



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					
School	St Cuthbert’s Catholic Primary School				
Academic Year	2020 - 2021	Total PP budget (predicted 20/21)	£135,300	Date of most recent PP Review	November 2020
Total number of pupils	242 January 2020 census	Number of pupils eligible for PP	116	Date for next internal review of this strategy	May 2020

2. Current attainment (Ks1)												
Pupil Premium Attainment numbers based on July 2020 Ks1 Data & Provisional LEA / National Data (Sept 20)	<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	<p>This table is usually completed based on end of year statutory assessments to evaluate progress and performance. The assessment schedule was halted this year due to COVID19, consequently no data is available.</p>											
% making progress in reading												
% making progress in writing												
% making progress in maths												

3. Current attainment (Ks2)

Pupil Premium Attainment numbers based on July 2020 Ks2 Data & Provisional LEA / National Data (Sept 2020)	<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	<p>This table is usually completed based on end of year statutory assessments to evaluate progress and performance. The assessment schedule was halted this year due to COVID19, consequently no data is available.</p>											
% making progress in reading												
% making progress in writing												
% making progress in GPS												
% making progress in maths												

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.	Missed teaching & learning: Phonics across KS1
B.	Missed teaching & learning: Reading across all year groups, emphasis on Ks1
C.	Missed teaching & learning: EYFS oracy skills (communication & language) and PSED.
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Social and emotional wellbeing of children and parents - impact of COVID19 and increased anxiety.
E.	Attendance & Punctuality - returning to school since COVID19 (self-isolating / bubbles / unauthorised absences due to refusal to attend)
F.	Pupil Premium allocation do not reflect the true picture of increasing poverty and deprivation within the community (furlough / redundancies)
1. Desired outcomes	

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Higher rates of progress in Phonics for pupils (eligible for PP) across Ks1.	Pupils eligible for PP to make sufficient progress across Key Stage 1 & 2 in phonics. Measured in by teacher assessments, statutory PSC and successful moderation practices established across the Federation, West Derby Learning Network (WDLN), Local Authority and Liverpool Assessment Project.
B.	Higher rates of progress in Reading for pupils (eligible for PP) across Ks1 & 2	Pupils eligible for PP to make sufficient progress across Key Stage 1 & 2 in reading.. Measured in by teacher assessments, formal assessments (NjER), statutory assessments (SATs) and successful moderation practices established across the Federation, West Derby Learning Network (WDLN), Local Authority and Liverpool Assessment Project.
C.	Improved oracy skills at EYFS	NELI Project (Nuffield Early Language Intervention) Impact of project based on comparison between baseline and EoY data. URLEY Project embedded across Foundation, focusing on language acquisition.
C.	Improved PSED skills at EYFS	P4C / PHSE / RSE Increased focus on role-play to promote negotiating skills / communication & interaction / self-regulation. Bike-ability Yoga Kids Peer Massage (JH - Spring Term 2021)
D.	Improved social and emotional wellbeing of individual identified children (self/family)	Implementation of database providing baseline and impact of specific interventions (JH) Improved wellbeing is reflected in pupils assessment questionnaire (GL: Emotional Literacy) and interaction with the curriculum and overall confidence levels. Use of School Family Support Worker to work alongside parents. Referrals to MHST (Mental Health Support Team) to support anxiety etc.
E.	Whole attendance 96%	Attendance Covid Policy & Flowchart. Attendance monitoring (self-isolating per cohort & impact on learning - vulnerability overview) Risk assessment procedures in place and continually reviewed to support minimising school outbreaks. Relationships with EWO to support non-attendance.

F.	Support community (regardless of PP) during this time of crisis	<p>Catholic School ethos / British values to support the community via fundraising, charitable acts of kindness, financial support, welfare calls, referrals.</p> <p>Links with external charities to support families i.e. Rotary Club, An Hour for Hours, Fans supporting Foodbanks., Joseph Lapin Centre, Salvation Army, SVP</p>

5. Planned expenditure – 2020 - 2021

Academic year

2020 - 2021

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 Curriculum.	<p>To fund extra staff allocated according to the need of specific cohorts.</p> <table border="1"> <thead> <tr> <th>St Seb's</th> <th>Teacher</th> <th>LSA</th> </tr> </thead> <tbody> <tr> <td>Y6</td> <td>1 x FT: £20,942.40</td> <td></td> </tr> <tr> <td>Y5</td> <td></td> <td></td> </tr> <tr> <td>Y4</td> <td></td> <td>P/T NNEB: £17331</td> </tr> <tr> <td>Y3</td> <td></td> <td></td> </tr> <tr> <td>Y2</td> <td></td> <td>P/T NNEB (1 term): £3,631.33</td> </tr> <tr> <td>Y1</td> <td></td> <td></td> </tr> <tr> <td>F1/L</td> <td></td> <td></td> </tr> <tr> <td>Reading Support</td> <td></td> <td>£8516</td> </tr> <tr> <td>Intervention</td> <td></td> <td>2 x 1:1 support: £32126</td> </tr> <tr> <td>Wellbeing Support</td> <td></td> <td>£16979</td> </tr> <tr> <td></td> <td></td> <td>£99,525.73</td> </tr> </tbody> </table>	St Seb's	Teacher	LSA	Y6	1 x FT: £20,942.40		Y5			Y4		P/T NNEB: £17331	Y3			Y2		P/T NNEB (1 term): £3,631.33	Y1			F1/L			Reading Support		£8516	Intervention		2 x 1:1 support: £32126	Wellbeing Support		£16979			£99,525.73	<p>Accelerated levels of Achievement & Attainment at the End of Year & End of Key Stage</p> <p>Additional support for pupils with severe needs.</p> <p>NfER: £2709.44</p>	<p>Consistent monitoring by SMT Scrutiny of Data Observations Performance Management</p>	<p>CBK, KL & JD</p>	<p>Termly Review of Impact (December Review, February Interim Testing & July) – Progress meeting.</p>
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It is not essential to identify four desired outcomes; focusing on fewer aims in more depth is encouraged.

All staff equipped with knowledge and skills to deliver high quality teaching and learning in line with the revised inspection framework.	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 the subject by directing staff. £4000	20 / 21 Award status (International School Award / Health & Wellbeing / Quality Mark for English & Maths), in progress reflects the commitment across the Federation to high quality teaching & learning through the emphasis on staff CPD. Continue to improve trends and narrow the gap between PP & Non-PP.	Develop systems and processes in monitoring which is reflected in performance management targets. Impact of outstanding teaching in RE Inspection Section 48.	CBK, KL & AB	Accreditation of Award As appropriate. Termly review of impact of training and dissemination of information.
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Total budgeted cost					£ 106,235.17
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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 Curriculum.	<u>Interventions:</u> Read 2 Write – no cost SRP – no cost Precision Teaching – no cost <u>Text-Based learning:</u> £1000	Text-based learning approach will benefit from these interventions as priority is reading curriculum offer. Innovative small group interventions for children to make sufficient progress. Priority for learning approach to be adopted from F2 - Y6. Whole school CPD to be implemented 2020 - 2021	Monitoring by subject co-ordinators & SMT Review as part of TA appraisals and during progress meetings. (JM, JD & LMc)	CBK, KL, AB & DG	Termly
	<u>Read Write Inc:</u> £5000 <u>MGL Support:</u> £6988	Specialised intervention to support reading & phonics priority 2020 - 2021.	Coordinators to monitor intervention across EYFS & Ks1		

<p>Raise the self-esteem and self-confidence of children focusing on raising the level of self-worth</p>	<p><u>Wellbeing:</u> Philosophy for Children (P4C) - £2000</p> <p>Think Yourself Great – no cost</p> <p>Socially Speaking - no cost</p> <p>Rainbows, after school club – no cost</p> <p>Family Support Worker: £4000</p> <p>Capita Free School Meals: £1000</p> <p>Extended Schools: £1000 Uniform / Football Kits: £1500</p> <p>Taxi's: £0</p> <p>PE Kits support: £1160</p>	<p>Whole School Approach & Resources</p> <p>Selected children from Y1/2 (November - January 2021) Selected children from Ks2 (Spring / Summer 2021)</p> <p>Selected children across Ks2 to access.</p> <p>Selected children to access.</p> <p>Children are susceptible to access and embrace learning when their well-being is at the forefront of teaching and learning.</p>	<p>Lead Practitioner to facilitate and evaluate</p> <p>To continue GL Assessments throughout the year. Use of new tracking system to review effectiveness of assessment and pupil questionnaire.</p> <p>Lead Practitioner to facilitate and evaluate</p> <p>SMT to approve supported places with agreed criteria. Ensure this is reflected in the vulnerability overview.</p>	<p>JH, CBK, KL & AB</p> <p>JH & KL</p> <p>JH, KL, CBK</p>	<p>CBK</p> <p>JH to review after each session is completed.</p> <p>Termly review with KL and CBK.</p> <p>JH to review after each session is completed.</p> <p>Throughout the year any proposed changes should be discussed and approved.</p>
<p>Continue targeted support to ensure improved attendance and therefore increased opportunities to access to challenge curriculum and learning.</p>	<p>SMT increased profile during start of school day monitoring attendance and punctuality.</p> <p>SMT / admin staff monitoring self-isolating</p>	<ul style="list-style-type: none"> ➤ Liaise with parents regularly (phonecalls / ClassDoJo) ➤ Liaise with education welfare officer for more complex cases. ➤ Continue Attendance Rewards' to promote 100% and acknowledge those children achieving this. 	<p>Data analysis of improved attendance.</p> <p>Continue to use SIMS attendance reports to support purposeful attendance tracking system, including regular data reports / case studies</p>	<p>CBK, AB, KL & LF</p> <p>CBK, AB, KL, LF, DR & DM</p>	<p>Weekly reports by DR to class teachers</p> <p>Ongoing throughout the year</p>

	<p>pupils & the amount of sessions / learning missed.</p> <p>Communication systems to include ClassDojo to provide instant feedback to parents. To be used by all senior staff and class teachers.</p> <p>Attendance Prizes: £1000</p>	<ul style="list-style-type: none"> ➤ Continue to develop punctuality awards to reward those pupils who are never late. ➤ 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. ➤ SMT to share attendance information with staff, governors & community via newsletters, school websites and formal discussions. ➤ Staff to share good practice with other settings. ➤ Individual meetings with parents if there are any concerns with Headteacher. 	<p>which informs SMT & other stakeholders about attendance concerns.</p> <p>Tracking of self-isolating pupils - vulnerability overview to be shared with staff, SMT</p> <p>Headteacher / SMT involved with WDNLC to share good practice re successful procedures</p>	<p>KL / DR</p> <p>CBK, AB, KL & LF</p>	<p>Termly overview</p> <p>Ongoing throughout the year</p>
Total budgeted cost					£ 24,648
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?
The impact of immersion within music is reflected in accelerated progress of PP and Non PP children.	Music lessons delivered by Peripatetic teachers £1600	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	Ongoing
Accelerated progress of PP and Non PP children leading to improved outcomes across Ks1 (Reading / Phonics) and Ks2 (Y4 Multiplication Test / Y6 SATs)	Purchase of appropriate resources to support Homework Booster Club for Y1 – Y6 (£3116.83)	Improved resources to give focused learning. Extra teaching time to cover vast curriculum content in preparation for statutory assessments	SMT to deliver with Y2 and Y6. Y1 – Y2: Additional phonics sessions (am & pm) Y1-6 reading focus: pace / comprehension in basic skills	CBK,DG Class Teachers	Statutory outcomes at end of year. Formal assessment outcomes.
Total budgeted cost					£4716.83

Total cost for 2020 - 2021

£135,600 of which
£135500 is PP

2. Review of expenditure

6. Previous Academic Year: 2019 - 2020

Pupil Premium Allocation: £134284.65 (actual)
116 / 242 (48%)

COVID 19 Statement:

Due to the national pandemic, school was closed on 23rd March 2020. This interruption on children's learning has had a huge negative impact on progress and intended strategies have been halted. We look provide catch-up strategies (academic and wellbeing) to address gaps in learning 2020-2021

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.	<table border="1"> <tr> <td>Y6</td> <td>1 x FT: £37619</td> <td></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>P/T NNEB: £17331</td> </tr> <tr> <td>Y2</td> <td></td> <td>P/T NNEB: £10894</td> </tr> <tr> <td>Y1</td> <td></td> <td></td> </tr> <tr> <td>FS</td> <td></td> <td></td> </tr> <tr> <td>Intervention</td> <td></td> <td>1 x TA Whole School: £14725.83 2 x 1:1 Whole School 5 days, term time only: £32,126.</td> </tr> <tr> <td>Readers</td> <td></td> <td>3hrs per day x 5: £8516</td> </tr> </table>	Y6	1 x FT: £37619		Y5			Y4			Y3		P/T NNEB: £17331	Y2		P/T NNEB: £10894	Y1			FS			Intervention		1 x TA Whole School: £14725.83 2 x 1:1 Whole School 5 days, term time only: £32,126.	Readers		3hrs per day x 5: £8516	<p>This has had a good impact on social and academic progress for all children.</p> <p>One to one provision ensured individual progress of assigned children as well as ensuring progress of the rest of the cohort.</p>	<p>Highly effective with a positive impact on specific cohorts and vulnerable groups. Funding for extra teaching staff in year 6 have proven to be highly effective with impact on achievement and attainment being evident up until 23rd March.</p> <p>Predictions indicated EXS +:</p> <p>Reading: (%) GPS: (%) Writing: (%) Maths: (%)</p> <p>A positive from COVID19 has been an increased engagement with parents. Weekly wellbeing calls throughout lockdown sustained positive relationships with parents to ensure children were engaged in their learning.</p>	<p>£137978.60</p>
Y6	1 x FT: £37619																														
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		1 x 15hrs: £8516								
Wellbeing		£8250.72								
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 the subject by directing staff.	<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>Throughout COVID19 lockdown, CPD training was delivered remotely with staff accessing courses to support return to school, delivery of core / foundation subjects in light of the recovery curriculum and responding to the crisis using assessment. SIL provided numerous training opportunities as part of the universal offer.</p> <p>Whole school priority. INSET & twilights focused on the recovery curriculum to ensure children are accessing age-related curriculum by Summer 2021.</p>	<p>All Co-ordinators continue to seek training and direct appropriate staff to further skills and knowledge whilst improving CPD.</p> <p>An area for consideration for 2020 - 2021 is staff wellbeing in terms of the intensity of the new 'school day' and working with risk assessments framework continually.</p>	£2889.12						
			Total:	£140,867.72						
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	<u>Interventions:</u> Read 2 Write – no cost	Intervention did not happen due to staff prioritising the curriculum offer and delivery.	To continue regular evaluations & monitoring, especially for those whose progression was not	£0						

<p>leading to improved outcomes across the whole school through the Curriculum.</p>	<p>SRP – no cost Precision Teaching – no cost</p>	<p>This was followed by onset of pandemic which abruptly halted interventions as children had no access due to school closures.</p>	<p>immediately evident. To be continued throughout 2020 – 2021. To continue to implement intervention tracking system to log internal & external intervention for each cohort. CPOMS to be installed Autumn 2020 to support tracking of PP.</p>	
<p>Raise the self-esteem and self-confidence of children focusing on raising the level of self-worth</p>	<p><u>Wellbeing:</u> Philosophy for Children (P4C) - £3200</p> <p>Think Yourself Great – no cost Selected children (Spring Term 2020)</p> <p>Rainbows, after school club – no cost</p> <p>Peer to Peer Massage After School Club Ks2 (Spring Term 2020) Ks1 (Summer Term 2020)</p> <p>Mind Mechanics: To be delivered by JH in Summer Term 2020.</p> <p>Uniforms / Football Kit: £330.50</p> <p>Breakfast Club etc: £149.60</p> <p>Taxi's etc: £159.11</p> <p>SATs Breakfast: £114</p>	<p>Huge success delivered as whole school approach.</p> <p>Interventions started Autumn Term 2019 but not continued due to school closures.</p> <p>N/A due to school closures.</p> <p>Support provided to individual children for uniforms, breakfast club & extended school</p>	<p>Continue to be delivered as part of the curriculum to support verbal reasoning skills & SEMH.</p>	<p>£3,839.21</p>

Targeted support to ensure improved attendance and therefore increased opportunities to access to challenge curriculum and learning.	SMT increased profile during the start of school day monitoring attendance and punctuality. Communication systems to include ClassDojo to provide instant feedback to parents. To be used by all senior staff and class teachers. <u>Attendance Prizes: £591.46</u>	Positive relationships developed with parents, which was heightened by lockdown due to weekly well-being phone calls. Communication Tracker proved to be extremely beneficial as it allowed staff to monitor phone-calls, identify parental concerns and support accordingly.	SMT to continue to be a familiar face on the school gate to provide security and reassurance to parents and support home school relationships. Continue to use of google.docs to evidence & inform.	£
				Total: £
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 (£1300)	Accelerated levels of attainment and achievement - techniques underpinned problem solving and concentration.	Due to restrained budgets, Chess will not continue 2020 - 2021.	£
The impact of immersion within music is reflected in accelerated progress of PP and Non PP children.	Music lessons delivered by Peripatetic teachers (£3,573.30)	Appreciation of music & skill to be taught effectively whilst addressing barriers to learning: low aspirations, narrow experiences outside of school life. Also employed specialist music teacher to deliver whole school singing lessons (Ks1 / Ks2)	Children thoroughly enjoyed music lessons. To be continued next year. Specialist teaching provided for all children and delivered in-house training to staff. Due to restrained budgets, Whole School singing will be delivered internally by school staff.	£
Accelerated progress of PP and Non PP children	Purchase of appropriate resources to support Homework Booster Club for Y1 – Y6 (£1,587.45)	Strong evidence of accelerated progress for PP and non PP children	Excellent, highly effective strategy to continue next year	£1,587.45

leading to improved outcomes across Y1-6				
				Total:
				£
Total Cost for 2019 - 2020				£ of which £ was PP

3. Additional detail				
N/A				