjects and key knowledge in foundation subjects to help them make wise choices in studies and careers options. Early reading is key to success for all children and at St Cuthbert's we aim for all children to be fluent readers by the time they leave Key Stage One. We further aim for all children to have full access to the curriculum regardless of ability ensuring key skills and knowledge are in place ready for the next steps of learning. We encourage extra-curricular activities and provide a variety of extra-curricular activities which are available to all or identified groups of children – for example, those with English as an additional language. The school aims to engage 100% of those children eligible for PPG in extra curricular activities. No one child is the same and this is reflected in the variety of ways the Pupil Premium is utilised. The provision provided encompasses both direct approaches to and other more creative interventions with influence academic achievement and, importantly, enhance the child's social and emotional well-being.*

## Challenges

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

Challenge number	Detail of challenge
1	Exposure to stories and early reading skills prior to entry to Nursery or Reception is low - leading to lower levels of vocabulary and oracy skills on entry to EY. This can hinder fluency as children progress through school.
2	Children can make less progress and attainment in reading, writing and maths.
3	Emotional well being and mental health.
4	Attendance

## 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
Children to be fluent readers by the end of KS1.	End of Key Stage results show the gap between PP and non-PP is narrowed.
Improved levels of progress and attainment in reading, writing and maths across to school which impacts on achievement throughout the whole school.	Disadvantaged children perform in line with non-disadvantaged and 100% of children have the social, communication and learning behaviour skills ready for Reception classes
Social and emotional resilience is improved and makes a positive impact on their learning. Children engage in all aspects of school life –attending after-school clubs.	Support from Learning Mentor to ensure pupils feel supported socially and emotionally. Children participate in extra-curricular activities. Measure impact on progress and attainment. Poverty proof all experiences including residential, school trips and out of school activities
Continue to improve attendance for disadvantaged children	All children will reach national targets and there will be no disparity between disadvantaged and non-disadvantaged children's attendance

## 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: £ 2830

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>RWI online refresher training. RWI Leadership days booked. RWI Leadership time. Further relevant resources to be purchased for high quality teaching. Accelerated Reader Purchased (including training)</i>	EEF guidance states that implementation of phonics should cover:- 'Training staff to ensure they have the necessary linguistic knowledge and understanding'	1,2
<i>Power Maths Scheme (White Rose Maths) – online/CPD refreshers</i>	Highly recommended approach in promoting mastery and skills in maths. A continuous and embedded approach to teacher support and professional development throughout. Power Maths is built on a unique mastery teaching model created by educational experts from the UK and China.	2,3
<i>Quality First Teaching – ongoing CPD</i>	The EEF state: 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering highquality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them'	1,2,3,4

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

Budgeted cost: £ 105400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children set and grouped into small groups/1:1 support and follow structured programmes in phonics in EY and KS1 and lower KS2 where necessary.</p>	<p>THE EEF state: 1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. 2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. 3. The teaching of phonics should be matched to children’s current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been</p>	<p>1,2</p>

	exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.	
Additional teacher in Y6 (am) to facilitate catch up and readiness for KS3	EEF evidence: Reducing class size has a positive impact of 2 months + on average where reductions are 10 pupils or more.	2,3,4
Pre-teaching and Gap-getting.	The EEF state: On average, pre-teaching/gap getting approaches have an impact of 4 months' additional progress 1,2	1,2
Deployment of staff to support catch up and accelerated progress	Where TAs are given precision interventions the gaps close and children stay at age related – monitored in school. Same day intervention.	1,2

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

Budgeted cost: £ 15640

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning mentor to support in class and 1-1 sessions removing barriers to learning	Children whose home arrangements are chaotic can be pre-occupied and need a voice before settling to work. (Louise Bomber – know me to teach me) Learning mentor 'picks up' children who enter school distracted by other issues to listen and remove barriers wherever possible	2,3,4

<p>Parent support advisor</p> <p>Supporting attendance, supporting socio economic issues including language barriers, housing, food shortages, attendance</p>	<p>Families where children are eligible for PPG have told us they need support in other areas which leads to children being distracted from and unable to focus on school and education. PSA works with families directly, with local agencies to signpost. Further work in the social care arena eg. Early Help to support families</p>	<p>2,3,4</p>
<p>Poverty proof trips – school subsidise extracurricular activities to poverty proof for all</p>	<p>EEF All children cannot access trips etc. if school do not subsidise the cost.</p>	<p>3</p>
<p>Breakfast Club</p>	<p>EEF ‘Our updated evaluation found that supporting schools to run a free of charge, universal breakfast club before school delivered an average of 2 months’ additional progress for pupils in Key Stage 1 with moderate to low security’</p>	<p>3,4</p>
<p>Attendance Lead (SLT)</p> <p>– cover/time</p>	<p>Attendance Lead to work with Parent Support Adviser to support families and identify any barriers. EEF Sending parents of students who are persistently absent personalised letters or texts can help improve attendance</p>	<p>4</p>
<p>A variety of extra-curricular activities (including sports).</p>	<p>Report from Sutton Trust indicates disadvantaged children are less likely to participate in extra-curricular activities.</p>	<p>3,4</p>

**Total budgeted cost: £** £123,870

## 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.

Many strategies implemented at St Cuthbert's Catholic Primary through the Pupil Premium allocation have proven successful and continue. Impact shown:

- A. **Progress and Attainment in Reading, Writing and Mathematics** – KS1 combined Reading, Writing and Maths results show a 25% increase on disadvantaged children achieving the expected standard from 2022. KS2 gap between disadvantaged and other achieving expected standard for combined Reading, Writing and Maths shows evidence of closing from -25% to -12%. Children achieving a Good Level of Development in Early Years outperformed other children by 39%. Phonics results in Y1 show that disadvantaged children were above the national average for 2022 for that group.
- B. **Emotional well-being and mental health**  
Increased extra-curricular activities offered to children has led to increased numbers of disadvantaged children attending. Breakfast Club supporting families – offer of Feedback from parents whose children participate in sessions with our school's learning mentor has been positive throughout 2022-23.
- C. **Attendance**  
Most recent figures show 93.5% attendance for disadvantaged children at St Cuthbert's Catholic Primary school. This is just 0.2% below national data for all children. The gap between disadvantaged and non-disadvantaged has closed from 1.2% to 0.6% and is 2.5% below national data for disadvantaged children. Persistent absentee data for disadvantaged children was lower than national figures for disadvantaged.



## 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*

<b>Programme</b>	<b>Provider</b>
Lexia	Lexia
IDL	IDL
Accelerated Reader	Renaissance
RWI Portal	Ruth Miskin