



## St Cuthbert Mayne Primary School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	<i>St Cuthbert Mayne Catholic Primary School</i>
Number of pupils in school	<i>212</i>
Proportion (%) of pupil premium eligible pupils	<i>7%</i>
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	<i>2021/2022 to 2024/2025</i>
Date this statement was published	<i>December 2021</i>
Date on which it will be reviewed	<i>December 2022</i>
Statement authorised by	<i>Natalie McCarthy Headteacher</i>
Pupil premium lead 2021-2022	<i>Anne Gosling</i>
Pupil premium lead 2022-2023	<i>Rebecca Newland</i>
Governor / Trustee lead	<i>Kevin Sloan</i>

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<i>£18,888</i>
Recovery premium funding allocation this academic year	<i>£2,465</i>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<i>0</i>
<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	<i>£21,353</i>

## Part A: Pupil premium strategy plan

### Statement of intent

We believe that only by having the highest expectations of all learners can the highest possible standards be achieved. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Through careful evaluation of the academic and pastoral needs of disadvantaged children, this pupil premium strategy looks to ensure that we break down any barriers to disadvantaged children thriving in school and achieving their potential.

Our overall aims are:

- To raise the aspiration and ambition of disadvantaged students and to ensure that they have equitable access to all school experiences.
- To ensure all disadvantaged students benefit from quality first teaching where planning considers their individual learning needs including barriers to learning.
- To utilise targeted interventions and support, in all subjects, facilitating high quality education provision for disadvantaged students.
- To remove non-academic barriers including attendance, behaviour and well-being to support the success of disadvantaged students.
- To improve the progress and outcomes of disadvantaged students and eliminate the gaps between their progress and outcomes and that of their more affluent peers.
- To improve the reading fluency, comprehension, and vocabulary of disadvantaged students.
- To improve the mental health and well-being of disadvantaged students.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Low self-esteem and weak self-regulation strategies for some of our pupils who are eligible for PP slows their progress.
2	Lower than average prior attainment leaves a gap to be narrowed in reading, writing and maths for some of our pupils eligible for PP.
3	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.
4	Low confidence and ambition coupled with poor skills in writing including weak composition of ideas, vocabulary and spelling.
5	Poor mental arithmetic skills to support mathematical understanding.
6	Poor attendance and lateness for some PP children.

## 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>Raise self-esteem and behaviour for learning, including self-regulation of all pupils eligible for PP</p> <p>Measured through class teachers identification of barriers to learning, learning walks, LSPs for children on SEND register.</p>	<p>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.</p> <p>Behaviour for learning will be improved for pupil premium children as evidenced by learning walks and reference to any support plans.</p>
<p>Pupils eligible for PP will have made expected or accelerated progress by July 2022, narrowing any gap in attainment so they are in line with their peers.</p> <p>Measured through termly assessment.</p>	<p>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.</p>
<p>Pupils who have difficulty accessing and retaining information within a whole class setting will have support in small groups and / or 1:1 support.</p> <p>Impact measured through class teacher monitoring class work</p>	<p>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.</p> <p>All pupils will have made at least expected progress</p>

and termly assessments.	
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.
Improved mental arithmetic skills Measured through termly mental arithmetic testing	PP children will make expected or accelerated progress in maths.
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.

## 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: **£13,003**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching. Barriers to learning and actions identified and discussed half termly. (PP lead, class teachers/ TAs). Targeted support to all PP children. Pupils eligible for PP highlighted on planning, with additional support provided by the class teacher. Class teachers closely monitor PP children's responses in class and in written work. First feedback is to PP children. Feedback reviewed to ensure it has impact.</p>	<p>Improving the quality of teaching and learning for all children within the whole class setting well documented as having primary impact.</p> <p>Some groups of children, including those in vulnerable groups have made less than expected progress 2020-21</p> <p>Effective feedback identified as high impact for low cost (EEF +6)</p>	2,3,4,5
<p>Mastery approach in maths but extending to all subjects. Training by MS (English)</p>	<p>EEF: Moderate impact for very low cost +5</p>	2,3,4,5
<p>Extra adult support in all classes to support behaviour for learning and those who find it difficult to retain information in a large class setting. Focussed teaching to overcome barriers to learning.</p>	<p>Small group tuition moderate impact for a moderate cost EEF +4 One to one tuition: moderate impact for a high cost +5 Individualised instruction +4</p>	1,2,3
<p>Continuation of PSHE (jigsaw) scheme throughout school.</p>	<p>EEF: Improved metacognition and self-regulation has high impact for low cost +7</p>	1,4,6

<p>Appointment of member of SLT responsible for wellbeing.</p> <p>Whole staff work towards Healthy Schools award</p>	<p>Social and emotional learning; EEF: +4</p>	
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme (Read Write Inc) to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2,3,4
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	1,2,3,5
<p>Strengthen the understanding of number through focused daily deepening activities. Embed the mastering number programme across Reception, Year 1 and Year 2 ensuring consistency of approach and quality of teaching delivery.</p>	<p>To secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. <a href="https://www.ncetm.org.uk/maths-hubprojects/mastering-number/">https://www.ncetm.org.uk/maths-hubprojects/mastering-number/</a></p>	1,2,3,5

Adopt a whole school structured approach to the teaching of vocabulary and ensure all staff have adequate training and support to implement this.	CPD on closing the vocabulary gap and implementing a whole school approach to explicitly teaching Tier 2 and 3 vocabulary. (EFF Communication and language approaches- high impact)	1,2,3,4
<p>Focused CPD to strengthen the teaching of Writing across school. Developing and enthusing a reason to write for a love of reading and text.</p> <p>Using the Centre for Literacy in Primary Education approaches form 'The Power of Reading'</p>	<p>The Power of Reading is CLPE's proven resource and training programme which uses quality children's literature and creative teaching approaches to support schools to develop a high quality literacy curriculum and foster a whole school love of reading and writing.</p> <p><a href="https://clpe.org.uk/books/power-of-reading/about">https://clpe.org.uk/books/power-of-reading/about</a></p> <p>Implement and embed the approaches.</p>	2,3
Science Partnership with Tom Holloway	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. We are part of the Primary science teaching trust.	1,3

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

Budgeted cost: **£3,816**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	2,3, 4, 5
Deliver ELKLAN sessions through a trained ELKLAN teacher working in partnership with SALT to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	To deliver the support to pupils with an identifiable need. Elkan offers nationally recognised training which enables speech to be corrected. <a href="https://www.elklan.co.uk/SoundBuilders/">https://www.elklan.co.uk/SoundBuilders/</a>	4

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

Budgeted cost: **£4,534**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	1,
Embedding principles of good practice set out in the DfE's	The DfE guidance has been informed by engagement with schools that have significantly	6

<a href="#">Improving School Attendance</a> advice.  This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	<p>reduced levels of absence and persistent absence.</p>	
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>1,2,3,4,5,6</p>
<p>Part time ELSA provision</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement. Efforts to promote SEL skills may be especially important for children from disadvantaged backgrounds, who on average have weaker SEL skills at all ages than their better off peers.<sup>8</sup> This matters for a range of outcomes, as lower levels of SEL skills are associated with poorer mental health and academic attainment. There is also evidence to suggest that the benefits of SEL may extend to teachers and to the school environment, including a less disruptive and more positive classroom climate, and teachers reporting lower stress levels, higher job satisfaction, better relationships with their children, and higher confidence in their teaching. - EEF</p>	<p>1</p>

Enabling environments will improve engagement and address low level behaviour that hinders learning. Children attendance will improve as the classrooms and approaches will focus on social and emotion learning, removing barriers and self-regulation. Flexible seating and enhanced outdoor learning environments	(Collaborative learning EFF toolkit Moderate impact for low cost)  (EFF Metacognition and self-regulation High impact for low cost)	1,2,3,4,5
Daily fruit	All children in EYFS and KS1 were allocated a daily piece of fruit during the year. This had a positive impact on the children's wellbeing and overall health	1
Pupils get priority in choosing after school clubs and free places.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	1
A member of SLT employed to focus on PP pupils	<a href="https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability">https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability</a>	1,2,3,4,5,6

## 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 2020 to 2021 academic year.

Attainment (Progress by Steps)				
12 pupils in Years 1-6 Based on data for 2020/21 (Summer 2 2020 – Summer 2 2021)	Reading	Writing	Maths	
Progressed by five or more steps	12	10	11	
Progressed by four steps			1	
Progressed by three steps		1		
Progressed by two steps		1		

  

Summary Information			
Academic Year	2020/2021	Date of PP review/ report	July 21
Total Number of Pupils	212	Amount of funding received per pupil	£1345
Number of Pupils eligible for PP	15 (7%)	Total PP funding	£21,353

### Externally provided programmes

Programme	Provider