

# Pupil premium strategy statement St Cuthbert Mayne Catholic Primay School

1. Summary information							
School	St Cuthbert Mayne Catholic Primary School						
Academic Year	2019-20	Total PP budget	£27 720	Date of most recent PP Review	November 19		
Total number of pupils	205	Number of pupils eligible for PP	12	Date for next internal review of this strategy	July 2020		
2. Current attainment (end of Summer 2019)							
		<i>Pupils eligible for PP</i>	<i>Whole group</i>				
		2018-19	2018-19				
% achieving GLD at the end of Reception		100	69				
% achieving a pass in the phonics screening check		100	93				
		Key Stage One		Key Stage Two			
% achieving the expected standard + in reading, writing and maths			Progress Steps		60% (3/5)	Progress Steps	67%
% achieving the expected standard + in reading		0% (1/1)	+4	83%	100% (5/5)	+5.4	75% 1.2
% achieving the expected standard + in writing		0% (1/1)	+6	52%	80% (4/5)	+5.6	88% 0.1
% achieving the expected standard + in maths		0% (1/1)	+5	62%	60% (3/5)	+6	88% 0.3

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

#### In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

<b>A.</b>	Low self-esteem for the majority of our pupils eligible for PP slows progress.
<b>B.</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.
<b>C.</b>	Difficulties in accessing and retaining information within a whole class setting with some of our pupils eligible for PP.

#### External barriers (*issues which also require action outside school, such as low attendance rates*)

<b>C.</b>	Some pupils eligible for PP have attendance below 95% but this is improving.
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### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Raise self-esteem and behaviour for learning of all pupils eligible for PP	Pupils eligible for PP will report a more positive outlook on school life in pupil interviews 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 support plans.
<b>B.</b>	Pupils eligible for PP will have made expected or accelerated progress by July 2020, narrowing any gap in attainment so they are in line with their peers.	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.
<b>C.</b>	Improved attendance for pupils eligible for PP.	All pupils eligible for PP have attendance rates over 95% (except for exceptional circumstances.)

5. Planned expenditure					
Academic year	2019-2020				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
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?
Pupils eligible for PP will have made expected or accelerated progress by July 2020, narrowing any gap in attainment so they are more closely in line with their peers.	Quality first teaching Pupils eligible for PP highlighted on planning, with additional support provided by the class teacher.	Improving the quality of teaching and learning for all children within the whole class setting well documented as having primary impact.  Some groups of children, including those in vulnerable groups have made less than expected progress 2019-20.	Termly pupil progress meetings, focussing on progress of all children and, in particular, with pupils eligible for PP.  Examination of pupils' work Learning walks	HT/ AHT – lead for PP	January, April, July 2020
	Mastery approach in maths but extending to all subjects.	EEF: Moderate impact for very low cost +5	Learning walks Impact on progress and attainment of all children and as a group, those eligible for PP.	Maths lead LandT lead HT/ AHT	
<b>Total budgeted cost</b>					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.	<b>ELSA support</b> for those who have been identified as having low self-esteem.	Pupil interviews and 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	Monitoring of ELSA provision through Care Committee and feedback from class teachers.	LP KB  3x1 hour x 52 pa	January/ July 2020
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.	<b>1:1 / small group support</b> (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 14 x 2 hours x 52 pa	January, April, July 2020

	<b>Small group focussed tuition:</b> 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) Phonics: moderate impact for very low cost (+4)	Monitoring of provision Pupil progress meetings	SENDCo CTs  HT/ AHT  14 x 1hour x52 pa	Ongoing (CTs) January, April, July 2020
Improved attendance for pupils eligible for PP  Raise self-esteem of all pupils eligible for PP	<b>Support from HSLW</b> for families	Improved attendance is needed in order for children to make accelerated progress.  HSLW provides support to parents and children aiming to improve attendance and have a more positive experience of school life, leading to improved academic progress.	Care Committee meetings, pupil interviews, attendance data.  Pupil progress	HSLW  £3118 pa	December 2019 April/ July 2020
<b>Total budgeted cost</b>					£21354+£3118 £24472
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Raise self-esteem of all pupils eligible for PP  Pupils eligible for PP will have made expected or accelerated progress by July 2020, narrowing the gap in attainment to be more closely in line with their peers.	<b>Supported funding</b> available for day and residential <b>trips</b> and extra learning opportunities.	Feedback from pupils and parents of the positive benefits of this support.  Accessibility for all	Record keeping: Pupil interviews.	Business manager HT  Trips: £125x 3 terms £125x4 Y6	July 2020
Raise self-esteem of all pupils eligible for PP	Additional support / staff on duty at lunchtimes to enable pupil to have positive social interaction with peers.	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  5x1hour x2	Ongoing July 2020
<b>Total budgeted cost</b>					£875+£2373= £3248
<b>Total Pupil premium funding 2019-20</b>					£27720