

St Cuthbert's Catholic Primary School

Pupil Premium Strategy Statement



This statement details St Cuthbert's use of pupil premium (and recovery 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 outcomes for disadvantaged children last academic year.

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 to 2024-2025
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Claire Bellis-Knox <i>(Head Teacher)</i>
Pupil premium leads	Claire Bellis-Knox <i>(Head Teacher)</i> Kate Lunt <i>(Assistant Head Teacher)</i> Danielle Garvey <i>(Assistant Head Teacher)</i> Lorraine Fay <i>(Business Manager)</i>
Governor / Trustee lead	Tony Devine

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 148,448
Recovery premium funding allocation this academic year	£3733.75 School Led Tutoring £ 12,474 (3 instalments of £4158) Total: £ 16,207.75
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	£ 164,655.75

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 nurture the aspirations and ambitions of our young people to achieve well and become successful in life.

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

Our 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. It is the intention of St Cuthbert's Catholic Primary School for the attainment of non-disadvantaged children to be sustained and improved alongside the progress of their disadvantaged peers.

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.

Our strategy is also integral to wider school plans for education recovery following the Covid-19 pandemic, notably in its targeted support through School Led Tutoring for those children whose education has been worse affected, including non-disadvantaged children.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic analysis of data, not assumptions about the impact of disadvantage. The approaches that we have adopted complement each other in order to support our children to excel.

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. We intend to address these barriers through specific, realistic targets and with timely and appropriate intervention.
2. Will target funding in order to accomplish these targets for the benefit of all children inclusive of 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 in a timely manner.
6. Provide quality CPD to teaching and support staff.
7. Continuously monitor progress against our set objectives - redirecting and replanning where necessary in order to achieve the desired outcomes.
8. Monitor the progress of each individual pupil and ensure timely intervention where necessary.
9. Will work to lessen 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 on 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 and Emotional Literacy Checklist.
2	Children and their families are burdened with additional stresses: 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 are taking time to recover. Concerns raised through professional dialogue and the implementation of timely intervention have increased significantly in order to support our 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 quality enrichment opportunities to be accessed at home. The true potential of the skills, talents and interests of our children are therefore at risk of not being truly fulfilled.
4	Family disengagement in the learning process, due to 'education anxiety' or perceived weakness, 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.
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	A significant number of children in EYFS lack fundamental skills and this is reflected in the low number of children achieving expected standard in Literacy and Maths which is a growing concern. The pandemic has further inhibited progress being made in such areas, which is proving difficult to recover from as children progress through our school. The impact on GLD has and continues to be significant.																																																
7	<p>Our attendance data over the past two academic years indicates that attendance amongst disadvantaged children has been between 2.1% - 2.6% lower than non-disadvantaged.</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="6">Attendance 2021-2022</th> </tr> <tr> <th colspan="2">Whole School Attendance – school age children</th> <th colspan="2">Disadvantaged Attendance</th> <th colspan="2">Non disadvantaged Attendance</th> </tr> <tr> <th>children</th> <th>%</th> <th>children</th> <th>%</th> <th>children</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>168</td> <td>95.3%</td> <td>87</td> <td>94.3%</td> <td>81</td> <td>96.4%</td> </tr> </tbody> </table> <p>Our attendance data demonstrates the significant divide between disadvantaged and non-disadvantaged persistent absentees. In 2021-2022, accordingly to our termly analysis, 22.1% - 16.1% of disadvantaged children were persistently absent compared to 5.9%-3.6% of non-disadvantaged. Our assessments and observations indicate that absenteeism is impacting upon the progress being made by disadvantaged children.</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="6">PAs 2021-2022</th> </tr> <tr> <th colspan="2">Total PAs</th> <th colspan="2">PA % of disadvantaged cohort</th> <th colspan="2">PA % of non- disadvantaged cohort</th> </tr> <tr> <th>children</th> <th>%</th> <th>children</th> <th>%</th> <th>children</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>10.1%</td> <td>14</td> <td>16.1%</td> <td>3</td> <td>3.7%</td> </tr> </tbody> </table>	Attendance 2021-2022						Whole School Attendance – school age children		Disadvantaged Attendance		Non disadvantaged Attendance		children	%	children	%	children	%	168	95.3%	87	94.3%	81	96.4%	PAs 2021-2022						Total PAs		PA % of disadvantaged cohort		PA % of non- disadvantaged cohort		children	%	children	%	children	%	17	10.1%	14	16.1%	3	3.7%
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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 phonics and reading skills aiming to further diminish the gap between PP and non-PP children.	2024-2025 Year 1 Phonics outcomes will show more than 70% of disadvantaged children have met the expected standard.

	<p>KS1 Reading outcomes will show more than 63% of disadvantaged children have met the expected standard.</p> <p>KS2 Reading outcomes will show more than 85% of disadvantaged children have met the expected standard.</p> <p>From Clearly established baselines and analysis of identified gaps, RWI and Nfers, tracking will indicate good levels of progress.</p> <p>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.</p> <p>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.</p> <p>Freshstart - to continue to support children in upper KS2 to catch-up and develop fluent reading and writing skills, facilitating movement towards ARE.</p> <p>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.</p>
<p>To raise the standards of oracy, language development and vocabulary.</p>	<p>Modelling children's language allows staff to correct any grammatical errors that children may make in a positive way.</p> <p>Quality running commentary that accompanies a child's play. Staff provide children with vocabulary within a meaningful context.</p> <p>To develop more articulate and confident speakers with a widened, appropriate and rich vocabulary base.</p> <p>Staff further embed the Vocabulary Project (SIL) with the aim of providing 'a continued 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'</p> <p>NELI (Nutfield Early Language Intervention) - a programme for children in Reception (4-5 years) which has been found to improve children's language and early literacy skills.</p>

	<p>Talking Partners - is designed to improve the way children communicate across the curriculum, enabling them to become independent and skilful speakers and listeners.</p> <p>Wellcomm - speech & language toolkit</p> <p>EYFS TA received Early Years Reading Advocate Training to provide early oracy and reading support.</p> <p>NW3 Maths Hub Developing Mathematical Oracy in the Classroom - A research Innovation Work Group developing a greater understanding of oracy and how to support learners to understand and use mathematical language in structured stem sentences, sentence starters and generalised statements, thus supporting their reasoning skills.</p> <p>Assessments and observations will indicate significantly improved oral and written language amongst disadvantaged children.</p> <p>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.</p>
<p>PP children will be exposed to a wide range of educational and enrichment experiences and opportunities to further enhance the curriculum offer.</p>	<p>Sustained high levels of engagement in educational and enrichment activities by 2024-2025 demonstrated by:</p> <p>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</p> <p>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.</p> <p>Google doc - extra curricular activities (Children's University) logs the activity and hours of involvement.</p> <p>Subject Leader Reports include Pupil Voice representative of children across key stages from a range of vulnerability groups inclusive of PP.</p>
<p>To support the emotional wellbeing, resilience and self-esteem of children to enable them to engage within their learning.</p>	<p>Sustained high levels of wellbeing by 2024-2025:</p> <p>Children will continue to be encouraged to embrace extensive roles and responsibilities reflecting the importance of pupil</p>

	<p>autonomy, pupil relationships, sense of role modelling, and appreciation for each other.</p> <ul style="list-style-type: none"> ● Digital Leaders ● House Captains ● Maths Ambassadors ● Play Leaders (PALS) ● Reading Buddies ● School Councillors ● Worship Leaders ● Rotary Club members <p>Qualitative data from pupil voice, pupil and parent questionnaires and drop-in observations.</p> <p>Evidence celebrated and regularly updated on Gridmaker and Evidence me</p> <p>Disadvantaged children show greater confidence within conversing with peers, adults and to an audience.</p> <p>Evidence of increased self- awareness, self-esteem, self-confidence, resilience and engagement directly impacting on progress.</p> <p>ROAR 'Ralph' instilling a bounce-back attitude</p> <p>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 be interwoven through the academic year.</p>
<p>Parental engagement and involvement in their child / children's learning.</p>	<p>Home visits - A more personable and robust approach towards home visits will aid in establishing an immediate and highly productive home-school link. A proactive and forward planning measure of provision with a focus on avoiding reactivity.</p> <p>Parents to be invited (in person) to school events: parent evenings, assemblies, worship, sport, music, graduations and fayres etc</p> <p>Parenting classes, courses & support signposted globally via Dojo, website notices and to individuals in person:</p> <p>PTA HAF(Holiday Activities and Food Programme) Fareshare Child Health & Wellbeing (sleep support) Merseyside Youth Association Children's Centre YPAS - Crisis walk-in service</p>

	<p>Benefits advice Debt management advice Council tax support Housing Fuel & energy EU settlement Maths Breakfast Big Read Parent workshops Family Learning Week</p> <p>Provide disadvantaged children with devices enabling them to access online provision, tutorials, support materials and interactive resources.</p> <p>CPOMS - parental engagement and communication are logged and recorded.</p>
<p>To achieve and sustain improved attendance for all children, particularly our disadvantaged cohort</p>	<p>Sustained high attendance by 2024-2025 demonstrated by:</p> <p>The overall unauthorised absence rate for all children being no more than 1%, and the attendance gap between disadvantaged and their non disadvantaged peers being reduced by 0.5%.</p> <p>The percentage of all children who are persistently absent being below 12% and the figure among disadvantaged pupils being no more than 10% lower than their peers.</p> <p>Overall PP attendance to improve narrowing the gap between PP and Non-PP.</p> <p>EWO support, monitoring, timely intervention and escalation where appropriate.</p> <p>First day response / Home visits.</p> <p>Half termly attendance letter for those at risk or those who have recently dropped into the PA attendance category.</p> <p>Attendance Panel meetings</p> <p>Open door policy - strengthen communication</p> <p>Fareshare</p> <p>Support to access Extended School provision</p> <p>Attendance and punctuality incentives and rewards</p>

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: £ 193711.83

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments including training for staff to ensure assessments are interpreted correctly and accurately inform action planning.</p> <p>OTrack - an online pupil tracking software for EYFS through to Y6. The powerful suite of reports allows you to easily analyse attainment and progress.</p> <p>Evidence Me - observation and reporting app EYFS - Y6</p> <p>PIVATS - an assessment tool used in school to assess pupils who are working below their chronological age expectations within the National Curriculum. aspects of Reading, Writing and Maths.</p>	<p>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.</p> <p>A systematic review of standardised measures of attainment in literacy, mathematics, and science</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>4, 5 & 6</p>
<p>£ 660.35</p>		
<p>Employment of a teaching assistant in each class to deliver targeted</p>	<p>The percentage of disadvantaged children in each cohort ranges from 37% - 66%.</p>	<p>1, 4, 5, 6 & 7</p>

<p>intervention and support for disadvantaged children 0.5</p> <p>P4C</p> <p>Social stories</p> <p>Multi-Sensory Teaching</p> <p>Dyslexia Awareness Training</p> <p>Bucket Therapy</p> <p>Box Time</p> <p>Intensive Interaction</p> <p>Sensory Circuits</p> <p>Mastering Number</p> <p>Success @ Arithmetic</p> <p>1st Class @ Number 1</p> <p>1st Class @ Number 2</p>	<p>Intervention and support targeted at specific needs and knowledge gaps are an effective method to support low attaining children or those falling behind.</p> <p>One to one</p> <p>One to one tuition EEF</p> <p>Small groups</p> <p>Small group tuition EEF</p> <p>CPD for all support staff and school leaders:</p> <p>Maximising the Impact of Teaching Assistants (MITA)</p> <p>Maximising the Practice of Teaching Assistants (MPTA)</p> <p>MPTA / MITA Research</p>	
<p>£ 161042.21</p>		
<p>ELSA - Emotional Literacy Support Assistant trained in supporting social and emotional development.</p> <p>The content of the training consists of:</p> <p>Emotional Literacy</p> <p>Self Esteem</p> <p>Anger Management</p> <p>Social Skills</p> <p>Friendship Skills</p> <p>Therapeutic Skill</p> <p>Bereavement</p>	<p>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.</p> <p>An evaluation of the Emotional Literacy Support Assistant Programme 2021:</p> <p>An Evaluation of the Emotional Literacy Support Assistant (ELSA) Programme</p>	<p>1, 5, 6 & 7</p>
<p>£ 235</p>		
<p>ROAR – EYFS</p> <p>Training with a specific focus on EYFS to further support the whole school training based on ROAR. To further equip staff in identifying the signs and symptoms of a young child experiencing mental distress, gaining further insight into ways in which we are able to respond and build resilience in school.</p>	<p>The EYFS Roar Response is an evidence-based resilience focused mental health response model, created specifically for Early Years providers to further support the whole school in developing and supporting children’s mental health.</p> <p>Roar Response</p> <p>Guidance Report IMPROVING SOCIAL AND EMOTIONAL LEARNING IN PRIMARY SCHOOLS</p>	<p>1,2,3,4,6,& 7</p>

<p>ROAR Acknowledges the impact of ACE on children's lives and provides tools which can support building resilience.</p> <p>ROAR Lead – release cover to access training & to prepare and disseminate training to staff.</p>		
<p>£ 470</p>		
<p>RWI - DfE validated Systematic Synthetic Phonics programme:</p> <ul style="list-style-type: none"> ● Development Days ● Consultation ● Remote Progress Meetings <p>Aiming for a consistent and holistic approach to the delivery of phonics - early reading in conjunction with support from Childer Thornton English Hub.</p> <p>RWI resources purchased to support the teaching of early reading - comprehension books</p> <p>RWI Lead facilitates weekly support to all staff who deliver RWI sessions, focusing on:</p> <p>feedback re-grouping guidance training</p> <p>RWI decodable reading books (for home) purchased and parental information shared via school website.</p> <p>RWI Freshstart resources for children in upper key stage 2</p>	<p>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.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>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.</p> <p>An Introduction to Read Write Inc.</p>	<p>4, 5, 6 & 7</p>

<p>To fund ongoing training for RWI Lead including release time for Remote Progress Meetings, Development Days, Data analysis and re-grouping</p>		
<p>£ 1278.40</p>		
<p>LeAFE Support - Positive Handling Training for Senior Leaders in order to develop confidence in managing potentially harmful behaviours with distressed children.</p>	<p>Allowing for collaboration and exploration of practical and effective de-escalation techniques that can positively support our children.</p> <p>A child's behaviour has multiple influences, for those with more challenging behaviour, the approach should be tailored to individual needs.</p> <p>Staff who work with our children should be trained in specific strategies if supporting pupils with high behaviour needs.</p> <p>Consistency and coherence at a whole-school level are paramount and are more likely to have an impact when implemented as such.</p> <p>LeAFE Support uses a range of de-escalation techniques and individual strategies to support children to make choices necessary to manage their behaviour. Sometimes however, children may require physical support in order to ensure the safety of themselves and others. LeAFE (Learning Approaches For Everyone) Support is a supportive holding method to ensure the safety of the child who is displaying heightened behaviours and those around them. Our methods allow the child to have natural movement at all times and is not reliant on strength or equipment.</p> <p>https://www.leafetraining.com/</p> <p>Improving Behaviour in Schools EEF</p> <p>Behaviour interventions EEF (education endowment foundation.org.uk)</p>	<p>1, 2 & 3</p>
<p>£ 225.60</p>		

<p>The Mastering Number Programme (Reception, Year 1 & Year 2)</p> <p>The core professional development programme involving the lead teachers, maths subject lead and head teacher engaging in a range of synchronous and asynchronous online professional development.</p>	<p>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.</p> <p>Mastering Number is aimed at strengthening the understanding of number, and fluency with number facts, among children in the first three years of school.</p> <p>Supporting Research, Evidence and Argument NCETM</p> <p>Mastery learning EEF</p>	<p>4, 5, 6 & 7</p>
<p>£ 470.00</p>		
<p>Enrichment opportunities through the provision of regular, quality specialist teaching: Spanish and Computing.</p>	<p>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.</p> <p>Life skills and enrichment EEF</p>	<p>1, 2, 3, 6 & 7</p>
<p>£ 8783.83</p>		
<p>Investment in the EYFS outdoor area to ensure provision is equitable indoors and outdoors.</p>	<p>The EYFS recognises the importance of outdoor learning and states that young children must have access to outdoor spaces. Outdoor learning plays a crucial role in helping children make sense of the world and grasp the basic concepts of science</p> <p>Development Matters states that EYFS practitioners should provide plenty of open-ended resources for children to play with freely outdoors. It also states it's important to make time and space for children to become deeply involved in imaginative play outside.</p> <p>Learning outside the classroom - The Ofsted perspective Education Business</p> <p>Physical development approaches EEF</p>	<p>3, 4, 5, 6 & 7</p>

£ 3760		
Invest in quality laptops and i.pads for children to use in order to support them in accessing learning, intervention, research, self/peer assessment and feedback	<p>Technology impacts on education by serving as an essential teaching aid and facilitating a child's assimilation of knowledge. Teachers can source and utilise technological tools, which students can easily connect with to ensure a more profound and more effective learning process. For example, geography students can learn with the aid of Google maps and Google earth made available through technology instead of abstract learning.</p> <p>Teaching aids and technological tools likewise tend to save time without reducing the teaching's effectiveness. Intricate scientific illustrations, technical concepts, and cognitive learnings are more straightforward and more accessible with technology.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/digitalTech/EEF_Digital_Technology_Guidance_Report.pdf</p>	4, 5, 6 & 7
£ 193711.83		

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

Budgeted cost: £ 19413.04

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.	<p>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.</p> <p>School-led tutoring guidance</p>	1,2,3, 4, 5, 6 & 7

	Small group tuition EEF	
Recovery Premium £ 2725.06 School Led £ 8740.25		
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.	<p>Five Evidence Based Strategies: Scaffolding Explicit Instruction Cognitive and metacognitive strategies Flexible Grouping Use of technology</p> <p>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.</p> <p>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.</p> <p>EEF Blog: Five evidence-based strategies to support...</p> <p>One to one tuition EEF</p>	1, 4, 5, 6 & 7
£ 6242.07		
<p>RWI</p> <p>One-to-one tutoring to accelerate the progress of children, with 10 minutes one-to-one tutoring every day.</p> <p>RWI Fresh Start</p> <p>Daily intervention (one to one or small group) for children in Y5&6 finding it difficult to read accurately</p>	<p>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.</p> <p>Phonics EEF</p> <p>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.</p> <p>An Introduction to Read Write Inc.</p> <p>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.’</p>	4, 5, 6 & 7

<p>and fluently with good comprehension. Sessions rooted in phonics using age appropriate decodable texts.</p>	<p>Pupils on Read Write Inc. Fresh Start made 3 months additional progress in reading, measured using the New Group Reading Test.</p> <p>RWI Fresh Start - Ruth Miskin Phonics Training</p>																												
<p>Recovery Premium £ already detailed</p>																													
<p>SLA - Educational Psychology Service</p> <ul style="list-style-type: none"> ● Staff CPD ● Consultation Service ● Advisors ● Assessments according to need ● Pupil observation / report writing 	<p>Closing the disadvantage gap means finding better ways to support pupils with SEND.</p> <p>Guidance Report SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS</p> <p>Taylorred and personalised approach for the school globally in addition to individual children and families.</p> <p>Upskilling staff to be able to support the evolving needs of our school community:</p> <table border="1" data-bbox="555 987 1091 1856" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="3" style="background-color: #e0e0e0;">19% (42 children) SEND</th> </tr> <tr> <th style="background-color: #e0e0e0;">Primary area of need</th> <th style="background-color: #e0e0e0;">Number of children</th> <th style="background-color: #e0e0e0;">%</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e0e0e0;">Cognition & Learning</td> <td style="text-align: center;">6</td> <td style="text-align: center;">14.3</td> </tr> <tr> <td style="background-color: #e0e0e0;">SEMH</td> <td style="text-align: center;">15</td> <td style="text-align: center;">35.7</td> </tr> <tr> <td style="background-color: #e0e0e0;">Communication & Interaction</td> <td style="text-align: center;">7</td> <td style="text-align: center;">16.6</td> </tr> <tr> <td style="background-color: #e0e0e0;">Sensory & Physical</td> <td style="text-align: center;">2</td> <td style="text-align: center;">4.8</td> </tr> <tr> <td style="background-color: #e0e0e0;">ASD</td> <td style="text-align: center;">12</td> <td style="text-align: center;">28.6</td> </tr> <tr> <td style="background-color: #e0e0e0;">EHCP</td> <td style="text-align: center;">6</td> <td style="text-align: center;">14.3</td> </tr> <tr> <td></td> <td style="text-align: center;">2 final 2 draft 2 awaiting draft of application</td> <td></td> </tr> </tbody> </table>	19% (42 children) SEND			Primary area of need	Number of children	%	Cognition & Learning	6	14.3	SEMH	15	35.7	Communication & Interaction	7	16.6	Sensory & Physical	2	4.8	ASD	12	28.6	EHCP	6	14.3		2 final 2 draft 2 awaiting draft of application		<p>1, 3, 6 & 7</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 8355.19

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p>	<p>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.</p>	<p>1, 2 3, 4 & 7</p>
<p>£ 321.95</p>		
<p>Education Welfare Officer SLA -</p> <ul style="list-style-type: none"> ● Targeting PAs ● Targeting 91%-95% ● Agree strategies ● Prosecutions ● Penalty Notices Annual Register Check 	<p>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.</p> <p>Improving School Attendance</p>	<p>1, 2, 3, 4 & 7</p>
<p>£ 1869.66</p>		
<p>Liverpool HEARTS Attachment and Trauma Responsive Schools Project 2022</p> <p>Project Leads are registered to Chester University – 6 release days and additional research and reading days will be required.</p>	<p>Attachment, Trauma, Mental Health & Resilience</p> <p>RATIONALE:</p> <p>Children in the social care groups perform less well than their peers across all key stage 4 measures.</p> <ul style="list-style-type: none"> • These vulnerable children may present with behaviours that challenge staff. • High numbers of vulnerable children are subjected to suspensions. • School behaviour policies are often sanction led and do not always meet the needs of those 	<p>1, 2, 3 & 7</p>

	<p>with attachment, trauma or mental health needs (ATMH).</p> <ul style="list-style-type: none"> • Greater understanding of ATMH and embedding attachment aware and trauma informed practices can improve attendance, reduce disruptive behaviour, improve wellbeing. <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Guidance Report IMPROVING BEHAVIOUR IN SCHOOLS</p>	
£ 752.00		
<p>PIVATS PSED – a tool that can be used for assessing children’s independence and self-help skills; social awareness and relationships; behaviour for learning and emotional aspects.</p>	<p>Although many schools have found PIVATS PSED to be particularly useful for children with SEND who experience SEMH challenges, it can also be used more widely with groups and even whole classes. Many of the assessment criteria now have information and resources/guidance on how to develop those particular aspects of PSED with practical teaching and learning suggestions – so it is a very practical resource.</p> <p>It is a particularly useful tool at the moment in light of the COVID situation and the fact that OFSTED highlighted the large number of children who have regressed in terms of social and emotional learning. Also, the EEF toolkit highlights that social and emotional learning may increase children’s progress by an additional four months.</p>	1, 2, 3 & 7
£ 84.60		
<p>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.</p>	<p>Research by the Education Endowment Foundation has shown that effective strategies for metacognition and self-regulation:</p> <ol style="list-style-type: none"> 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 	2, 4, 5 & 6

	Thinking Moves A – Z supports every step of the EEF's recommended framework for metacognition and self-regulated learning.	
£ 94.00		
Staff training in Rainbows Bereavement Support in order to offer high quality training in bereavement and loss, and will support school in reviewing and developing their own bereavement policy and procedures.	<p>95% of children in Key Stage 2 agreed that the group gave them a safe place to talk about their feelings</p> <p>100% of head teachers (30 heads of primary and secondary schools) agreed that Rainbows is a valuable resource for supporting vulnerable children in school.</p> <p>86% of head teachers believed that children who had participated in the programme now engage more positively with school life.</p> <p>97% of the head teachers agreed that being involved in the programme had helped to develop the professional skills of the staff.</p> <p>AN EVALUATION OF THE DIRECT IMPACT OF THE RAINBOWS PROGRAMME IN SUPPORTING CHILDREN AND YOUNG PEOPLE IN SCHOOLS WITHIN SOUTH YO</p>	1, 2, 3 & 7
£ 94.00		
Curriculum Cabin with quality supporting resources.	<p>Achieving a high quality external learning environment, equipped with quality resources, creating experiences and opportunities that are comparable both indoors and outdoors.</p> <p>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).</p> <p>Research evidence on reading for pleasure</p>	1, 2, 3, 5, 6 & 7
£235.00		
£ Recovery Premium		
EYFS & KS1 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. Curriculum cabin	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.	1, 5 6

	Judit Horvath Learning and Development: Sensory Rooms	
£ 3290.00		
House Point System and Reward Celebrations - providing memorable incentives that may not otherwise be experienced.	<p>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.</p> <p>Improving:</p> <ul style="list-style-type: none"> ● 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
£ 470		
Breakfast Club and After School Club - offer subsidised provision to disadvantaged children / families	<p>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.</p> <p>Breakfast clubs found to boost primary pupils' reading writing... EEF</p> <p>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.</p> <p>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.</p> <p>Extending school time EEF</p>	1, 4, 5, 6 & 7
£ 454.49		
Provide children with school uniform, PE kit (including footwear and outerwear).	<p>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.</p> <p>Equity for all is essential in an inclusive school, all children should feel proud, feel they belong and in turn feel motivated to learn.</p> <p>School uniform EEF</p>	2, 3, 4 & 7

£ 219.49		
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.	<p>Participation within the arts are proven to have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>Arts participation EEF</p> <p>Physical activity has important benefits in terms of health, wellbeing and physical development.</p> <p>Physical activity EEF</p> <p>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.</p>	1, 3, 4, 5, 6 & 7
£ School budget will be allocated as opportunities arise.		
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) £1000 of which PP will be £470		

Total budgeted cost:

Detail	Total Expenditure
Pupil premium funding allocation this academic year	£ 148448
Pupil premium funding expenditure this academic year	£ 221480.06
Delegated school budget allocated to further support Pupil Premium children	£ 73032.06

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils were taking time to embed and impact was achieved slower than had been anticipated.

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.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils was 2.1% higher than their peers in 2021/22 and persistent absence 12.4% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

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

