



Pupil Premium Strategy Statement - St Cuthbert's Catholic Primary School



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Pupil Premium Strategy Statement - St Cuthbert's Catholic Primary School



1. Summary information 2018/2019					
School	St Cuthbert's Catholic Primary School				
Academic Year	18/19	Total PP budget	£129600	Date of most recent PP Review	September 2018
Total number of pupils	242 pupils as at January 18 census	Number of pupils eligible for PP	126 as at Jan 2018 census	Date for next internal review of this strategy	December 2018

2. Current attainment (Ks2)												
Pupil Premium Attainment numbers based on July 2018 Ks2 Data & Provisional LEA / National Data (Sept 2018)	<i>Pupils eligible for Pupil Premium</i>						<i>Pupils not eligible for Pupil Premium</i>					
	School		Local Authority		National Average		School		Local Authority		National Average	
	Expected +	GDS	Expected +	GDS	Expected +	GDS	Expected +	GDS	Expected +	GDS	Expected +	GDS
% achieving in reading, writing and maths	85.7%	14.3%	46.0%	3.4%			83.3%	27.8%	66.7%	11.0%		
% making progress in reading	100%	71.4%	60.3%	14.5%			100%	66.7%	76.8%	29.1%		
% making progress in writing	85.7%	14.3%	61.4%	9.2%			83.3%	27.8%	79.7%	21.1%		
% making progress in GPS	85.7%	71.4%	61.6%	17.5%			100%	27.8%	79.8%	29.1%		
% making progress in maths	85.7%	28.6%	60.5%	11.7%			100%	77.8%	77.5%	25.9%		

3. Current attainment (Ks1)

Pupil Premium Attainment numbers based on July 2018 Ks1 Data & Provisional LEA / National Data (Sept 2018)	<i>Pupils eligible for Pupil Premium</i>						<i>Pupils not eligible for Pupil Premium</i>					
	School		Local Authority		National Average		School		Local Authority		National Average	
	Expected +	GDS	Expected +	GDS	Expected +	GDS	Expected +	GDS	Expected +	GDS	Expected +	GDS
% achieving in reading, writing and maths	28.6%	0%	47.4%	4.2%			60.0%	15.0%	65.7%	10.2%		
% making progress in reading	57.1%	14.3%	57.9%	10.8%			75.0%	30.0%	75.0%	23.4%		
% making progress in writing	28.6%	0%	52.0%	6.6%			70.0%	30.0%	70.0%	14.1%		
% making progress in maths	57.1%	28.6%	59.4%	9.9%			80.0%	25.0%	77.0%	20.6%		

4. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Mobility - Impact of high mobility means PP eligibility isn't reflective of school setting and some pupils arrive with no previous data. Further impact of high mobility means challenging poor levels of engagement and value of scholarship.
B.	Behaviour issues for small group KS1 / LKS2 pupils (most eligible for PP) are having detrimental effect on their academic progress and that of their peers. Additional vulnerabilities and diagnosis are other contributing factors.
C.	Spelling skills - poor spelling skills has a detrimental effect on accessing KS1 and KS2 mastery curriculum and expected standards (writing & grammar).
D.	Develop role of School Governors within school policy & procedures in managing and supporting positive behaviour with the effective partnership of all stakeholders.

External barriers *(issues which also require action outside school, such as low attendance rates)*

E.	Attendance/Parental engagement - hard-to-reach / disengaged parents have an inconsistent approach towards attendance and lack of commitment towards the benefits of education. This can have a negative impact on pupil aspiration.
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F.	Social and Emotional Wellbeing of Children - Significant number of pupils require additional support due to their vulnerability and negative impact on their academic performance. Development of wellbeing timetable to ensure appropriate interventions are accessible / consistent.
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1. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To maintain strategies and database to monitor progress of mobility pupils	Continue to utilise database to track attainment of pupils to ensure sufficient progress in reading, writing and maths. Liaise with SIP and LA regarding pupils with no prior attainment. Tracking overviews to compare original and current cohort and impact. Other external assessment to support assessment progress system.
B.	Behavioural issues of KS1 / LKS2 pupils monitored and managed appropriately.	Target resources to impact on behaviour in a positive manner. Behaviour incidents recorded for these pupils in the school behaviour book, in line with school behaviour policy. Improved level of co-operation and engagement with parents. Use of google.docs allows staff to access & identify patterns / triggers in behaviour and implement appropriate support / sanctions accordingly.
C.	Higher rates of progress across KS1 & KS2 for grammar (specific spelling) and writing for high attaining pupils eligible for PP	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 1 in reading GPS, Phonics and writing. Measured from F2- Y2 by teacher assessments and successful moderation practices established across the Federation, West Derby Learning Network (WDLN), Local Authority and Assessment Pilot Project. Use LEA Tracking system & Spellodrome plus regular basic skills to be monitored by co-ordinator. Monitoring to continue throughout Ks2.
D.	Develop role of School Governors in managing and supporting positive behaviour.	Development of new parental and pupil contract to ensure consistency in behaviour. Termly meetings (supervision) with Governors regarding behaviour issues involving pupils and parents & impact on whole school community inclusive of staff.
E.	Improved levels of attendance	To achieve target of 97% for all pupils. Transfer of Senior Teacher to further develop Attendance Officer role, increase engagement with hard to reach parents. Review and devise attendance incentives to motivate pupils to increase attendance and punctuality. Use of School Family Support Worker to work alongside parents. Development of Governor role to support attendance, with introduction of parental & pupil contracts.
F.	Social and Emotional Wellbeing of Children.	Further development of database providing base line and impact of specific interventions. Improved wellbeing is reflected in pupils

Pupil premium strategy statement

5. Planned expenditure 2018/2019

Academic year **2018/2019**

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?	
Accelerated progress of PP and Non PP children leading to improved outcomes across the whole school through the Creative Challenge Curriculum.	To fund extra staff allocated according to the need of specific cohorts.		Accelerated levels of Achievement & Attainment at the End of Year & End of Key Stage	JD & CBK	Termly Review of Impact (February Interim Testing)	
	St Guth's	Teacher				LSA
	Y6					1 X FT £17300
	Y5					-
	Y4					
	Y3					-
	Y2					1 X 0.5 £8650 Sessional worker to support (£12,200.00)
	Y1					-
FS		1 X 0.5 £8650 1 x 0.5 £6500 Sessional worker to support (£5200)				

	Intervention		Sessional worker to support (£1600)				
	PP Reader		Sessional worker to support (£5200)				
All staff equipped with knowledge and skills to deliver high quality teaching and learning in the New Curriculum	Directing teaching & support staff on to relevant courses hosted by the LA ensuring a high level of knowledge and understanding of the curriculum and subject specific teaching techniques. Co-ordinators ensuring progression of subject by directing staff.		Award status (IIP Gold) reflects the commitment across the Federation to high quality teaching & learning through the emphasis on staff CPD.		Consistent monitoring by SMT / Co-ordinators. Using Google Docs for analysis	SLT	Accreditation of Award As appropriate
	(£5500.00)						
Total budgeted cost						£70,800.00	
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?	
Empower children within their learning. Focus on accelerated progress of PP and Non PP children leading to improved outcomes across the whole school through the Creative Challenge Curriculum.	Intervention Training: SRP - no cost Precision Teaching - no cost Social Stories - no cost Socially Speaking - no cost	Innovative small group intervention for children to achieve NC expectations		Monitoring by subject co-ordinators	BH/LL/K'O	Ongoing	
Raise the self-esteem and self-confidence of children focusing on raising the level of self-worth	<u>Wellbeing:</u> P4G - £1600 Think Yourself Great - no cost Rainbows - no cost	Children are susceptible to access and embrace learning when their well-being is at the forefront of teaching and learning		Lead Practitioner to facilitate and evaluate. Case Studies for each intervention across key stages. Trial of Boxall / Pivats Assessments during Autumn Term 2018.	JH	After each course of sessions delivered	

	<p>Massage - no cost</p> <p>Residential Pet - no cost</p> <p>Taxis, Breakfast Club, Extended Schools etc (£7000)</p> <p>SEND Additional Funding (professional services) - £3564</p>				
Targeted support for families for positive impact on attendance and parental support.	It's Your Child's Life' £2500.00	Identify appropriate families to receive much needed targeted support to enable attendance in school and improved parental skills.	Attendance Officer will monitor impact on selected families.	JH	Ongoing throughout the year.
Targeted support for vulnerable children / families for positive impact on school life and learning.	Employment of Family Liaison Officer / Learning Support Manager (0.5 = £18,000)	Vulnerable children and families to receive much needed targeted support to enable attendance in school and subsequent learning.	Regular meetings with SENCO, SMT & Governors. Safeguarding Audit	JH	Ongoing throughout the year.
Targeted support to ensure improved attendance and therefore increased opportunities to access to challenge curriculum and learning.	Employment of senior teacher for attendance role (33% = £12,800)	<ul style="list-style-type: none"> ➤ Liaise with parents regularly, ➤ Liaise with education welfare officer for more complex cases. ➤ Implementation of 'Attendance Rewards' to promote 100% and acknowledge those children achieving this. ➤ Termly meetings / assemblies with children & parents to reinforce expectations & school protocol. ➤ Home visits to carry out spot-checks and collect children if appropriate. ➤ Issue penalty notices. ➤ Share attendance information with school, governors & community via 	Regular meetings with line manager. Data analysis of improved attendance Regular reports / case studies to SMT & other stakeholders.	LF	Weekly updates Termly written reports.

		newsletters, school websites and formal discussions.			
Total budgeted cost					£45,464.00
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?
Children develop skills of independence, resilience and responsibility and have more opportunities so that they have a greater wealth of experiences to talk and write. Direct impact on self-esteem & self confidence that translates into effective classroom learning.	Subsidise curriculum trips for F2 - Y6 by 50% so it is accessible to lower income families. (£6600)	Inclusive curriculum trips - opportunities for all to experience different learning experiences.	Risk Assessment Co-ordinating staff members Liaison with activity centres	As applicable: departmental leaders	Ongoing
Children develop skills of problem solving through chess sessions	Participation of Y5 pupils in weekly chess coaching sessions (£1100)	Accelerated levels of attainment and achievement -techniques to underpin problem solving	Monitoring by SMT	LM	End of year
The impact of immersion within music is reflected in accelerated progress of PP and Non PP children.	Music lessons delivered by Peripatetic teachers (£3600)	Appreciation of music & skill to be taught effectively whilst addressing barriers to learning: low aspirations, narrow experiences outside of school life	Music co-ordinator	DG / LL	Ongoing
Accelerated progress of PP and Non PP children leading to	Purchase of appropriate resources to support Homework Booster Club for Y6	Improved resources to give focused learning. Extra teaching time to cover vast curriculum content in preparation for SAT	SMT to deliver with Y6 team	JD GBK	SATs outcomes at end of year

improved outcomes across Y6 -SATs	(£2100)				
				Total:	£13,400
				Total budgeted cost	£129,664 (of which PP is £129,600)

6. Review of expenditure 2017/2018

Previous Academic Year: 2017/2018

Pupil Premium Allocation: £130161

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																														
Accelerated progress of PP and Non PP children leading to improved outcomes across the whole school through the Creative Challenge Curriculum.	<p>To fund extra staff allocated according to the need of specific cohorts.</p> <table border="1"> <thead> <tr> <th>St Guth's</th> <th>Teacher</th> <th>LSA</th> </tr> </thead> <tbody> <tr> <td>Y6</td> <td></td> <td>1 X FT £17300</td> </tr> <tr> <td>Y5</td> <td></td> <td>-</td> </tr> <tr> <td>Y4</td> <td></td> <td>-</td> </tr> <tr> <td>Y3</td> <td></td> <td>1 X 0.5 £8650</td> </tr> <tr> <td>Y2</td> <td></td> <td>1 X FT £17300</td> </tr> <tr> <td>Y1</td> <td></td> <td></td> </tr> <tr> <td>FS</td> <td></td> <td>1 x 0.5 £6500</td> </tr> <tr> <td>Intervention</td> <td></td> <td>2 x PT £8650 + £7000</td> </tr> <tr> <td>TA</td> <td></td> <td>1 x FT £17300</td> </tr> </tbody> </table>	St Guth's	Teacher	LSA	Y6		1 X FT £17300	Y5		-	Y4		-	Y3		1 X 0.5 £8650	Y2		1 X FT £17300	Y1			FS		1 x 0.5 £6500	Intervention		2 x PT £8650 + £7000	TA		1 x FT £17300	This has had a great impact on social and academic progress for all children.	Highly effective with a positive impact on specific cohorts and vulnerable groups. Funding for extra teaching staff in year 2 and year 6 have proven to be highly effective with impact on achievement and attainment being evident in End of Year Statutory Assessments, with both key stages exceeding national standards in reading, writing and maths.	£82700
St Guth's	Teacher	LSA																																
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All staff equipped with knowledge and skills to deliver high quality teaching and learning in the New Curriculum	<p>Directing teaching & support staff on to relevant courses hosted by the LA ensuring a high level of knowledge and understanding of the curriculum and subject specific teaching techniques. Co-ordinators ensuring progression of subject by directing staff.</p> <p>(£8000) (£2000 - in house training)</p>	<p>A high level of commitment across the Federation to high quality teaching & learning through the emphasis on staff CPD. All teaching staff felt empowered with knowledge and skills to address the requirements of the New Curriculum.</p> <p>Whole school INSET focused on developing mathematical subject knowledge and ideas for learning</p>	All teaching staff and LSA's to continue to seek training to further skills and knowledge, improve CPD.	£10,000																														

		activities, which will be implemented within the curriculum 2017-2018.		
Total:				£92700
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
Empower children within their learning. Focus on accelerated progress of PP and Non PP children leading to improved outcomes across the whole school through the Creative Challenge Curriculum.	<p>Intervention Training:</p> <p>1st Class @ Writing (Dragon Hunters-£850) + cover for 1 teacher £145</p> <p>1st Class @ Writing (The Pirate Crew-£850) + cover for 1 teacher £145</p> <p>1stClass @ Number2 (£825) + cover for 1 teacher £145</p> <p>SRP - no cost</p> <p>Precision Teaching - no cost</p>	<p>Due to staff illness etc, we had to restructure support staff according to the needs of the children. Training was fragmented across the Federation therefore unfortunately, the desired focus was not manageable.</p> <p>Intervention cancelled.</p> <p>Targeted children made rapid progress in order to achieve expected standard.</p> <p>Successful interventions reflected in individual progress.</p>	<p>Sharing knowledge of interventions was not effective due time constraints and logistics of distance between two sites being unmanageable.</p> <p>NA</p> <p>Highly effective. Regular evaluation needed especially for those whose progression was not immediately evident. To be continued throughout 2017-2018.</p> <p>ALL LSA's to receive training from the English co-ordinator lead</p>	
EYFS - Accelerated progress of PP and Non PP children leading to improved in FS and KS1	<p>Early Years Boys Writing Project (£825)</p> <p>Selected member of staff to attend LA training and disseminate Action Plan to FS & KS1 staff</p>	<p>Successful project lead by English co-ordinator. Managed well across both sites.</p> <p>Lots of oracy and role-play opportunities ensured that children were engaged and enthusiastic about writing.</p>	To continue strategies adopted from the project.	£825

<p>Raise the self-esteem and self-confidence of children focusing on raising the level of self-worth</p>	<p>Wellbeing: Think Yourself Great - no cost Philosophy for children - no cost Rainbows - no cost Massage - no cost Residential Pet - no cost</p>	<p>Due to staff illness etc, we had to restructure support staff according to the needs of the children. Training was fragmented across the Federation therefore unfortunately, the desired focus was not manageable.</p> <p>Those interventions that were delivered were very successful within children showing improved confidence.</p> <p>Assessment Tracking systems did not match our need so we developed our own bespoke system.</p>	<p>More evaluative approach for the forthcoming year needed - use of diagnostic assessment (geared specifically towards assessing the progress of our children's well-being i.e. BOXALL / PIVATSS).</p> <p>Compare diagnostic tools with in-house pupil questionnaires for comprehensive well-being assessment.</p> <p>Questionnaires & tracking must be administered, monitored and analysed by designated intervention lead.</p>	
<p>Targeted support for vulnerable children / families for positive impact on school life and learning.</p>	<p>Employment of Family Liaison Officer / Learning Support Manager (0.6 = £19200)</p>	<p>Timetable reflects the need of children. More intensive contact with parents/families.</p>	<p>Quantifiable data to track progress of interventions. Access appropriate CPD to support Assessment data.</p>	<p>£19200</p>
<p>Targeted support to ensure improved attendance and therefore increased opportunities to access to challenge curriculum and learning.</p>	<p>Employment of attendance officer (£11,000)</p>	<ul style="list-style-type: none"> ➤ Liaise with parents regularly, ➤ Liaise with education welfare officer for more complex cases. ➤ Implementation of 'Attendance Rewards' to promote 100% and acknowledge those children achieving this. ➤ Termly meetings / assemblies with children & parents to reinforce expectations & school protocol. ➤ Home visits to carry out spot-checks and collect children if appropriate. ➤ Issue penalty notices. ➤ Share attendance information with school, governors & community via newsletters, school websites and formal discussions. 	<p>Regular meetings with line manager. Data analysis of improved attendance is too cumbersome therefore a more streamline approach is needed.</p> <p>Term-time holiday pattern remains therefore we need to target these families.</p> <p>Regular reports / case studies to SMT & other stakeholders.</p>	<p>£11000</p>
Total:				<p>£31,025</p>

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
Children develop skills of problem solving through chess sessions	Participation of Y5 pupils in weekly chess coaching sessions (£1100)	Accelerated levels of attainment and achievement - techniques underpinned problem solving and concentration	Monitoring by SMT Sessions to continue next year	£1100
Children develop skills of independence, resilience and responsibility and have more opportunities so that they have a greater wealth of experiences to talk and write. Direct impact on self-esteem & self confidence that translates into effective classroom learning.	Subsidise residential trips by 50% so it is accessible to lower income families: Culmington Manor £1100	Inclusive residential trips - opportunities allowed for all to experience different learning outdoor experiences	Continue to target and offer earlier intervention (financial / language) to any family who have been reluctant to allow their children to experience a residential trip.	£1100
The impact of immersion within music is reflected in accelerated progress of PP and Non PP children.	Music lessons delivered by Peripatetic teachers £3600	Appreciation of music & skill to be taught effectively whilst addressing barriers to learning: low aspirations, narrow experiences outside of school life	Music co-ordinator	£3600
Accelerated progress of PP and Non PP children leading to improved outcomes across Y6 -SATs	Purchase of appropriate resources to support Homework Booster Club for Y6 £2100	Strong evidence of accelerated progress for PP and non PP children	Excellent, highly effective strategy to continue next year	£2100
Total:				£ 7900
Total budgeted cost				£131,625

(of which PP
is ££130161)

5. Additional detail