

# 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	210 Reception - Year 6 242 2YO - Year 6
Proportion (%) of pupil premium eligible pupils (122 PP incl EYSPP)	50.4%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2023-2024 to 2025-2026
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Claire Bellis-Knox <b>(Head Teacher)</b>
Pupil premium leads	Claire Bellis-Knox <b>(Head Teacher)</b> Kate Lunt <b>(Assistant Head Teacher)</b> Danielle Garvey <b>(Assistant Head Teacher)</b> Lorraine Fay <b>(Business Manager)</b>
Governors (Associate)	Pat Moloney (Chair) Tony Devine (Associate)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 157131.90
Recovery premium funding allocation this academic year	£7467.50 Recovery Premium £870.00 Recovery Premium LAC  Total: £8337.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£165469.40

## 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 re-planning 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 (inclusive of enrichment opportunities), which is appropriately adapted whilst striving 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.
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 (with the exception of an anomaly cohort) has and continues to be significant.
7	Our attendance data over the past two academic years indicates that attendance amongst disadvantaged children has been between 1.7% - 2.1% lower than non-disadvantaged.

Attendance 2022-2023					
Whole School Attendance – school age children		Disadvantaged Attendance		Non disadvantaged Attendance	
children	%	children	%	children	%
171	94.7%	91	93.9%	80	95.6%
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%

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.

In 2022-2023, accordingly to our termly analysis, 22% - 14.9% of disadvantaged children were persistently absent compared to 8.6% - 7.5% of non-disadvantaged.

Our assessments and observations indicate that absenteeism is impacting upon the progress being made by disadvantaged children.

PAs 2022-2023					
Total PAs		PA % of disadvantaged cohort		PA % of non-disadvantaged cohort	
children	%	children	%	children	%
26	15.2%	20	22%	6	7.5%
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.	<p>2025-2026</p> <p>Year 1 Phonics outcomes will show more than 75% of disadvantaged children have met the expected standard.</p> <p>KS1 Reading outcomes will show more than 65% 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>The tracking of data between initial teacher assessments / analysis of identified gaps to periodic assessments (RWI, Star Assessment) and end of year assessments (NFER's &amp; SAT's) 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 &amp; 5 progress will be analysed through a range of assessment tools at various points throughout the academic year e.g. RWI, Star, NFER</p>
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.

	<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>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 &amp; language toolkit that quickly identifies areas of concern in language, communication, and interaction development in order to ensure early targeted intervention.</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 2025-2026 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:</p> <p>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>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 2025-2026:</p> <p>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 e.g.</p> <ul style="list-style-type: none"> <li>● Eco Leaders</li> <li>● School Councillors</li> <li>● Worship Leaders</li> <li>● Rotary Club members</li> </ul> <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 aids 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 continue to be invited (in person) to school events: parent evenings, assemblies, worship, stay &amp; pray, read with me, maths breakfasts, sport, music, graduations and fayres etc</p> <p>Parenting classes, courses &amp; support signposted globally via Dojo, website notices and to individuals in person:</p> <p>PTA</p> <p>HAF (Holiday Activities and Food Programme)</p> <p>Fareshare</p> <p>Child Health &amp; Wellbeing (sleep support)</p> <p>Merseyside Youth Association</p> <p>Children's Centre</p> <p>YPAS - Crisis walk-in service</p> <p>Benefits advice</p> <p>Debt management advice</p>



	<p>Council tax support Housing Fuel &amp; 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>
To achieve and sustain improved attendance for all children, particularly our disadvantaged cohort	<p>Sustained high attendance by 2025-2026 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 15% 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>Attendance Panel meetings – Support / Support / Challenge</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 on a weekly, half termly, termly and annual basis.</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: £241545.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of assessment tools and tracking systems including training for staff to ensure assessments are interpreted correctly and accurately inform action planning.</p> <p><b>OTrack</b> - 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><b>Evidence Me</b> - observation and reporting app EYFS - Y6</p> <p><b>PIVATS</b> - an assessment tool used in school to assess pupils who are working below their chronological age expectations within the National Curriculum in aspects of Reading, Writing and Maths.</p> <p><b>STAR Assessment</b> - an assessment tool to assess pupil's reading and comprehension skills after completing RWI to analyse optimum reading level and gaps in learning.</p> <p><b>Accelerated Reader</b> - a tool in line with home reading books to enable teaching staff to analyse children's understanding and comprehension of home reading texts.</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 href="#">A systematic review of standardised measures of attainment in literacy, mathematics, and science</a></p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	4, 5 & 6
£1072.51		
<p>Employment of a teaching assistant in each class to deliver targeted intervention and support for disadvantaged children 0.5</p> <p>P4C</p>	<p>The percentage of disadvantaged children in each cohort ranges from 37% - 66%.</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>	1, 4, 5, 6 & 7

<p>Social stories</p> <p>Comic Strip Conversations</p> <p>Bucket Therapy</p> <p>Box Time</p> <p>Intensive Interaction</p> <p>Fresh Start / RWI Tutoring</p> <p>Rainbows</p> <p>ELSA</p> <p>Lego Therapy</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>Paired Reading &amp; Cued Spelling</p>	<p><a href="#">One to one tuition   EEF</a></p> <p>Small groups</p> <p><a href="#">Small group tuition   EEF</a></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><a href="#">MPTA / MITA Research</a></p>	
£202104		
<p>ELSA - Emotional Literacy Support Assistant trained in supporting social and emotional development. 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 <b>positive outcomes</b> 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><a href="#">An Evaluation of the Emotional Literacy Support Assistant (ELSA) Programme</a></p>	1, 5, 6 & 7
£226.76		
<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>ROAR Acknowledges the impact of ACE on children's lives and provides tools which can support building resilience.</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><a href="#">Roar Response</a></p> <p><a href="#">Guidance Report IMPROVING SOCIAL AND EMOTIONAL LEARNING IN PRIMARY SCHOOLS</a></p>	1,2,3,4,6,& 7

ROAR Lead – release cover to access training & to prepare and disseminate training to staff.		
£- NA		
<p>RWI - <a href="#">DfE validated Systematic Synthetic Phonics programme</a>:</p> <ul style="list-style-type: none"> <li>• Development Days</li> <li>• Consultation</li> <li>• Remote Progress Meetings</li> </ul> <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 Fresh Start resources for children in upper key stage 2</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>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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></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><a href="#">An Introduction to Read Write Inc.</a></p>	<p>4, 5, 6 &amp; 7</p>
£1761.87		
<p>Accelerated Reader: A powerful tool for monitoring and managing independent reading practice while promoting reading for pleasure.</p>	<p>Accelerated Reader (AR) is a digital whole-class reading management and monitoring programme that aims to foster independent reading among primary and secondary pupils. The internet-based software initially screens pupils according to their reading levels using Star Reading Assessment and suggests books that match their reading age and reading interest. Pupils</p>	<p>2, 3, 4, 5 &amp; 7</p>

<p>To fund the implementation of training for English Lead including release time for implementing and monitoring the system with the support from Renaissance.</p> <p>To receive three one-hour remote training sessions and six hours of whole school training. Training sessions help to ensure that the Home Reading library is prepared for the intervention, show teachers how to use quizzes and analyse the data that they generate.</p> <p>Introduction and training of staff to ensure the effective implementation and maintenance of the tool.</p> <p>Allocate staff and time to ensure that quality reading materials are categorised according to their ZPD using the Accelerated Reader Book finder.</p> <p>Investment in quality reading material to support the tool.</p>	<p>take computerised quizzes on the books they have read, and quiz performance allows teachers to monitor pupil's progress in reading.</p> <p>EEF: AR was very well received by the vast majority of teachers, teaching assistants, and librarians who perceived positive impacts on pupil reading ability, reading stamina, and attitudes.</p> <p><a href="#">Accelerated Reader (re-grant)   EEF</a></p> <p>Renaissance: Students develop reading skills most effectively when they read appropriately challenging books – difficult enough to keep them engaged but not so difficult that they become frustrated. Regular STAR Reading assessments determine each student's current reading level and the range of book levels within which the student ought to be reading in order to make the greatest progress. Students respond to regular feedback and are motivated to make progress with their reading skills.</p>	
£1143.78		
<p>The Mastering Number Programme (Reception, Year 1 &amp; 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><a href="#">Supporting Research, Evidence and Argument   NCETM</a></p> <p><a href="#">Mastery learning   EEF</a></p>	4, 5, 6 & 7
£ - NA		
<p>Mastery Development Project</p> <p>Developmental workgroup for Maths Lead and lead teacher to</p>	<p>Pupil outcomes:</p> <ul style="list-style-type: none"> <li>- Using schools' internal data and reflections by teachers, Lead Teachers can demonstrate that improved pupil learning is taking place.</li> </ul>	4,5,6 & 7

research and observe the teaching of Mastery. Range of professional development opportunities including observing good practise and termly bespoke Mastery Specialist support visit.	<ul style="list-style-type: none"> <li>- All pupils show a positive attitude towards mathematics, enjoy learning the subject and demonstrate a growth mind-set.</li> </ul> <p>Practice development:</p> <p>For lead participant teachers:</p> <ul style="list-style-type: none"> <li>- develop the ability to plan, teach and reflect upon effective mathematics lessons that reflect a teaching for mastery approach.</li> </ul> <p>Teachers in the participant school will:</p> <ul style="list-style-type: none"> <li>- improve their ability to plan effective mathematics lessons that reflect a teaching for mastery approach</li> </ul> <p><a href="#">Mastery learning   EEF</a></p>	
£669.83		
Enrichment opportunities through the provision of regular, quality specialist teaching: Spanish, Computing & PE	<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><a href="#">Life skills and enrichment   EEF</a></p>	1, 2, 3, 6 & 7
£13681.02		
<p>Investment in the outdoor areas Including the installation of Trim Trails) to ensure provision is equitable indoors and outdoors.</p> <p>The development of a safe and purposeful outdoor provision is aimed at enabling children to freely access appropriate spaces where they are able to explore, reflect &amp; self-regulate</p>	<p>The importance of outdoor learning is paramount for young children in order to develop, they 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 freely outdoors. It also states it's important to make time and space for children to become deeply involved in imaginative play outside. This is prevalent to all of our children inclusive of PP and SEND.</p> <p>Outdoor Learning may provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor learning interventions can</p>	3, 4, 5, 6 & 7

	<p>support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes.</p> <p><a href="#">Learning outside the classroom - The Ofsted perspective   Education Business</a></p> <p><a href="#">Physical development approaches   EEF</a></p> <p><a href="#">Outdoor adventure learning   EEF</a></p>	
£20886.06		

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

Budgeted cost: £241545.80

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><a href="#">School-led tutoring guidance</a></p> <p><a href="#">Small group tuition   EEF</a></p>	1,2,3, 4, 5, 6 & 7
School contribution 75% £11103.75		
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:</p> <ul style="list-style-type: none"> <li>Scaffolding</li> <li>Explicit Instruction</li> <li>Cognitive and metacognitive strategies</li> <li>Flexible Grouping</li> <li>Use of technology</li> </ul> <p>Evidence shows that weaving in the specific approaches will enable us to deftly adapt our teaching, bringing out</p>	1, 4, 5, 6 & 7

	<p>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><a href="#">EEF Blog: Five evidence-based strategies to support...</a></p> <p><a href="#">One to one tuition   EEF</a></p>	
£2990.00		
<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&amp;6 finding it difficult to read accurately and fluently with good comprehension. Sessions rooted in phonics using age appropriate decodable texts.</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><a href="#">Phonics   EEF</a></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><a href="#">An Introduction to Read Write Inc.</a></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> <p>Pupils on Read Write Inc. Fresh Start made 3 months additional progress in reading, measured using the New Group Reading Test.</p> <p><a href="#">RWI Fresh Start - Ruth Miskin Phonics Training</a></p>	4, 5, 6 & 7
Recovery Premium £10083.00		
<p>SLA - Educational Psychology Service</p> <ul style="list-style-type: none"> <li>• Staff CPD</li> <li>• Consultation Service</li> <li>• Advisors</li> <li>• Assessments according to need</li> <li>• Pupil observation / report writing</li> </ul>	<p>Closing the disadvantage gap means finding better ways to support pupils with SEND.</p> <p><a href="#">Guidance Report SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS</a></p> <p>Tailored 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>	1, 3, 6 & 7



	16.2% (39 children) SEND			
	Primary area of need	Number of children	%	
	Cognition & Learning	5	12.8	
	SEMH	11	28.2	
	Communication & Interaction	9	23	
	Sensory & Physical	3	7.7	
	ASD	11	28.2	
	EHCP	9 6 final 1 draft 3 awaiting draft of application	23	
£ 2700.00 Ed Psych				

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Officer</p> <p>Absence, and particularly persistent absence, is an immediate challenge we are facing along with schools up and down the country.</p> <p>With clear links between poor attendance and poor attainment and behaviour, tackling persistent absence is an important part of improving outcomes for all children.</p> <p>Attendance Officer's Role is to work in collaboration with the HT, SLT and</p>	<p>To facilitate a thoughtful and diagnostic approach, wider systems within the school need to work effectively. Teachers and school leaders must be able to reliably gather, report, access and analyse data, and work together to take appropriate and targeted actions.</p> <p><a href="#">EEF blog: Addressing attendance: Getting below the surface</a></p> <p>Our analysis of data is reflective of national trends whereby children from socio-economically disadvantaged backgrounds are</p>	1,2,3, 4, 5, 6 & 7

<p>Class based staff to:</p> <ul style="list-style-type: none"> <li>- Raise the profile of attendance and punctuality within the school community</li> <li>- Maximise the overall percentage of pupil attendance and punctuality.</li> <li>- Reduce the number of pupils who of persistently absent (90% or below) or severely absent (50% or below)</li> <li>- Provide support advice and guidance for parents, pupils and staff.</li> <li>- Develop clear procedures for the maintenance of accurate registration for pupils.</li> <li>- Ensure a systematic approach to gathering, analysing and acting upon attendance data.</li> <li>- Ensure there is a proactive whole school approach that embeds a consistency of practice.</li> <li>- Continue to promote effective partnerships with the Local Authority, Children's Services, School Health and other partner agencies</li> </ul>	<p>nearly twice as likely to be persistently absent than their class friends.</p> <p>The attendance interventions that show promise take a holistic approach in understanding pupils and their specific need, and which address the specific barriers to attendance that have been identified.</p> <p><a href="#">Supporting attendance   EEF</a></p> <p>Well-designed communications with families can be effective for improving attendance and supports positive relationships through two-way communication. School communication with parents is likely to be more effective if it is personalised, linked to learning, framed positively, and promotes parent efficacy and partnership with the school. Effective communication considers frequency, timing, audience and potential barriers such as inaccessible language and professional jargon.</p> <p><a href="#">Communicate effectively with families   EEF</a></p> <p>The problem with headline attendance figures is that they don't tell us much about the problem: they just tell us there is a problem. The percentage is only the beginning of the story.</p> <p>To devise a potentially effective solution, we need to go beyond the 'symptom' of absence and explore possible underlying causes to more precisely diagnose the issue that we are trying to solve.</p> <p>By looking more closely at attendance data and talking with students and families, a range of different issues can be uncovered, which will be both individual and contextual.</p> <p><a href="#">EEF blog: Addressing attendance: Getting below the surface</a></p>	
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£10508.10		
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.	1, 2 3, 4 & 7
£362.88		
Education Welfare Officer SLA - <ul style="list-style-type: none"> <li>● Targeting PAs</li> <li>● Targeting 91%-95%</li> <li>● Agree strategies</li> <li>● Prosecutions</li> <li>● Penalty Notices Annual Register Check</li> </ul>	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. <a href="#">Improving School Attendance</a>	1, 2, 3, 4 & 7
£3876.00		
POD - Outdoor Library  With limited internal space within the footprint of the school building, we have been unable to create a quality space for a school library which is impacting on the reading opportunities that are made available to all within our school community. One POD will be dedicated to a quality and well-resourced library, a reading haven and a place of peace in an otherwise busy primary school. A space where children will be able to truly be immersed within 'Reading for Pleasure'.	National Literacy Trust: For the 1 in 11 children growing up without any books at home, school is often the first opportunity for children to discover the magic of reading. And yet, a quarter of disadvantaged primary schools in England do not have a library.  Nazneen Ahmed Pathak, author and Primary School Library Alliance Ambassador: Primary school libraries are the key way for children from ALL backgrounds to discover the books of their dreams. With one in eleven children on Free School Meals not owning a book of their own, a school library can sometimes be the only way especially if we're to have a future generation of lifelong readers who come from all walks of life.  <a href="#">Literacy Trust - libraries for primaries / life.</a>	1, 2, 3, 4, 5, 6 & 7

	<p>An effective school library has been proven to have a positive, long-term impact for children.</p> <p>School libraries have been found to impact pupils' general academic attainment, reading and writing skills. School libraries have also been found to have an impact on pupils' reading enjoyment, reading behaviour and attitudes towards reading. Motivation and attitudes in particular have been connected to school.</p> <p><a href="#">Benefits and Impact of School Libraries</a></p> <p>The school library is incredibly important. It's a place where everyone comes to share, to learn, for challenge, for ambition, to inspire and be inspired, and the space around it has become crucial too.</p> <p><a href="#">SLA - Impact of school libraries</a></p>	
£38614.14		
<p>Resourcing a school library:</p> <p>The teaching of reading continues to be a major focus and is led by the desire for children to read widely, to read fluently and to develop good reading habits based on a love of books. Investment in a quality and well-resourced library whereby our children are empowered to make their own choices about what they read and in turn make the choice to read for pleasure.</p> <p>Fiction, Non-fiction and poetry book choices will have representation focusing on:</p> <ul style="list-style-type: none"> <li>- Celebrating inclusivity</li> <li>- Challenging Gender Stereotypes</li> <li>- Equality &amp; Diversity</li> <li>- Multicultural characters</li> <li>- Multicultural illustrators &amp; authors</li> <li>- Disability</li> </ul>	<p>DfE Research Evidence on Reading for Pleasure:</p> <p><a href="#">Research evidence on reading for pleasure - GOV.UK</a></p> <p>A growing number of studies show that promoting reading can have a major impact on children and adults and their future. Upon reviewing the research literature, Clark and Rumbold (2006) identify several main areas of the benefits to reading for pleasure:</p> <ul style="list-style-type: none"> <li>- Reading attainment and writing ability</li> <li>- Text comprehension and grammar</li> <li>- Breadth of vocabulary</li> <li>- Positive reading attitudes</li> <li>- Greater self-confidence as a reader</li> <li>- Pleasure in reading in later life</li> <li>- General knowledge</li> <li>- A better understanding of other cultures</li> <li>- Community participation</li> <li>- A greater insight into human nature and decision-making.</li> </ul> <p>Evidence suggests that reading for pleasure leads to increased attainment.</p>	1, 2, 3, 4, 5, 6 & 7

<ul style="list-style-type: none"> <li>- Neurodiversity</li> <li>- Inspirational people of colour</li> <li>- Dual Language</li> </ul>		
£1647.05		
<p>POD - Outdoor Intervention Room</p> <p>With limited internal space within the footprint of the school building, we have been unable to create a quality space for interventions to be facilitated impacting on quality, uninterrupted support and provision being made available to our children. One POD will be dedicated to being a quality and appropriately resourced, intervention room allowing children to be focused for sustained periods of time. A place where children can feel safe to be themselves and to have the space to become fully immersed within the bespoke support available to them:</p> <ul style="list-style-type: none"> <li>- School Lead Tutoring</li> <li>- RWI Tutoring</li> <li>- ELSA</li> <li>- Lego Therapy</li> <li>- ROAR</li> <li>- Educational Psychologists</li> <li>- Seedlings</li> <li>- ADHD Foundation</li> <li>- Together Trust</li> <li>- PSS (A service to support children with a parent in prison and children whose parents have been in prison and have recently been released to cope with their family member's sentence)</li> <li>- Cafcass</li> </ul>	<p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>Positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching. There is also evidence that working with teaching assistants can lead to improvements in pupils' attitudes.</p> <p><a href="#">Teaching Assistant Interventions   EEF</a></p> <p>A positive and purposeful learning environment can boost enjoyment and engagement. It can also help to enrich teaching and learning and improve academic performance. Therefore, it's essential that schools strive to ensure that they are providing their students with the best possible learning environment. Effective learning environments promote a strong sense of community, leaving children feeling valued, respected and connected. For children whose home lives are unpredictable or unstable, a secure, welcoming learning environment in school can help to provide assurance and certainty.</p> <p><a href="#">How to Create a Positive Learning Environment   Key Strategies.</a></p>	1, 2, 3, 4, 5, 6 & 7
£38614.14 (pods £33620.63 furniture £4238.56 blinds £754.95)		
<b>PIVATS PSED</b> – a tool that can be used for assessing children's independence and self-help skills;	Although many schools have found PIVATS PSED to be particularly useful for children with SEND who experience SEMH challenges, it can	1, 2, 3 & 7

social awareness and relationships; behaviour for learning and emotional aspects.	<p>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>	
£ - NA		
£ Recovery Premium		
<p><b>Sensory Resources</b></p> <p>A safe, purposeful and well-resourced space, intentionally allocated / created to provide multi-sensory resources to support our children with sensory needs to enable them to engage in communication and learning.</p>	<p>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.</p> <p>Judit Horvath <u>Learning and Development: Sensory Rooms</u></p>	1, 5 6
£775.83		
<p>House Point System and Reward Celebrations - providing memorable incentives that may not otherwise be experienced.</p>	<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"> <li>● attendance (incentive)</li> <li>● punctuality (incentive)</li> <li>● engagement within learning</li> <li>● self confidence</li> <li>● self esteem</li> <li>● motivation</li> <li>● collaboration with peers - developing a sense of community</li> <li>● resilience</li> <li>● determination</li> </ul>	1, 2, 3, 6, 7
£300		

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><a href="#">Breakfast clubs found to boost primary pupils' reading writing...   EEF</a></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 hour's 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><a href="#">Extending school time   EEF</a></p>	1, 4, 5, 6 & 7
£1000.00		
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><a href="#">School uniform   EEF</a></p>	2, 3, 4 & 7
£ 574.61		

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><a href="#">Arts participation   EEF</a></p> <p>Physical activity has important benefits in terms of health, wellbeing and physical development.</p> <p><a href="#">Physical activity   EEF</a></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
£2849.97		
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) £2000 of which PP will be £1008		

**Total budgeted cost: £127007.50**

Detail	Total Expenditure
Pupil premium funding allocation this academic year	£165469.40
Pupil premium funding expenditure this academic year	£368553.30
Delegated school budget allocated to further support Pupil Premium children	£203083.90



## 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 2022/23 academic year, drawing on national assessment data: EYFS, key stage 1 (inclusive of the phonics check) and key stage 2 and our own internal summative and formative assessment.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

EYFS - GLD		
Cohort (30)	Disadvantaged (11)	Non Disadvantaged (19)
73.3%	72.7%	73.7%
Phonics Check - Working at or above		
Cohort (27)	Disadvantaged (17)	Non Disadvantaged (10)
74.1%	58.8%	100%
KS1 SATs		
Cohort (31)	Disadvantaged (12)	Non Disadvantaged (19)
Reading - EXS		
64.5%	41.7%	78.9%
Writing		
61.3%	33.3%	78.9%
Maths		
71%	50%	84.2%
RWM		
58.1%	33.3%	73.7%
KS2 SATs		
Cohort (26)	Disadvantaged (16)	Non Disadvantaged (10)

Reading		
88.5%	93.8%	80%
Writing (TA)		
76.9%	75%	80%
Maths		
92.3%	93.8%	90%
RWM Combined		
76.9%	75%	80%

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Absence among disadvantaged pupils was 1.7% higher than their peers in 2022/23 and persistent absence 14.5% 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. We have appointed an Attendance Lead who works alongside the Safeguarding Team to support children and families in enduring that children are in school every day and on time.

Despite clear identification of vulnerable groups and measures taken to safeguard and support our 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 adaptive teaching to meet diversity and complexity of need will continue to remain at the core of in-school provision and practice.

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.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present *on course* to achieve the outcomes we set out to achieve by 2025/26, 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.

## 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
STAR Reading	Renaissance
Accelerated Reader	Renaissance
Ready, Steady, Write	Literacy Counts
EdShed	EdShed
Read Write Inc. / Fresh Start	Ruth Miskin
SPAG.com	SPAG.com
White Rose Hub	White Rose Education
TT Rockstars	Playtrockstars.com
Transforming Teaching	Ambition Institute
Provision Mapping	Edukey
Evidence Me	2 Simple
Clicker	Crick Software
Charanga	Wise Music Group
Thinking Moves A-Z	Dialogue Works / School Improvement Liverpool

