

Pupil premium strategy statement St Cuthbert Mayne Catholic Primary School Cranleigh

1. Summary information							
School	St Cuthbert Mayne Catholic Primary School						
Academic Year	2021-22	Total PP budget	£15,105	Date of most recent PP Review	September 21		
Total number of pupils	212	Number of pupils eligible for PP	15	Date for next internal review of this strategy	July 2022		
2. Current attainment (end of Summer 2021)							
		<i>Pupils eligible for PP</i>	<i>Whole group</i>				
		2020-21	2020-21				
% achieving GLD at the end of Reception		100% (1/1)	63%				
% achieving a pass in the phonics screening check		100% (1)	88%				
		Key Stage One		Key Stage Two			
% achieving the expected standard + in reading, writing and maths	n/a	Term Progress	n/a	0% (0/3)	Term Progress	68%	
% achieving the expected standard + in reading	75% (3/4)	-0.3	50%	66% (2/3)	+2	93%	
% achieving the expected standard + in writing	50% (2/4)	+1.7	53%	0% (0/3)	-3.3	72%	
% achieving the expected standard + in maths	50% (2/4)	+0.3	57%	33% (1/3)	-4	82%	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Low self-esteem and weak self-regulation strategies for some of our pupils who are eligible for PP slows their progress.	
B.	Lower than average prior attainment leaves a gap to be narrowed in reading, writing and maths for some of our pupils eligible for PP.	
C.	Difficulties in accessing and retaining information within a whole class setting with some of our pupils eligible for PP, impacts the learning and outcomes of all pupils.	
D.	Low confidence and ambition coupled with poor skills in writing including weak composition of ideas, vocabulary and spelling.	
E.	Poor mental arithmetic skills to support mathematical understanding.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Access and effective support with online learning	
F.	Poor attendance and lateness for some PP children.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Raise self-esteem and behaviour for learning, including self-regulation of all pupils eligible for PP Measured through class teachers identification of barriers to learning, learning walks, LSPs for children on SEND register.	Pupils eligible for PP will report a positive outlook on school life and will have shown the benefits of ELSA support in the progress made in reading, writing and maths. Behaviour for learning will be improved for pupil premium children as evidenced by learning walks and reference to any support plans.
B.	Pupils eligible for PP will have made expected or accelerated progress by July 2021, narrowing any gap in attainment so they are in line with their peers. Measured through termly assessment.	Pupils eligible for PP will have made at least expected progress so attainment at the end of the year will be in line with expectations.
C.	Pupils who have difficulty accessing and retaining information within a whole class setting will have support in small groups and / or 1:1 support. Impact measured through class teacher monitoring class work and termly assessments.	Pupils eligible for PP will have made at least expected progress so attainment in all areas at the end of the year is in line with expectations. All pupils will have made at least expected progress
	Pupils will have confidence in writing, able to apply a secure understanding and application of vocabulary and phonics for reading and writing and spelling. Measured through writing grids.	Reading and writing attainment improves. Progress is at least expected or accelerated
	Improved frequency, attainment and love of reading of quality books. Measure through accelerated reader targets (KS2) and progress through colour / number bands (KS1, EYFS).	Pupils eligible for PP will reach accelerated reader targets in KS2 and make expected progress through colour bands in KS1/ EYFS.
D.	Improved mental arithmetic skills Measured through termly mental arithmetic testing	PP children will make expected or accelerated progress in maths.

E.	Access to online learning and support in class in the event of isolation	Pupils will have access to PP computers in school. Y6 child have PP computer at home, for use at home with homework In the event of isolation, PP children to have access to home learning through use of computers provided by school
F.	All PP children have attendance greater than 96% and are punctual to school. Measured through attendance registers	Children with attendance below 90% (2020-21) improved over 2021-22. All PP children have attendance greater than 96% and are punctual to school.

Raise self-esteem of all pupils eligible for PP which impacts behaviour for learning.	Continuation of PSHE (jigsaw) scheme throughout school. Appointment of member of SLT responsible for well being. Whole staff work towards Healthy Schools award	EEF: Improved metacognition and self-regulation has high impact for low cost +7 Social and emotional learning; EEF: +4	Monitoring of PSHE. Staff PD (termly) Observations of behaviour for learning.	PSHRE lead Wellbeing lead Class teachers SLT	January/ July 2022 Supported
Total budgeted cost					Met within school funding
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Raise self-esteem of all pupils eligible for PP which impacts behaviour for learning.	ELSA and other pastoral support for those who have been identified as having low self-esteem. Drawing for talking to support emotional learning.	Feedback from class teachers of pupils eligible for PP. EEF: Improved metacognition and self-regulation has high impact for low cost +7 Social and emotional learning; EEF: +4 Individualised	Monitoring of ELSA provision, feedback from class teachers, children, ELSAs	SENDCo ELSA staff 2 hour x 52 pa £1260	January/ July 2022 Supported
	Support staff and teachers in class to address concerns and support PP children in a day to day basis		Monitoring e.g. learning walks Discussions with class teachers	AHT/ HT	Termly pupil progress
Pupils eligible for PP will have made expected or accelerated progress by July 2020, narrowing the gap in attainment to be in line with their peers.	Identification of barriers to learning by teachers and responsive teaching and targeted support (class based or small group support) put in place.	EEF recommendations	Half termly records completed by class teachers and discussed with AHT. For those on SEND register, monitored through LSPs.	Class teachers AHT SEND 6x2.5 hourx52 £9454	Half termly.
	1:1 / small group support (learning and pastoral) provided by teacher/ TA within class	Evidence from EEF Toolkit that this support is beneficial to children and enables them to work alongside peers to make accelerated progress when back in class.	Monitoring of provision Pupil progress meetings	SENDCo CTs HT/ AHT Within above	January, April, July 2021
	Small group focussed tuition: rapid reading/ writing groups (KS2), intervention: 5 min boxes and reading (KS1) directed TA support (EYFS)	Small group tuition moderate impact EEF +4 Early Years enrichment: EEF +5 Reading comprehension strategies - high impact for very low cost (+6)	Monitoring of provision Pupil progress meetings	SENDCo CTs HT/ AHT 9x 0.5 hours x 52 pa £2836	Ongoing (CTs) January, April, July 2020

	<p>Focused tuition of key learning strategies: self-regulation; editing skills by class teacher, reinforced by TA support. PSHE lessons</p>	<p>Evidence from EEF: Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</p>	<p>Monthly discussions with class teachers (informal and through pupil progress meetings). Link to PSHE timetable.</p>	<p>Class teachers</p>	<p>Ongoing (CTs) January, April, July 2022</p>
<p>Pupils eligible for PP will make expected or accelerated progress in writing.</p>	<p>Learning and teaching focus through school implementing a mastery approach. Focussed teaching in line with English skills progression. Talk for writing (TA supported within classes) Priority given to development of writing across the curriculum. Daily opportunities to practise and further</p>	<p>Children with oral language interventions make on average 6 months accelerated progress (EEF). Mastery approach has high impact for low cost (EEF).</p>	<p>Monitoring by SLT and English Lead Book scrutiny (all books) with focus on writing. Termly assessment and pupil progress meetings</p>	<p>KW writing lead SLT All staff</p>	<p>Ongoing (CTs) January, April, July 2022</p>
<p>Pupils eligible for PP will have a secure understanding and application of phonics for reading and writing and the spelling of common exception words.</p>	<p>Learning and teaching focus throughout school. Daily priority teaching in EYFS, KS1. Focussed teaching in KS2. Identification, purchase and implementation of comprehensive phonic scheme. Reading books ordered by phonic knowledge. Phonic catch up for PP children falling behind in small groups. Identification, purchase and implementation of comprehensive spelling scheme.</p>	<p>Spelling, reading and writing attainment improves. Progress is at least expected or accelerated Phonics: high impact for very low cost (+5)</p>	<p>Attainment of children in reading, spelling and phonics test. Learning walks</p>	<p>KW (English lead) AP (Phonic lead) AG (AHT)</p>	<p>Y2: Phonics Test Y1 Phonics Test January, April, July 2020</p>
<p>Improved vocabulary and access, comprehension and love of reading of quality books.</p>	<p>Exposure and teaching English through high quality texts throughout school. Promotion of library – expand use, books, profile, librarian Review and purchase of high quality texts for KS1 to support home reading and promote enjoyment of reading. Focussed teaching of comprehension strategies. Vocabulary taught explicitly in all subject</p>	<p>Reading is a basis for all other subjects. Reading comprehension strategies: high impact for very low cost EEF +6 Oral language: moderate impact for very low cost EEF +5 Teaching reading comprehension strategies EEF+6</p>	<p>Accelerated reader targets in KS2 Expected progress through colour bands in KS1/ EYFS. Learning walks, interviews and class records.</p>	<p>KW AGr Class teachers Cost 3x1x52 £1891</p>	<p>January, April, July 2020</p>

Improved mental arithmetic in EYFS and KS1	Mastery Number program introduced in EYFS and KS1. Daily focussed and planned mental sessions throughout school. Focussed questioning of PP children to evaluate learning and identify barriers to learning. Use of practical resources, range of representations and written methods in maths.	High impact for low cost (EEF +5)	Attainment of PP children in maths rises as evidenced through termly White Rose testing (mental arithmetic paper).	RR KS1/ EYFS staff	
Total budgeted cost					£15,440.88
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Access and effective support with online learning in case of isolation.	Allocating school hardware for use at home. Regular contact, including access to high quality teaching for pupils isolating PP computers accessible to children in classes One Y6 child have use of PP computer at home for year.	Access to learning and teachers/ teaching if pupil is isolating. Use of technology :Moderate impact for moderate cost EEF +4	Class teachers regularly check in and receive work from isolating children. Pupil premium computers used to support learning in classes. Attainment of PP children throughout lockdown	MS AHT/HT	Ongoing
Raise self-esteem, well being and activity of all pupils eligible for PP.	Additional support / staff on duty at lunchtimes to enable pupil to have positive social interaction with peers. TAs trained in positive and active play at playtimes. Introduction of actipoints to promote activity – PP children targetted. All classes have activity breaks through day. PP children given first opportunities to attend after school clubs. PP children encouraged to take part in extra curricular clubs and sporting matches.	Feedback from pupil and parents of the benefits of this. Impact on behaviour for learning and metacognition/ self-regulated learning	Feedback from TAs/ lunchtime staff. Feedback from teachers	CTs AHT/HT	Ongoing July 2020 July 2020; Extensive support with some PP children.
Improved attendance and punctuality for PP children with attendance below 96%.	CT / HT relationships with parents. Support from HSLW. ELSA / targetted support to encourage positive attitudes about school. Listening to children to identify barriers to attendance and seeking to address.	Routine, identify with school and attendance to quality first teaching impacts all aspects of learning.	Feedback from CT (barriers to learning). Attendance records	HSLW HT PM	Attendance records.

	Total budgeted cost Met through school funding
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Total Pupil premium funding 2020-21	£15,440
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