

Pupil premium strategy statement St Cuthbert Mayne Catholic Primary School Cranleigh

1. Summary information						
School	St Cuthbert Mayne Catholic Primary School					
Academic Year	2020-21	Total PP budget	£24,145	Date of most recent PP Review	October 20	
Total number of pupils	205	Number of pupils eligible for PP	10	Date for next internal review of this strategy	July 2021	

2. Current attainment (end of Summer 2020)

Due to school closure (Mar-July2020) the results are estimates of what the children would have achieved had they been in school until July 2020 and are based on Spring Term 2020 teacher assessment

	Pupils eligible for PP		Whole group			
	2019-20		2019-20			
% achieving GLD at the end of Reception	0		100		*data refers to 1 child with ECHP	
% achieving a pass in the phonics screening check	NA		-			
	Key Stage One			Key Stage Two		
% achieving the expected standard + in reading, writing and maths	n/a	Progress Steps	n/a	48% (3/5)	Progress Steps	67%
% achieving the expected standard + in reading	33% (1/3)	+4.7	66%	75% (3/4)	+6.0	100%
% achieving the expected standard + in writing	67% (2/3)	+6.0	44%	75% (3/4)	+7.5	100%
% achieving the expected standard + in maths	33% (1/3)	+5.7	63%	75% (3/4)	+6.3	100%

End of Summer 2021

	Pupils eligible for PP		Whole group			
	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 read'g, 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%

1. 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.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Access and effective support with online learning	
2. 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	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 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.	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.	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 a secure understanding and application of phonics for reading and writing	Reading and writing attainment improves. Progress is at least expected or accelerated
	Improved frequency, attainment and love of reading of quality books.	Pupils eligible for PP will hit accelerated reader targets in KS2 and make expected progress through colour bands in KS1/ EYFS. Access to quality texts and enjoyment of reading will be improved for pupil premium children as evidenced by learning walks, interviews and class records.
D.	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

3. Planned expenditure					
Academic year	2020-2021				
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 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 2021, narrowing any gap in attainment so they are more closely in line with their peers.	Quality first teaching. Barriers to learning and actions identified and discussed half termly. (PP lead, class teachers/ TAs) Pupils eligible for PP highlighted on planning, with additional support provided by the class teacher. First feedback is to PP children	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 and attainment compared to peers Monitoring of learning e.g. through fortnightly learning walks by PP lead All staff, with PP lead, to identify barriers for learning for all PP children and actions to work towards overcoming these.	HT/ AHT – lead for PP CT, TA, PP lead	January, April, July 2020 July 2020 The gap between PP and non PP is diminishing significantly in reading (from 36% Summer 20 to 12% Summer 21) The gap in attainment in writing is diminishing from previous year. The gap in attainment in mathematics has remained stable (-0.1%) Progress is accelerating from results April 2021 In reading, 81% making expected or accelerated progress (50% accelerated) In writing 94% making expected or accelerated progress (50% accelerated) In maths 81% making expected or accelerated progress (50% accelerated)
	Mastery approach in maths but extending to all subjects. Training by MS (English)	EEF: Moderate impact for very low cost +5	Monitoring of learning e.g. through monthly learning walks/ book scrutinies by PP lead Measure impact on progress and attainment of all children and as a group, those eligible for PP.	Maths lead L and T lead HT/ AHT	

	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.	Small group tuition moderate impact for a moderate cost EEF +4 One to one tuition: moderate impact for a high cost +5	Monitoring of learning e.g. through monthly learning walks by PP lead Impact on progress and attainment of all children and as a group, those eligible for PP.	Class teachers	Ongoing observations January, April, July 2020 July 2020
Raise self-esteem of all pupils eligible for PP which impacts behaviour for learning.	Introduction of new PSHE scheme throughout school. Whole staff work towards Healthy Schools award Celebration Assemblies is focussed on behaviours.	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 Class teachers SLT	January/ July 2020 Supported Some PP received support. PP children report they are happy in school (interviews). 1 child receiving additional support from CT, HT, HSLW.
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.	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, feedback from class teachers, children, ELSAs	SENDCO 3x1 hour x 52 pa £1856.40	January/ July 2020 Supported Some PP received support. Reflected in expected and accelerated progress for PP children receiving this.
	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.	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 7 x 2	January, April, July 2020 All children received additional support within class. See above

	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	SEND o CTs HT/ AHT 14 x 1hour	Ongoing (CTs) January, April, July 2020 75% received support. See above
	Focused tuition of key learning strategies: self-regulation; editing skills by class teacher, reinforced by TA support. PSHE lessons	Evidence from EEF: Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months'	Monthly discussions with class teachers (informal and through pupil progress meetings). Link to PSHE timetable.	Met within class budget	Ongoing (CTs) January, April, July 2020
Pupils eligible for PP will have a secure understanding and application of phonics for reading and writing	Learning and teaching focus throughout school. Daily priority teaching in EYFS, KS1. Purchase of reading books using phonetic strategies Additional resources bought, created and utilised throughout school.	Spelling, reading and writing attainment improves. Progress is at least expected or accelerated Phonics: moderate impact for very low cost (+4)	Attainment of children in reading, spelling and phonics test. Learning walks	RN AG	Y2: Phonics Test Y1 Phonics Test January, April, July 2020 Y1 child passed phonic test (June 2021) Y2 children passed phonic test (Dec 20)
Improved vocabulary and access, comprehension and love of reading of quality books.	Exposure and teaching through high quality texts throughout school. Introduction of accelerated readers in KS2. Review and purchase of high quality texts for KS1 to support home reading and promote enjoyment of reading.	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	Accelerated reader targets in KS2 Expected progress through colour bands in KS1/ EYFS. Learning walks, interviews and class records.	RN Class teachers £100	January, April, July 2020
Total budgeted cost					£19292
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	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	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	AG AHT/H T £1769	Ongoing 8/13 children attended school during lockdown Jan-Feb 2021. Computers sent out to all PP children.

	home for year.		throughout lockdown		
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/H T 5x1hour x52 3094	Ongoing July 2020 July 2020; Extensive support with some PP children.
Total budgeted cost					4863

Total Pupil premium funding 2020-21	£24145
--	--------