



Be yourself, but be it very well.

## St Cuthbert's RC Primary Pupil Premium Strategy 2018-19

1. Summary information					
School	St Cuthbert's RC Primary				
Academic Year	2018-19	Total PP budget	£45,560	Date of most recent PP Review	Sept 2018
Total number of pupils	209	Number of pupils eligible for PP	29	Date for next internal review of this strategy	Sept 2019

2. Current attainment		
	Pupils eligible for PP (school) (Average over 2 years)	Pupils not eligible for PP (national average)
% achieving in reading, writing and maths	100%	83%
Reading progress measure		0
Writing progress measure		0
Mathematics progress measure		0

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Some pupils have cognitive and learning difficulties, particularly in reading.
B.	Some younger pupils have less well developed language skills.
C.	Some pupils have SEN challenges and some social, emotional and mental well-being issues.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	A small number of pupils have a Team Around the Family (TAF) attached to them

<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To improve the % of disadvantaged pupils attaining the expected level in Reading.	60% of pupils to attain the expected level in Reading.
<b>B.</b>	To improve the vocabulary and language skills of younger pupils.	75% pupils achieve GLD in CLLD by the end of EYFS.
<b>C.</b>	To enable disadvantaged pupils to access the same educational opportunities as their peers.	All pupils access educational visits and enrichment opportunities.
<b>D.</b>	To limit the impact extenuating circumstances have on pupils ability to access the same educational opportunities as their peers.	Additional services are accessed and have a positive impact.

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2018-19</b>				
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.					
<b>i. Quality of teaching for all</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>
To improve the % number of disadvantaged pupils attaining the expected level in Reading.	To enhance the existing reading scheme to ensure books are more appealing to all pupils. Reading Workshops for parents.	Discussions with parents, pupils and staff with regard to reading choices	English Lead to work with reading scheme rep., staff meetings, parent workshops and class incentives for pupils.	L. Dixon C. Swales	Half Termly
As above	Differentiated guided reading and comprehension sessions once a week. Differentiated booster class sessions.	NFER research - improved outcomes for disadvantaged using targeted small group support.	Planning, lesson observations, talking to pupils.	L. Dixon C. Swales	Ongoing

To improve the vocabulary and language skills of younger pupils	Focused use of appropriate language in all areas of the curriculum, particularly in EYFS-KS1	NFER research - improved outcomes for disadvantaged and all pupils	Planning, observations, talking to pupils	L. Dixon C. Swales	Ongoing
<b>Total budgeted cost</b>					£20,000
<b>ii. Targeted support</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>
To support pupils who are not meeting age related expectations or making expected progress in reading, writing and maths.	Targeted support in class x 5 mornings per week (Y4, Y3)	NFER research shows improved pupil outcomes through one to one and small group support	Planning, work scrutiny, lesson observations, analysis of termly assessment results.	C. Swales C. Redpath H. Graham R. Anthony	Half Termly
As above	Targeted intervention/extension programmes for disadvantaged pupils 3x afternoons per week	As above	Intervention Record Sheets, session observations, analysis of termly assessment results.	C. Swales C. Redpath	Termly
<b>Total budgeted cost</b>					£21,700
<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>
To improve the vocabulary and language skills of younger pupils.	Implementation of the Talk Boost Programme	Success in last year's roll out, aim to run 2x 10 sessions this term	Monitor small steps of progress, end of year data analysis.	L. Dixon R. Tallentire	At the end of each 10 block programme
To enable disadvantaged pupils to access the same educational and	Subsidies available for educational visits, music tuition and uniform.	Ofsted findings - 'Achievement for All' project	Access records kept and monitored.	C. Swales	Half Termly

enrichment opportunities as their peers.					
To support pupils in their social, emotional and mental well-being needs.	12x Sunbeam Support sessions (KS1) 12x Rainbow Support sessions (KS2) Development of the wildlife garden as an area of learning outside of the classroom Introduction of one block session of Lego Therapy 6x individual Counselling sessions	Positive feedback from parents  County Research	Weekly attendance, performance in class  As above	R. Kerr G. Short C. Swales	At the end of 12 block period.  At the end of sessions
<b>Total budgeted cost</b>					£3,950

## 6. Review of expenditure

### Previous Academic Year

#### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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<p>To narrow the gap in attainment for disadvantaged pupils in all subjects at the end of Key Stage 1</p>	<p>5x morning additional in class support</p>	<p>43% of disadvantaged pupils within the cohort also received support for SEN.</p> <p>All disadvantaged children met the expected standard in phonics at the end of Year 1 All disadvantaged pupils met the expected standard in Phonics in the Year 2 resit.</p> <p>Although outcomes in Reading are lower than in 2016, they are still above national average and progress from EYFS is strong.</p> <p>A high percentage of disadvantaged pupils attained the expected standard in Maths.</p> <p>Attainment for these pupils in writing was low.</p>	<p>This was an effective approach, particularly in outcomes for phonics.</p>	<p>£10,597</p>
<p>To accelerate the progress of disadvantaged pupils in Reading, Writing and Maths.</p>	<p>TA support in class, working alongside the class teacher.</p>	<p>Data comparison Summer 2017 and Summer 2018 indicates a greater % of disadvantaged pupils made at least expected progress in RWM across the year in 2017-18.</p>	<p>This approach will be continued 2018-19</p>	<p>£17,000</p>

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Disadvantaged pupils achieve as well as their peers in the core subjects.	One to one/group interventions or extension activities.	A comparison of data from Summer Term 2017 and Summer Term 2018 demonstrates that, overall, a higher percentage of disadvantaged pupils made expected progress or more in Reading, Writing and Maths in 2018.	An effective approach, to be continued in 2017-18.	£6,700
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
To accelerate the speech and language of younger pupils	Talk Boost programme purchased, training undertaken and programme rolled out in Summer Term	End of year EYFS data indicated more rapid progress for those pupils accessing the programme.	Having the programme available in school from the beginning of the academic year, we will look to roll it out earlier and to access a greater number of pupils.	£3,300
To enhance the self-esteem of pupils Subsidies for trips, uniform etc as agreed by Governors	Getting Along Programme	Limited impact  Some families responding well	Other approaches to be investigated eg Rainbows, Lego Therapy Ensure that availability of subsidies is included in Charging Policy	£855  £350