



St Cuthbert's Catholic Primary School Pupil Premium strategy statement and Covid-19 Recovery statement 2021-2022

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. It also includes Covid-19 Catch up funding carried forward from last year and Covid-19 recovery funding (school-led tuition).

School overview

Detail	Data
School name	St Cuthbert's Catholic Primary School
Number of pupils in school	184
Proportion (%) of pupil premium eligible pupils	12.15% (FSM) 13.26% (PP)
Academic year/years that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Angela Garrity Head Teacher
Pupil premium lead	Rachel Kerr Deputy Head Teacher
Governor / Trustee lead	David Quinn, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33280 23 (FSM and Ever6) x £1343 1 (Prev LAC) x £2345
Recovery premium funding allocation this academic year	£8447 of which: £1842 carry forward catch up £3770 Covid-19 recovery £2835 school-led tuition
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£41727



Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils 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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker support or have had previously. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach and we focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy includes wider school plans for education recovery, notably in its targeted support through the School Led Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1 COMMUNICATION AND LANGUAGE	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils . These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.



2 PHONICS	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers . This negatively impacts their development as readers.
3 WELLBEING LINKED TO MATHS	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths .
4 SOCIAL AND EMOTIONAL	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to lack of enrichment opportunities, direct teaching and social interaction during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	Reading outcomes in 2022 to show an increase in the number of disadvantaged pupils meeting the expected standard in comparison to the previous year in all year groups.
Improved maths attainment for disadvantaged pupils at the end of KS2.	Maths outcomes in 2022 to show an increase in the number of disadvantaged pupils meeting the expected standard in comparison to the previous year in all year groups.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2021/22 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils



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: **£10,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogue and oral activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. For example targeted reading aloud in book discussion with young children, tired vocabulary, changes in guided reading structure to include the use of structured questioning to develop understanding of vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time for NELI training and intervention (£1000)</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Programme TBC (£8000)</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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	2



(£500)	The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
Improve the quality of social and emotional learning through development of teaching in PSHE through training in from PSHE Association, Young Citizens, Ten Ten and Tranquil Treehouse (£1000)	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	3 and 4
ELKLAN evidence based speech and language course for teaching assistant to develop speech and language skills of all children but especially those with S&L difficulties (Four full days of training – 2 COL credits) Teaching Assistant will be awarded a level 3 or level 2 Award in Knowledge and Practice to support the communications skills (£540)	Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1

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

Budgeted cost: **£24 455 (£2835 school led tuition)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language COL Credits - Senior Specialist Support worker/Assistant Psychologist for a 10 hour block of support for a small group of identified children with oral/vocabulary needs. (£1080 x 4 COL Credits)	Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1



<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p> <p>(£1000)</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Engaging with the National Tutoring Programme to provide a 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.</p> <p>(£2835, of which £466 for TA autumn term and £2369 for teacher-led tuition for approx. 18 weeks)</p>	<p>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: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3
<p>Targeted support for disadvantaged children not achieving age related expectations in reading, writing and maths.</p> <p>Teaching Assistant employed (0.8)</p> <p>(£19000)</p>	<p>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: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3

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

Budgeted cost: **£1740**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training from EWEL team on supporting children with emotional and wellbeing difficulties – bespoke training including nurture intervention and counselling.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p>	4



(£290 x 1 COL Credit for 1 staff meeting)	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	
Behaviour support for identified children with specific/historical behavioural issues. Ten sessions for up to one to one or small group – combination package. Bespoke programme from EWEL. (£1450)	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	
Cost of subsidizing residential visits for children eligible in Years 5 (Kingsway April 2022 £120 and Year 6 Hawkthirst £315 plus bus) (£1600)	EEF evidence indicated wider strategies lead to success in school, including attendance, behaviour and social and emotional support (enrichment opportunities).	4
Contingency fund for acute issues. (£2702) (£2230 Pupil Premium and £1202 Covid-19 recovery)	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.	All

Total budgeted cost: £41,727



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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by DB Primary, BBC Learning and Oak National Academy.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required and for a whole school intervention using Tranquil Treehouse. We are building on that approach with the activities detailed in this plan.

Externally provided programmes 2021-2022

Programme	Provider
Tranquil Treehouse	Tranquil Treehouse
Nuffield Early Language Intervention	DfE
Bespoke Programmes (various)	Durham LA SEND
ELKLAN	Durham SEND



Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our approach and will adjust our plan over time to secure better outcomes for pupils.