



St Cuthbert's Catholic Primary School Pupil Premium strategy statement and Covid-19 Recovery statement 2023-2024

This statement details our school's use of pupil premium 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	St Cuthbert's Catholic Primary School
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	11.7%
Academic year/years that our current pupil premium strategy plan covers	2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
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	£30,555
Previously looked after children allocation (3) Looked after children	£7,590
Service children allocation	0
Total budget for this academic year	£38,145



Statement of intent

St Cuthbert's continues to aid all pupils in accessing their curriculum, making good progress and achieving 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.

Today, children face more barriers and challenges in their daily lives. We aim to aid vulnerable pupils in overcoming these barriers and challenges. The activity we have outlined in this statement is also intended to support needs, regardless of whether the children are disadvantaged or not. Some children may be from low-income families, especially those who have recently transferred into our school from another country.

Adaptive 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 targeted support of mental wellbeing for disadvantaged pupils including those who are looked after or previously looked after. Our approach will be responsive to common challenges and individual needs, rooted in robust 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 are 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 Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. There has also been an influx of EAL children in Key Stage 1 and lower KS2. These families have low income but are unable to apply for Pupil Premium Funding as are not eligible.



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. This is linked to our synthetic phonics scheme 'Little Wandle' and baseline assessments from Reception, Year 1 and Year 2 as well as assessments in Key Stage 2 to ensure rapid catch up in Years 3 to 6 for struggling readers.
3 EMOTIONAL AND MENTAL WELLBEING	Through assessments and observations, we have observed the wellbeing of many of our disadvantaged pupils as being impacted by modern life, technology, social media and external pressures. Lack of interaction with other children and the social norm has exacerbated this post pandemic. This has notably led to mental health issues in some children and is still ongoing despite the pandemic being over. Two challenges which link to this are persistent absence in disadvantaged pupils and online behaviour causing issues with mental and emotional wellbeing.
4 WIDER OPPORTUNITIES	Through discussions with parents and carers and observations from teachers, we understand that access to the wider curriculum, opportunities and cultural capital is essential for disadvantaged children to fulfil their potential. This needs to be addressed in the interest of equal opportunities.

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 and for all.	Assessments and observations will indicate significantly improved oral language among disadvantaged pupils. This will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment and reading fluency.
Improved reading attainment among disadvantaged pupils.	Reading outcomes in 20243 will show an increase in the number of disadvantaged pupils meeting the expected standard in comparison to the previous year in all year groups.
Attendance improves and mental/emotional wellbeing of disadvantaged pupils is raised	Children become more aware of strategies to aid their mental and emotional health, and this improves throughout the year making children more resilient, independent and able to cope with school life. Persistent absence in disadvantaged children decreases and this aids progression in all areas of school life.
Wider opportunities are accessed so that children have equal opportunities in cultural capital and development.	Children who are disadvantaged have access to cultural capital including residential trips, music lessons, IT equipment and resources. Dedicated online safety work with input from CES is planned for January 2024.



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: 5,430

Activity	Evidence that supports this approach	Challenge addressed
<p>Opportunities for 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, tiered vocabulary, changes in guided reading structure to include the use of structured questioning to develop understanding of vocabulary.</p> <p>Training supplied by BWCET (2 full days and 2 Teams meetings -EYFS). Funds used to release class teachers/HLTA in Reception and Nursery</p> <p>£1500 5 days' supply for teachers in YR and N</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>	<p>1</p>
<p>Raise reading standards across school. Children in all key stages make accelerated progress in Reading.</p> <p>Reading Spine KS2</p> <p>£3000</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>	<p>2</p>
<p>Improve the quality of social and emotional learning through development of teaching in PSHE through training in from PSHE Association, Young Citizens, Ten Ten</p> <p>PSHE Association Annual Membership Cost £130</p> <p>Release of new PSHE lead for development of subject funds used to release teacher from class</p> <p>£800 (Approx 4 days' supply)</p>	<p>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):</p> <p>EEF Social and Emotional Learning .pdf(educationendowmentfoundation.org.uk)</p>	<p>3 and 4</p>



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

Budgeted cost: 20,200

Activity	Evidence that supports this approach	Challenge addressed
<p>Speech and Language SALT Support Support for EAL children within school £1500</p>	<p>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)</p>	1
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Release time for teachers. £2000</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>Targeted support for disadvantaged children not achieving age-related expectations in reading and phonics Teaching Assistant employed (0.8) £16,000</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) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3
<p>EAL Raising Achievement package – oral communication for low earning families will access support from Durham Local Authority This would include an initial meeting with staff and parents to identify concerns, an assessment/ observation of the pupil in class, and a targeted intervention programme with a follow-up evaluation. Package would cost £700 for 6 x 2 hourly sessions with an Advisory Teacher</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) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF 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)</p>	1 and 2



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

Budgeted cost: 12,339

Activity	Evidence that supports this approach	Challenge addressed
<p>Subsidising school visits and visitors to school including residential visits to ensure equality of opportunity (High Borrans in October 2024)</p> <p>£2000</p>	EEF evidence indicated wider strategies lead to success in school, including attendance, behaviour and social and emotional support (enrichment opportunities).	3 and 4
<p>Subsidising 'Rocksteady' musical tuition and tuition from Durham Music Service and Musicworks £800</p>	The impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science learning. On average greater effects have been identified for younger learners however arts-based approaches may offer a route to re-engage older learners in school. (EEF) Technology can improve outcomes for children. Evidence suggests that technology should be used to supplement other teaching; different technology has the potential to enable changes in teaching and learning interactions and it can motivate children to practise their skills more. (EEF)	4
<p>Subsidising opportunities</p> <p>Ensure high quality resources are available to support teaching and learning and fully engage children's interests e.g. through subscriptions to Numbots, Literacy Shed, Mathletics and Literacy Planet.</p> <p>£200 Literacy Shed</p> <p>£105 Numbots</p> <p>£1010 Mathletics</p> <p>£829 Literacy Planet</p>		4
<p>Subsidising after school activity clubs to ensure equality of opportunity.</p> <p>Subsidising wrap around care before and after school activities which include meals/snack as well as exercise and other activities. £1676</p>	There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides (EEF).	3 and 4
<p>To ensure that all children (but disadvantaged most at risk) who use social media, chatrooms, and internet gaming to stay safe online safe-guarding mental, physical and emotional health. Online safety. Clennell Education Solutions (CES) to deliver online safety assembly to Years 4, 5 and 6 January 2024 £125</p>	EEF evidence indicated wider strategies lead to success in school, including attendance, behaviour and social and emotional support (enrichment opportunities).	3
<p>Emotional and mental health support through development and use of the 'Rainbow Room' into a safe space for intervention, time out and quiet time, breakout room. This will aid SEL development in relation to bullying, relationship building and problem solving in disadvantaged</p>	EEF Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils:	3



children as well as PLAC children who have experienced trauma. Resources £3,500	lower SEL skills are linked with poorer mental health and lower academic attainment.	
Contingency fund for acute issues. £2000	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:

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 2022 to 2023 academic year.

The most effective spending and use of funds from the previous year's strategy was on the member of staff we employed using the 'targeted academic support'. This member of staff worked closely with children from a disadvantaged background and provided clear, focused intervention to aid progress in maths, reading, writing and phonics. With a recent influx of low income, EAL families, this member of staff also worked with those new to English, teaching them basic phonics. These children have made rapid progress since working with this member of staff.

A more specific impact report is available on the previous year's strategy.

Externally provided programmes 2023-24

Programme	Provider
EAL	Durham Local Authority
Online Safety (Covid recovery)	Clennell Education Solutions
Bespoke Programmes (various)	Durham SEND
Rocksteady music tuition, DMS and Musicworks tuition	Rocksteady Durham Music Service Musicworks
Residential Trips	High Borrans Outdoor Activity Centre



Further information

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 to identify the challenges faced by disadvantaged pupils.

We looked at several 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 and liaised with cluster schools as to their strategies and current issues.

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.