

# St Cuthbert's First School 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 First School
Number of pupils in school	84 (including 14 nursery)
Proportion (%) of pupil premium eligible pupils	14% (12 including 1 x PP+)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Clare McGregor Head teacher
Pupil premium lead	As above
Governor / Trustee lead	Barbara Simpson Governor responsible for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,520
<a href="#">Recovery premium funding allocation this academic year</a>	£2,030
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£24,550

# Part A: Pupil premium strategy plan

## Statement of intent

At St Cuthbert's First School we target the use of the Pupil Premium Grant funding to ensure that our disadvantaged pupils received the highest quality of education to enable them to become socially responsible citizens. Our aim is to close any potential barriers for these children to achieve their full potential.

### **Our ultimate objectives are to:**

- Remove any of the barriers to learning which might have been created by family circumstances and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged peers.
- Ensure ALL pupils can read fluently and with good understanding to enable them to access the whole curriculum and wider interests.
- Ensure pupils are fluent mathematicians.
- Develop their self-esteem, well-being and confidence so they have high ambitions for themselves both as learners and future citizens.
- Ensure pupils can communicate effectively in a wide range of contexts.
- Access a wide range of opportunities to develop their knowledge, understanding and interest in the wider world.

Our context: We have a broadly average number of pupil premium children. Of the 12 children, 16% have SEND need (2 out of 12). 8% is previously LAC (1 out of 12).

### **Achieving our objectives:**

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure all pupils access effective quality first teaching.
- Continue to focus on reading provision and interventions.
- Continue to target phonics interventions.
- Increase the number of teaching assistants to at least one per class to ensure regular targeted interventions are carried out.

- Fund educational visits, workshops, clubs, residential trips and music provision.
- Fund training of dedicated ELSA in school

This is not an exhaustive list and strategies will change and develop based on the needs of the individuals and be informed by research evidence.

### **Key Principles:**

We will ensure that all staff have high expectations of all pupils and recognise the difference they can make to children of all backgrounds. Quality first teaching will underpin all that we do. Gaps analysis and pupil progress meetings will be used to identify individual needs and plan provision. Provision mapping will be used to record and evaluate specific intervention and provision for individual pupils. Research based pedagogies will be researched and utilised.

## **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Gaps in reading, writing, maths and phonics
2	Social, emotional and mental health
3	Speech, language and communication including Vocabulary knowledge
4	Parental and family needs
5	Attendance and Punctuality
6	Access to wider opportunities

## **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.

<b>Intended outcome</b>	<b>Success criteria</b>
Progress in Reading	To achieve progress in line with non PP pupils
Progress in Writing	To achieve progress in line with non PP pupils
Progress in Mathematics	To achieve progress in line with non PP pupils
Phonics	To ensure 100% of pupil premium with non SEND needs achieve the PSC.
Attendance	To ensure attendance of disadvantaged pupils is in line with

	non-disadvantaged.
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## 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: £ 5,290

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching Writing in EY/ KS1 &amp; LKS2</p> <p><b><u>COST</u></b> £120</p>	<p>Enhance knowledge and understanding of how to teach writing to children in; EYFS; Year 1 and 2 ; Year 3 and 4, by providing a range of experiences that promote transcriptional skills and develop imagination and ideas to support composition.</p> <p>This webinar is part of a series which uses the CLPE Writing Scale to focus participants on key attainment expectations for children at different ages and stages of development, then explores the practice and provision that support children's progress towards these goals.</p>	1, 3
<p>Reading books in line with oxford reading levels</p> <p><b><u>Cost</u></b> £500 resourcing</p>	<p>Oxford Reading Levels provide small steps of incremental progress in learning to decode as well as developing other essential reading skills. Working through the books in each of these levels in a rigorous and linear way is critical for building early reading foundations.</p>	1, 3
<p>'Spelling Shed' online subscription programme</p> <p><b><u>Cost</u></b> £70</p>	<p>Spelling continues to be a limiting factor for many of our pupil premium children, so staff need to be supported to continue to develop their skills in this area.</p>	1, 3
<p>Investment in to subscription to CLPE</p> <p><b><u>Cost</u></b> £300 subscription</p>	<p>The Centre for Literacy in Primary Education is a UK based children's literacy charity working with primary schools. Our work raises the achievement of children's reading and writing by helping schools to teach literacy creatively and effectively, putting quality children's books at the heart of all learning.</p>	1,3
<p>Purchase annual subscription to Maths Whizz</p> <p><b><u>COST</u></b> £3000</p>	<p>Evidence shows that learning is accelerated by, on average, 18 months in the first year of use when a child accesses just 60 minutes of Maths-Whizz per week. All children have free access at home</p>	1,3,4,6
<p>Purchase Purple Mash programme subscription</p>	<p>Purple Mash is an award-winning cross curricular website for primary school children, enabling them</p>	1,3,4,6

<b><u>COST</u></b> £600 + £200 cover for training	to explore and enhance their knowledge in a fun and creative way across all subjects – families will have free access from home also.	
Purchas of texts matched to the teaching curriculum in CLPE for each key stage <b><u>Cost</u></b> £500	The Power of Reading puts quality children’s literature at the heart of literacy learning and is built on years of research and best practice. The programme develops teacher subject knowledge and supports your school to raise engagement and attainment in language, vocabulary, reading and writing and meet all the requirements of the National Curriculum.	1,2,3

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

Budgeted cost: £14,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions for Reading, Writing, Maths and Phonics. <b><u>Cost</u></b> £2,030	EEF research shows that carefully planned, and implement, targeting interventions have strong impact on pupil outcomes. 1:1 or 1:3 small group tutoring, while high in cost, can have significant impact	1, 2
Teaching assistants <b><u>Cost</u></b> £9,000	We have increased the number / hours of Teaching Assistants to ensure that interventions can be carried out effectively and consistently. It is important that the TAs are trained in any interventions or their role within the classroom EEF report – Effective use of TA. Key recommendations are that the TA understands their role in the classroom. That they have the key information to support the children (Concepts, facts, information being taught; Skills to be learned, applied, practised or extended; Intended learning outcomes; Expected/ required feedback.)	1, 2, 3
Chromebooks <b><u>Cost</u></b> £3,800	To allow for more pupils to access online intervention and support through the programmes we have purchased, we have invested in 10 more Chromebooks for 23/24	
Accurate and quality assessments to be used to identify needs and match interventions.	EEF research and wider research identifies the need for assessments to be accurate. Use of standardised assessment resources.	1
1:1 reading time.	1:1 time with an adult reading and discussing texts	1, 3

	is vital for children to develop their enjoyment of reading and reading skills. Many of our children do not have the support at home, particularly when they reach KS2. By providing at least 2 weekly 1:1 reading slots with an adult the children improve their reading enjoyment.	
Access to high quality CPD (including cover) <b>Cost</b> £2000	CPD matched to school needs supports teaching and learning across all subject areas. Including pupil premium network meetings <i>(CLPE writing; Charanga; ICT; EAL &amp; SEND; ELKLAN; sensory play; commando Joe's)</i>	1,2,3,6
SENDCo released to target assessment and support for those eligible for PP who are identified as having SEN <b>COST</b> HLTA cover	SENDco ensures targeted support is having the required impact and tracking of progress.	1,2,3

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

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access support for pupils to attend; residential visit in Y4; school trips / enhancements <b>COST</b> £500	Access to trips and wider experiences enables children to have access to opportunities, which they might not experience. Widening horizons and interests can improve ambitions. Low ambition and opportunities are a limiting factor for many pupil premium children.	2, 4, 6
Access to Breakfast club and Afterschool club <b>COST</b> £500	Access to Breakfast club and Afterschool club enables us to support our pupil premium families. By providing this option, those families are more able to balance getting their children to school and collecting them if they have part time jobs, or other children with needs. Supports attendance for some families	2, 4, 6
Commando Joe's training <b>Cost</b> £500	CJ's character education programme supports children to develop the skills of; resilience; empathy; self-awareness; communication; teamwork	2,6
Sports Crew equipment <b>Cost</b> £500	To support our new 'sports crew' initiative we want to ensure high quality of resourcing for the games which will encourage teamwork and	

**Total budgeted cost : £23,090**



## 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. Please note our data is difficult to analyse or make comparisons with due to our very small cohort sizes.

Teacher End of Year Assessment Data for Pupil Premium Pupils;

<b>EYF5</b>				
1 PP pupil out of 15	Good Level of Development (GLD) (Prime ELGs plus Literacy and Maths)	Reading	Writing	Maths
PP % expected level or better	100% (1 out of 1)	100	100	100
<b>Phonics Check Year 1</b>			<b>Phonics Re- Check Year 2</b>	
0 PP pupils passed the check (3 out of 16)	0%	1 PP child had to re-sit and they passed		100%
<b>Year 1</b>	Reading	Writing	Maths	
3 PP pupils out of 16	Y1	Y1	Y1	
PP % Expected +	0 (0/3)	0 (0/3)	0 (0/3)	
PP % Greater depth	0	0	0	
<b>Year 2</b>	Reading	Writing	Maths	
3 PP pupils out of 12	Reading	Writing %	Maths	
PP % Expected +	67 (2/3)	67 (2/3)	67 (2/3)	
PP % Greater depth	33 (1/3)	0	0	
<b>Year 3</b>	Reading	Writing	Maths	
2 PP pupils out of 15	Y3	Y3	Y3	
PP % Expected +	50 (1/2)	50 (1/2)	0	
PP % Greater depth	0	0	0	
<b>Year 4</b>	Reading	Writing	Maths	
2 PP pupils out of 14	Y4	Y4	Y4	
PP % Expected +	50 (1/2)	0	50 (1/2)	
PP % Greater depth	50 (1/2)	0	0	

SATS results Y2 2023;

% PP passed - Reading	% PP passed - Maths
67% (2 out of 3)	67% (2 out of 3)

Attendance 22-23

PP % average overall 22-23	% average overall 22-23
92.79%	92.93%

## 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>
Maths Whizz	Whizz education
Self-Learn Read and Spell	Phillips education foundation
Active Learn	Pearson
Purple Mash	2 Simple
Spell Shed	Edshed
Power of Reading	CLPE
Language Angels	Language Angels
Charanga	Charanga