St Cuthbert's Catholic Primary School

Pupil Premium Strategy Statement

This statement details St Cuthbert'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.

School overview

Detail	Data
School name	St Cuthbert's Catholic Primary School
Number of pupils in school	217
Proportion (%) of pupil premium eligible pupils	47
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2022
Date this statement was published	January 2022
Date on which it will be reviewed	July 2022
Statement authorised by	Claire Bellis-Knox
Pupil premium lead	Claire Bellis-Knox Kate Lunt Lorraine Fay
Governor / Trustee lead	Tony Devine

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£137217.00
Recovery premium funding allocation this academic year	£7250.00 School Led Tutoring £3248.44 RWI £2552.47 Reading resources £1500 Total: 7300.91
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	£144467

Part A: Pupil premium strategy plan
Statement of intent

St Cuthbert's Catholic Primary School is positioned in an area within the top 3% of deprivation in the country and almost half of our school population are from significantly disadvantaged backgrounds. Our school is central to ensuring that the families and children facing those challenges are given the very best quality of education and support. We see it as our mission, regardless of their starting points, to give our young people the aspirations and ambitions to achieve well and become successful in life.

2018-2019 data demonstrates the progress disadvantaged children make throughout their primary years at St Cuthbert's. This is underpinned and driven by the commitment staff have to the nurturing of health and wellbeing - a paramount principle for children to achieve their potential. We invest globally into developing the whole child: personally, socially, emotionally and academically. Through rigorous monitoring and assessment of the latter, outcomes are used to inform quality and timely intervention, support and enrichment opportunities.

KS1 performance for disadvantaged children 2018-2019

Measure	ARE	National	Exceeding ARE	National
Reading	63%	78%	19%	28%
Writing	56%	73%	0%	17%
Maths	63%	79%	6%	24%

KS2 performance for disadvantaged children 2018-2019

Measure	ARE	National	Exceeding ARE	National
Reading	100%	78%	50%	31%
Writing	88%	83%	19%	24%
Maths	94%	84%	56%	32%

KS2 progress scores for disadvantaged children 2018-2019

Measure	Progress Score	National
Reading	7.24	0.32
Writing	1.41	0.27
Maths	5.95	0.37

Our expectation is for all of our children, inclusive of those who are disadvantaged, to leave St Cuthbert's as confident and resilient individuals. Our school knows that for our children to succeed and derive the maximum benefit from school life then it has to offer a wide-ranging, engaging, exciting and interesting curriculum. Our carefully constructed broad and balanced curriculum combined with quality real life experiences are a driving force in ensuring that our children will read fluently and widely, showing confidence when forming opinions on a wide range of books and authors. They will be able to express their views confidently, solve mathematical problems fluently, gain wider knowledge of the world around them and achieve success.

This strategy has been written to indicate our mission in how we:
1. Aim to identify the needs of Pupil Premium children in our school and any barriers to their possible progress; Intend to address these barriers through specific, realistic targets with appropriate time scales;
2. Will target funding in order to accomplish these targets for the benefit of all children as well as Pupil Premium;
3. Ensure that high quality teaching provides appropriate support and challenge for disadvantaged pupils;
4. Will focus on evidence of EEF in relation to metacognition, high quality feedback, mastery approach, reading comprehension and emotional intelligence;
5. Ensure that we achieve the most efficient use of resources and are able to respond to new challenges;
6. Provide quality CPD to teaching and support staff;
7. Continuously monitor progress against our set objectives;
8. Monitor the progress of each individual pupil and ensure speedy intervention where necessary;
9. Will work to significantly diminish the gap in terms of progress and achievement between disadvantaged and non-disadvantaged pupils;
10. Provide the very best opportunities for all our pupils centred around a curriculum which strives for ambition for all.

Challenges

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

Challenge number	Detail of challenge
1	Children and their families have social and emotional difficulties often exacerbated further by medical, wellbeing and mental health needs. The pandemic contributed to heightening these further still - as proven in the Oxwell Survey / GL Assessments.
2	Children and their families are burdened with inadequate housing, inconsistent access to fuel and energy, significant lack of food, inability to access benefits, debt, addiction and domestic violence. All of which were heightened

	throughout the pandemic and impacted significantly on our children who will take some time to recover.
	Concerns raised through professional dialogue and the implementation of timely intervention has increased significantly in order to support children with anxiety, bereavement, loss, trauma and ACEs.
3	Pupils have limited experiences beyond their home life and immediate community. Significantly low levels of income and debt often do not allow for quality enrichment opportunities to be accessed at home.
4	Family disengagement in the learning process results in reduced opportunities for quality home learning specifically in reading, writing and maths.The expectations throughout the Lockdowns added additional pressure and had a detrimental impact on academic potential being achieved and progress being maximised.
	42% of children on roll were accessing learning at school (during the pandemic) and of those children, 35% were disadvantaged. Still, the inconsistencies with regards to families abiding by isolation rules in addition to partial and whole school closures contributed towards the development of significant knowledge gaps.
5	Pupils have limited or non-existent opportunities to access age appropriate reading, writing and maths materials beyond those provided by school. Assessments, observations and discussions with children clearly demonstrate the greater level of difficulty our disadvantaged children have with reading (including phonics), writing and maths in comparison to their peers.
6	Significantly low levels of communication and language skills on entry with physical development and personal, social and emotional development both becoming areas of growing concern. The pandemic has inhibited progress being made in such areas which is proving difficult to recover from as children progress through our school.

	Cohort	The last school year uninterrupted by Covid-19
	Reception	NA
	Year 1	NA
	Year 2	NA
	Year 3	Reception
	Year 4	Year 1
	Year 5	Year 2
	Year 6	Year 3

| 7 | Our attendance data demonstrates the significant divide between disadvantaged and non disadvantaged children: |

Attendance 2020-2021		
Whole School	PP Attendance	Non PP Attendance

Attendance					
children	%	children	%	children	%
205	95.7	102	93.5	103	97.8

PAs 2020-2021					
Total PAs		PP PAs		Non PP PAs	
children	%	children	%	children	%
22	11	18	81	4	19

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
Improve phonics and reading skills aiming to further diminish the gap between PP and non-PP children.	From Clearly established baselines and analysis of identified gaps, RWI and Nfers, tracking will indicate good levels of progress. All children eligible for PP to make at least expected progress in phonics and reading from their individual starting points by the end of the academic year. The end of KS1 reading assessments, Phonics Screening results and RWI assessments will reflect a further narrowing of the gap between PP and non-PP children. Freshstart - to continue to support children in upper KS2 to catch-up and develop fluent reading and writing skills, facilitating movement towards ARE. The end of KS2 PP children will have made relative progress from their starting points and in line with targets set. With the focus being on achieving ARE. Y3, 4 & 5 progress will be analysed through Nfer data.

To raise the standards of oracy, language development and vocabulary.	Modelling children's language allows staff to correct any grammatical errors that children may make in a positive way. Running commentary that accompanies a child's play. Staff provide children with vocabulary within a meaningful context. To develop more articulate and confident speakers with a widened, appropriate and rich vocabulary base. Staff fully embrace the Vocabulary Project (SIL) with the aim of providing 'a programme of training for leaders at all levels to organise and develop pupils' vocabulary across the wider curriculum, focusing on Tier 2 and Tier 3 vocabulary' EYFS TA received Early Years Reading Advocate Training to provide early oracy and reading support. Assessments and observations will indicate significantly improved oral and written language amongst disadvantaged children. Writing moderation and book looks will demonstrate an increase in the use of appropriate and ambitious vocabulary used in writing across the curriculum. Subject leads will identify this in Book Looks and Subject Leader Reports.
PP children will be exposed to a wide range of educational and enrichment experiences and opportunities to further enhance the curriculum offer.	Significant increase in the number of disadvantaged pupils accessing enrichment opportunities and educational experiences that they may not have otherwise accessed: Trips, visits, excursions, extended school, music tuition and extra curricular clubs Cultural capital experiences are planned for and embedded across the curriculum. An extensive range of extra curricular activities are available for all children without cost. Google doc - extra curricular activities (Children's University) logs the activity and hours of involvement.

	Kabocca - pupil voice (physical activity, health & wellbeing). Subject Leader Reports include Pupil Voice representative of children across key stages from a range of vulnerability groups inclusive of PP.
To support the emotional wellbeing, resilience and self esteem of children to enable them to engage within their learning.	Children will continue to be encouraged to embrace extensive roles and responsibilities reflecting the importance of pupil autonomy, pupil relationships, sense of role modelling, and appreciation for each other. ● Digital Leaders ● House Captains ● Maths Ambassadors ● Play Leaders (PALS) ● Reading Buddies ● School Councillors ● Worship Leaders ● Rotary Club members Evidence celebrated and regularly updated on Gridmaker. Disadvantaged children show greater confidence within conversing with peers, adults and to an audience. Evidence of increased self- awareness, self-esteem, self-confidence, resilience and engagement directly impacting on progress. Through extra-curricular activities, our pupils embrace so many opportunities through which they may thrive and develop an array of skill and talent. Inter- competition opportunities continue to increase as Covid-19 restrictions decrease.
Parental engagement and involvement in their child / children's learning.	Home visits - A more personable and robust approach towards home visits will aid in establishing an immediate and highly productive home-school link. Covid-19 has dictated remote communication. When Covid-19 risk assessment allows - re-introduce parents to be invited (in person) to school events: parent evenings,

	assemblies, worship, sport, music, graduations and fayres etc Parenting classes, courses & support signposted globally via Dojo and to individuals in person: PTA HAF(Holiday Activities and Food Programme) Fareshare Child Health & Wellbeing (sleep support) Merseyside Youth Association Children's Centre YPAS - Crisis walk-in service Benefits advice Debt advice Council tax support Housing Fuel & energy EU settlement Reintroduce Maths Breakfast, Big Read, Parent workshops (in person), Family Learning Week- Covid-19 risk assessment permitting. Provide disadvantaged children with devices enabling them to access online provision, tutorials, support materials and interactive resources. CPOMS - parental engagement and communication are logged and recorded.
Increased attendance for disadvantaged children with a particular focus on a reduction in PA of PP children.	Overall PP attendance to improve narrowing the gap between PP and Non-PP. Whilst taking into consideration the impact of the I attendance code for those who have tested positive for Covid-19. EWO support, monitoring, timely intervention and escalation where appropriate. First day response / Home visits. Half termly attendance letter for those at risk or those who have recently dropped into the PA attendance category. Family Support Worker. Fareshare Support to access Breakfast Club provision.

Purchase of standardised diagnostic assessments including training for staff to ensure assessments are interpreted correctly and accurately inform action planning. **OTrack** is an online pupil tracking software for EYFS through to Y6. The powerful suite of reports allows you to easily analyse attainment and progress. **Evidence Me** - observation, observation and reporting app EYFS - Y6	Standardised tests can provide reliable insights into specific strengths and areas for development for each child to support in ensuring they receive the correct additional support through interventions and teacher instruction. Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF
£1096.75	

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: £ *14425.98*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a teaching assistant in each class to deliver targeted intervention and support for disadvantaged children 0.5 P4C Social stories Multi-Sensory Teaching Dyslexia Awareness Training Bucket Therapy Intensive Interaction Sensory Circuits Mastering Number Success @ Arithmetic 1st Class @ Number 1 1st Class @ Number 2	The percentage of disadvantaged children in each cohort ranges from 33% - 59%. Intervention and support targeted at specific needs and knowledge gaps are an effective method to support low attaining children or those falling behind. One to one One to one tuition | EEF Small groups Small group tuition | EEF CPD for all support staff and school leaders: Maximising the Impact of Teaching Assistants (MITA) Maximising the Practice of Teaching Assistants (MPTA) Research	1, 4, 5, 6 & 7

£99749.51		
ELSA - Emotional Literacy Support Assistant trained in supporting social and emotional development. The content of the training consists of: social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focus and friendship.	The ELSA programme is proven to have **positive outcomes** for both individual pupils and school systems. At the individual pupil level, data from the SDQ indicated a reduction in a range of emotional, conduct, hyperactive and peer problems and an increase in prosocial behaviours. An evaluation of the Emotional Literacy Support Assistant Programme 2021: https://www.google.com/search?q=the+impact+of+ELSA&rlz=1C1GCEA_enGB926GB929&oq=the+impact+of+ELSA&aqs=chrome..69i57j33i22i29i30l7.3884j0j15&sourceid=chrome&ie=UTF-8	1, 5, 6 & 7
£776		

RWI:
   ● Development Days
   ● Consultation
   ● Remote Progress Meetings
 	
Aiming for a consistent and holistic approach to the delivery of phonics - early reading.
 	
RWI resources purchased to support the teaching of early reading - comprehension books
 	
RWI Lead facilitates weekly support to all staff who deliver RWI sessions, focusing on:
feedback
re-grouping
guidance
training
 	
RWI decodable reading books (for home) purchased and parental
	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.
	
	Phonics
		EEF
		
		It has proven success in all types of schools, including those with high numbers of children with SEND
		
		and those in the least privileged areas.
		
		An Introduction to Read Write Inc.
			4, 5, 6 & 7

information shared via school website. RWI Freshstart resources for children in upper key stage 2		
£1962.76		
Vocabulary Project (SIL) with the aim of providing 'a programme of training for leaders at all levels to organise and develop pupils' vocabulary across the wider curriculum, focusing on Tier 2 and Tier 3 vocabulary'.	A project aimed at explicitly extending children's vocabulary through the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction. Early Language Development: Needs, provision, and intervention for preschool children from socio- economically disadvantaged ba	2, 4, 5 & 6
Whole staff ROAR training to equip the global school community with signs and symptoms of a child experiencing mental distress and will also gain more insight into ways we can respond and build resilience for the school. ROAR acknowledges the impact of ACE on children's lives and provides tools which can support building resilience. Additional resilience building support: *ROCKET workshop (Y6) Merseyside Youth Association* *Y4-6 Psycho-education workshops (CAMHS)*	The ROAR Response is an evidence-based resilience focused mental health response model, created specifically for primary schools to support the whole school in developing and supporting children's mental health. https://www.roarresponse.com/	1, 2, 3, 4, 6 & 7
£1000		
Whole School Positive Handling Training to	Allowing for collaboration and exploration of practical and effective	1, 2 & 3

develop confidence in managing potentially harmful behaviours with distressed children.	de-escalation techniques that can positively support our children.

A child's behaviour has multiple influences, for those with more challenging behaviour, the approach should be tailored to individual needs.

Staff who work with our children should be trained in specific strategies if supporting pupils with high behaviour needs.

Consistency and coherence at a whole-school level are paramount and are more likely to have an impact when implemented as such.

[Improving Behaviour in Schools | EEF](#) | |
| Awaiting Cost Information | | |
| The Mastering Number Programme (Reception, Year 1 & Year 2)

The core professional development programme involving the lead teachers, maths subject lead and headteacher engaging in a range of synchronous and asynchronous online professional development. | It aims to develop solid number sense, including fluency and flexibility with number facts, which will have a lasting impact on future learning for all children. It also involves high quality professional development for teachers.

Mastering Number is aimed at strengthening the understanding of number, and fluency with number facts, among children in the first three years of school.
[Supporting Research, Evidence and Argument | NCETM](#)

[Mastery learning | EEF](#) | 4, 5 & 6 |
| £366 | | |
| Enrichment opportunities through the provision of regular, quality specialist teaching: Spanish and Computing. | Enriching, stimulating and engaging activities and experiences impact positively on the rate and depth of learning in addition to enhancing positive health and wellbeing. They develop character, resilience and motivation, and encourage children to pursue wider goals.
[Life skills and enrichment | EEF](#) | 1, 2, 3, 6 & 7 |
| £3534.47 | | |

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

Budgeted cost: £52251

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the School Led Tutoring Programme with a focus on disadvantaged children and those who have been most impacted upon by the pandemic.	Tutoring can have a positive impact on pupils' academic progress. Evidence suggests that, compared to their peers who do not receive tuition, pupils who receive small group tuition may make, on average, 4 months additional progress and pupils who receive one-to-one tuition may make, on average, 5 months additional progress. This is likely linked to pupils receiving more feedback, being more engaged and completing work tailored to their specific needs. School-led tutoring guidance Small group tuition | EEF	1,2,3, 4, 5, 6 & 7
Recovery Premium £3248.44		
Children who are disadvantaged, have an EHCP (application in process, draft or final) and are significantly below ARE to be supported on a one to one basis in and outside of the classroom by a designated and experienced support member of staff.	Five Evidence Based Strategies: Scaffolding Explicit Instruction Cognitive and metacognitive strategies Flexible Grouping Use of technology Evidence shows that weaving in the specific approaches will enable us to deftly adapt our teaching, bringing out strategies at appropriate times, well-matched to content and individual needs. Having a sharp, well-defined repertoire of approaches will help ensure high expectations for all are maintained, next steps are well-informed and pupils with SEND thrive. EEF Blog: Five evidence-based strategies to support…	1, 4, 5, 6 & 7

	One to one tuition | EEF	
£50100		
RWI One-to-one tutoring to accelerate the progress of children, with 10 minutes one-to-one tutoring every day. RWI Fresh Start Daily intervention (one to one or small group) for children in Y5&6 finding it difficult to read accurately and fluently with good comprehension. Sessions rooted in phonics using age appropriate decodable texts.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics | EEF It has proven success in all types of schools, including those with high numbers of children with SEND and those in the least privileged areas. An Introduction to Read Write Inc. The EEF reported that Fresh Start shows 'considerable promise as an effective catch-up intervention for low-attaining readers at the transition phase from primary to secondary school.' Pupils on Read Write Inc. Fresh Start made 3 months additional progress in reading, measured using the New Group Reading Test. RWI Fresh Start - Ruth Miskin Phonics Training	4, 5, 6 & 7
Recovery Premium £2552.47		
SLA - Educational Psychology Service ● Staff CPD ● Consultation Service ● Advisors ● Assessments according to need ● Pupil observation / report writing	Closing the disadvantage gap means finding better ways to support pupils with SEND (EEF Psychology Service) https://www.google.com/search?q=EEF+psychology+service&rlz=1C1GCEA_enGB884GB885&oq=EEF+psychology+service&aqs=chrome..69i57.14133j0j15&sourceid=chrome&ie=UTF-8 Taylored and personalised approach for the school globally in addition to individual children and families. Upskilling staff to be able to support the evolving needs of our school community:	1, 3, 6 & 7

		22% (50 children) SEND		
		Primary area of need	Number of children	%
		Cognition & Learning	4	8
		SEMH	14	28
		Communication & Interaction	15	30
		Sensory & Physical	2	4
		ASD	16	32
		EHCP	3 (2 final & 1 draft)	6

£1151

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

Budgeted cost: £15447.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPOMS software solution for monitoring Safeguarding, wellbeing and all pastoral issues. Working alongside our existing safeguarding processes, CPOMS is an intuitive system which helps to ensure that our children are safe and fully supported.	CPOMS is a revolutionary software application for monitoring child protection, safeguarding, SEND and a range of pastoral and welfare issues. Concerns recorded by staff are sent immediately to SLT and assigned to the relevant member of the Safeguarding team – ensuring students are well protected, and staff have made high quality, easily referenced records. CPOMS is intuitive and fully customisable to draw lines between child protection, mental health, bullying, special educational needs, health and	

	safety, and any other concerns. CPOMS is the clear market leader in the sector trusted by over 13,000 schools in the UK.	
£ 288		
Education Welfare Officer SLA - ● Targeting PAs ● Targeting 91%-95% ● Agree strategies ● Prosecutions ● Penalty Notices Annual Register Check	Our Education Welfare Officer (EWO) is trained to work with young people and families, with a track record of being able to challenge, support and solve issues that have historically led to poor attendance. They have extensive experience of individual casework management and knowledge of attendance issues including policy, law and best practice. Improving school attendance: support for schools and local authorities - GOV.UK	1, 2, 3, 4 & 7
£1716		
Family Support Worker SLA - Full family wrap around support package (EHAT).	Our Family Support Worker offers structured advice to our families who are in need of practical or emotional support, particularly when difficulties arise around parenting wellbeing of children and hardship of a varying nature. Guidance Report WORKING WITH PARENTS TO SUPPORT CHILDREN'S LEARNING	1, 2, 3, 4, 5, 6 & 7
£3244		
Training for key staff members - Thinking Moves A-Z providing vocabulary for thinking. Developing a way of talking about how we think; giving us a means to work on improving the effectiveness of our thinking.	Research by the Education Endowment Foundation has shown that effective strategies for metacognition and self-regulation: 1. Have consistently high levels of impact; 2. Are better when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion; 3. Require pupils to take greater responsibility for their learning; 4. Can be particularly effective for low achieving and disadvantaged pupils. Thinking Moves A – Z supports every step of the EEF's recommended framework for metacognition and self-regulated learning.	2, 4, 5 & 6
Staff training in Rainbows Bereavement Support in order to offer	95% of children in Key Stage 2 agreed that the group gave them a safe place to talk about their feelings	1, 3 & 7

high quality training in bereavement and loss, and will support school in reviewing and developing their own bereavement policy and procedures.	100% of headteachers (30 heads of primary and secondary schools) agreed that Rainbows is a valuable resource for supporting vulnerable children in school. 86% of headteachers believed that children who had participated in the programme now engage more positively with school life. 97% of the headteachers agreed that being involved in the programme had helped to develop the professional skills of the staff. AN EVALUATION OF THE DIRECT IMPACT OF THE RAINBOWS PROGRAMME IN SUPPORTING CHILDREN AND YOUNG PEOPLE IN SCHOOLS WITHIN SOUTH YO	
Awaiting cost information		
External Maths and Reading Sheds in addition to mathematical equipment and quality reading resources.	Achieving a high quality external learning environment, equipped with quality resources, creating mathematical and reading experiences and opportunities that are comparable both indoors and outdoors. There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006). Research evidence on reading for pleasure EEF strongly support the exploration of mathematics through different contexts; making the most of moments throughout the day to highlight and use mathematics, for example, in daily routines, play activities, and other curriculum. Such opportunities will support the reinforcement of mathematical vocabulary whilst creating opportunities for extended discussion of mathematical ideas with children. Improving Mathematics in the Early Years and Key Stage 1	EEF	1, 2, 3, 5, 6 & 7
£2340.13		

£1500 Recovery Premium		
Sensory Room A safe and purposeful space, intentionally created to provide multi-sensory resources to support our children with sensory needs to enable them to engage in communication and learning.	The enrichment of the senses can have a profound effect on children's learning and development. Scientists now believe that to achieve the precision of the mature brain, stimulation in the form of movement and sensory experiences during the early developing years is necessary and connections that are not made by activity will eventually disappear. Judit Horvath Learning and Development: Sensory Rooms	1,5,6
£705		
Introduction of a House Point System and Reward Celebrations - providing memorable incentives that may not otherwise be experienced (ice skating).	A strength of the House Point system is that it provides children of all ages the opportunity to work together, creating a truly cohesive learning environment; without barriers and inclusive to all. Improving: - attendance (incentive) - punctuality (incentive) - engagement within learning - self confidence - self esteem - motivation - collaboration with peers - developing a sense of community - resilience - determination	1, 2, 3, 6, 7
£500		
Offer free provision in Breakfast Club and After School Club to disadvantaged children	Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year. Breakfast clubs found to boost primary pupils' reading writing…	EEF Before and after school programmes with a clear structure, well trained and well qualified staff are more clearly linked to academic benefits than other types of extended hours provision. The provision of a stimulating environment and activities aid in developing additional personal and social skills. Such provision is more likely to have an impact on attainment than those that are solely academic in focus.	1, 4, 5, 6 & 7

£5630		
Provide children with school uniform, PE kit (including footwear and outerwear).	Children from lower socioeconomic households are less likely to be able to afford the cost of school uniforms and PE kits; provision must be made available for this. Equity for all is essential in an inclusive school, all children should feel proud, feel they belong and in turn feel motivated to learn. School uniform	EEF	2, 3, 4 & 7
£844		
Disadvantaged children and vulnerable groups to be prioritised for opportunities which promote cultural capital. Such experiences will come with a significantly reduced cost or no cost at all.	Participation within the arts are proven to have a positive impact on academic outcomes in other areas of the curriculum. Arts participation	EEF Physical activity has important benefits in terms of health, wellbeing and physical development. Physical activity	EEF Ofsted research 2019 places emphasis on improving cultural capital, particularly for disadvantaged children. Ofsted added the term 'cultural capital' in paragraph 203, it defines it as: ... the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement.	1, 3, 4, 5, 6 & 7
£180		
Contingency fund for acute issues.	Based on our experiences and the unpredictability of circumstances within our school community, we have identified a need to set aside a small amount of funding allowing for us to respond quickly to support needs that have not as yet been identified.	1, 2, 3, 4, 5, 6 & 7
The delegated budget will support unexpected expenditure (contingency)		

Total budgeted cost:

Detail	Total Expenditure
Pupil premium funding allocation this academic year	£137217.00

Pupil premium funding expenditure this academic year	£173184.83
Delegated school budget allocated to further support Pupil Premium children	£34967.83

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 external assessments for 2018-2019 indicate extremely high attainment for our KS2 pupils, inclusive of disadvantaged children, with a high percentage of children achieving the national outcome for achievement of ARE in Reading, Writing and Maths and many exceeding the national outcome for achieving 'Greater Depth Standard' in Reading and Maths.

ed to inform quality and timely intervention, support and enrichment opportunities.

KS1 performance for disadvantaged children 2018-2019

Measure	ARE	National	Exceeding ARE	National
Reading	63%	78%	19%	28%
Writing	56%	73%	0%	17%
Maths	63%	79%	6%	24%

KS2 performance for disadvantaged children 2018-2019

Measure	ARE	National	Exceeding ARE	National
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Maths	94%	84%	56%	32%

KS2 progress scores for disadvantaged children 2018-2019

Measure	Progress Score	National
Reading	7.24	0.32
Writing	1.41	0.27
Maths	5.95	0.37

Our internal assessments during 2020-2021 suggested that outcomes were uncharacteristic of historical data:

- In KS1, the performance / attainment of disadvantaged pupils was lower in Reading, Writing and Maths than that of in 2018-2019.
- In KS2, the performance / attainment of disadvantaged pupils was lower in Reading, Writing and Maths than that of in 2018-2019.

In comparison to the most recently published data (2018-2019) the performance of disadvantaged pupils in 2020-2021 is significantly lower in each of the three assessment areas and for both Key Stages.   However, the same can be noted when analysing and comparing the performance of non-disadvantaged pupils. This would suggest that the differential is likely to be an outcome of COVID-19 and the impact on school during this time.

Key Stage 1 Teacher Assessments 2020-2021

	ARE		Greater Depth	
	PP	Non-PP	PP	Non-PP
Reading	33%	45%	0%	20%
Writing	22%	50%	0%	10%
Maths	33%	60%	0%	10%

Key Stage 2 Teacher Assessments 2020-2021

	ARE		Greater Depth	
	PP	Non-PP	PP	Non-PP
Reading	41%	46%	18%	23%
Writing	47%	69%	6%	8%
Maths	41%	54%	6%	15%

Whilst a consistent, high-quality curriculum was delivered remotely and steps taken to ensure all pupils had access to appropriate devices and internet use, and a number of our most vulnerable learners invited to attend on site, engagement and attendance was somewhat variable, as was the quality of work completed.   Online interventions, targeted at our disadvantaged pupils, experienced significant disruption and the significant change to their delivery style was somewhat altered, impacting upon their effectiveness - particularly those interventions aimed at supporting the SEMH of pupils. With regular disruptions such as this, together with full and partial school closures, along with the all outreach and external support ceasing, there has most certainly been a detrimental impact on our most vulnerable and disadvantaged pupils.

As well as our assessment of the core curriculum indicating a negative impact on pupil progress, our 2020-2021 data obtained from The Oxwell Survey and our GL Assessments of Emotional Literacy indicate: heightened levels of worry, anxiety around school and attendance of it, increased feelings of loneliness, increased reliance on internet / electronic device usage. Despite clear identification of vulnerable groups and measures taken to safeguard and support these disadvantaged pupils, we anticipate the need for longer-term support before input can be fully identified. A recognition of the need for a nurturing approach, as well as the need for adaptations to teaching styles to meet diversity and complexity of need will continue to remain at the core of in-school provision and practice.

Attendance, as a whole school appears to have remained relatively unchanged. However, closer analysis indicates that the attendance of our disadvantaged pupils is considerably lower than that of non-disadvantaged pupils Persistent absentees? The main findings from the above surveys and tools for assessing mental health and wellbeing, we believe are likely to be influencing factors on this. Due to this, attendance is a continuous focus and we have invested Pupil Premium funding to support the mental health and wellbeing of our pupils, further developing the nurturing environment and inclusive ethos already established within St Cuthbert's.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
P4C	School Improvement Liverpool
TT Rockstars	Playtrockstars.com
Read Write Inc. / Fresh Start	Ruth Miskin
Maximising the Impact of Teaching Assistants (MITA)	MPTA
Oxford Owl	Oxford University Press
Success @ Arithmetic	School Improvement Liverpool
1st Class @ Number 1	School Improvement Liverpool
1st Class @ Number 2	School Improvement Liverpool
Mastering Number	NCTEM
Thinking Moves A-Z	Dialogue Works / School Improvement Liverpool
Vocabulary Project	School Improvement Liverpool
SPAG.com	
Charanga	Wise Music Group