



Be yourself, but be it very well.

St Cuthbert's RC Primary Pupil Premium Strategy 2019-20

1. Summary information					
School	St Cuthbert's RC Primary				
Academic Year	2019-20	Total PP budget	£47,820	Date of most recent PP Review	Sept 2019
Total number of pupils	202	Number of pupils eligible for PP	28	Date for next internal review of this strategy	Sept 2020

2. Current attainment		
	<i>Pupils eligible for PP (school) (Average over 2 years)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	100%	83%
Reading progress measure	9.9	0.3
Writing progress measure	4.7	0.2
Mathematics progress measure	2.9	0.3

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.	Some pupils have cognitive and learning difficulties, particularly in reading.
B.	Some younger pupils have less well developed language skills.
C.	Some pupils have additional SEN challenges and some social, emotional and mental well-being issues.
External barriers (<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

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To improve the % of disadvantaged pupils attaining the expected level in Reading at the end of KS1	80% of pupils to attain the expected level in Reading.
B.	To improve the vocabulary and language skills of younger pupils.	75% pupils achieve GLD in CLLD+R+W by the end of EYFS.
C.	To enable disadvantaged pupils to access the same educational opportunities as their peers.	All pupils access educational visits and enrichment opportunities.
D.	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.

5. Planned expenditure					
Academic year	2019-20				
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?
To continue to improve the % number of disadvantaged pupils attaining the expected level in Reading at the end of KS1	Outstanding teaching, Focused intervention in all year groups, cross curricular reading opportunities, access to higher level texts through an enhanced reading scheme Staff access to appropriate CPD	NFER research - improved outcomes for disadvantaged pupils using targeted, small group support.	Lesson Observations Regular testing of progress and analysis of end of term assessment results.	R. Kerr C. Swales L. Fox	Half Termly
To ensure NQT is fully supported in planning and delivering highly effective phonics teaching.	Appropriate internal and external CPD in addition to standard NQT package		Timetabled NQT/Mentor support time Dialogue with NQT, lesson observations, pupil assessment	R. Kerr C. Swales	Ongoing Termly

To develop and enhance the vocabulary and language skills of younger pupils	Focused use of appropriate language in all aspects of EYFS provision. Ensure NQT is fully	NFER research - improved outcomes for disadvantaged and all pupils	Planning, observations, talking to pupils	M.Cain C. Swales	Ongoing
Total budgeted cost					£20,000
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?
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 (Y5, 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 R. Kerr H. Graham	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.	Class Teachers C. Swales C. Redpath	Termly
Total budgeted cost					£18,500
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?
To support pupils in their social, emotional and mental well-being needs (see also below)	Access to external counselling	Discussion with parents. Research	Confidential survey at end of sessions. Informal discussions/ observation of pupils Discussion with parents	C.Swales	After each block of sessions

To enable disadvantaged pupils to access the same educational and enrichment opportunities as their peers.	Subsidies available for educational visits, music tuition and uniform.	Ofsted findings - 'Achievement for All' project	Access records kept and monitored.	C. Swales	Half Termly
To support pupils in their social, emotional and mental well-being needs.	12x Sunbeam Support sessions (KS1) 12x Rainbow Support sessions (KS2) Access to external counselling services if appropriate All staff to access CPD on a range of SEN issues	Positive feedback from parents County Research	Weekly attendance, performance in class As above CPD arranged by SENDCo, support strategies used effectively by all staff	R. Kerr G. Short	At the end of 12 block period.
Total budgeted cost					£8,900

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
To improve the % number of disadvantaged pupils attaining the expected level in Reading.	To enhance the existing Reading scheme to ensure books are appealing to all pupils. To improve communication with parents as effective partners	Results at the end of Key Stage 2 were well above the national average for other children, and well above the average for other children in school. The impact was less successful at the end of Key Stage 1, although all disadvantaged pupils made progress.	The effectiveness of the Reading scheme will continue to be monitored. School has ensured that the phonological content of the books matches the pupil's age.	£20,00

	Differentiated guided reading and comprehension sessions			
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ii. Targeted support

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
To support pupils who are not meeting age related expectations in reading, writing and maths.	Targeted support in class (am), small group/individual support (pm)	Internal data 2018-19 demonstrates that the vast majority of disadvantaged pupils made at least expected progress in RWM by the end of the Summer Term.	Targeted support will continue for those pupils who made slower progress. Staff to receive appropriate CPD.	£21,700

iii. Other approaches

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
To improve the vocabulary and language skills of younger pupils	Implementation of Talk Boost	Some success. Issues included effective timetabling of sessions and other, individual circumstances.	Talk Boost will be used as a back-up programme, however, other class based strategies are to be implemented along with a whole school approach to raising the profile of vocabulary.	£3,950
To support pupils in their social, emotional and mental well-being needs.	Sunbeam/Rainbow Support sessions	Very positive feedback from families. Increased resilience from certain pupils.	A valuable provision, this approach will continue as need arises throughout the academic year.	