



Pupil premium strategy statement

St. Cuthbert's RC Primary School (St Cuthbert's Catholic Primary from 1st December 2020)

School overview

| Metric | Data |
|---|--|
| School name | St. Cuthbert's Catholic Primary School |
| Pupils in school | 185 |
| Proportion of disadvantaged pupils | 29% |
| Pupil premium allocation this academic year | £52821 |
| Academic year or years covered by statement | 2019-21 |
| Publish date | September 2020 Due to COVID 19 |
| Review date | July 2021 |
| Statement authorised by | Mrs C Barrett (Headteacher) |
| Pupil premium lead | Mrs C Barrett |
| Governor lead | Mrs B Bookless |

Disadvantaged pupil progress scores for 2018-19 (last published data)

| Measure | Score |
|---------|---------------------------|
| Reading | -1.7 (7 pupils in cohort) |
| Writing | +1.6 (7 pupils in cohort) |
| Maths | +5.6 (7 pupils in cohort) |

Disadvantaged pupil performance overview for 2018-19 (last published data)

| Measure | School Disadvantaged and scaled score |
|----------------------------------|---------------------------------------|
| Reading | 43% 97.6 |
| Writing | 76% 99.6 |
| Mathematics | 100% 106 |
| Meeting expected standard at KS2 | 43% 101.7 |
| Achieving GDS standard at KS2 | 0% |

Strategy aims for disadvantaged pupils

| Measure | Activity |
|------------|---|
| Priority 1 | Enable disadvantaged children to develop skills in early reading through quality first teaching of phonics and targeting intervention. Develop their fluency, |

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| | comprehension, confidence and enjoyment in reading to improve reading outcomes. |
| Priority 2 | Ensure curriculum development and planning enables disadvantaged children to obtain the skills and knowledge needed to improve their outcomes. |
| Barriers to learning these priorities address | Gaps in phonological knowledge and comprehensions skills due to lack of engagement in reading outside of school. |
| Projected spending | £ 52821 |

Teaching priorities for current academic year (2020-21)

| Aim | Target | Target date |
|-------------------------|---|-------------|
| Progress in Reading | Achieve above national average progress scores in KS2 Reading | July 21 |
| Progress in Writing | Achieve above national average progress scores in KS2 Writing | July 21 |
| Progress in Mathematics | Achieve above average KS2 Mathematics progress scores | July 21 |
| Phonics | Achieve above national average expected standard in PSC | July 21 |
| Other | Improve attendance of disadvantaged pupils and decrease % of persistent absence to be below national average. | July 21 |

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1

| Measure | Activity |
|---|---|
| Priority 1 | Ensure all relevant staff (including new staff) have received training to deliver the phonics scheme effectively. |
| Priority 2 | Ensure targeted phonic interventions linked to phonic assessment address gaps in phonological knowledge. |
| Barriers to learning these priorities address | Gaps in phonic knowledge due to lack of practice while reading. Parents/ carers not as engaged in the importance of reading outside of school. |
| Projected spending | £14,584 |

Targeted academic support for current academic year

| Measure | Activity |
|---|--|
| Priority 1 | Develop pupils' comprehension skills and understanding of what they read through targeted support. |
| Priority 2 | Provide targeted interventions for disadvantages pupils that are falling behind national age-related expectations in reading, writing and mathematics. |
| Barriers to learning these priorities address | Pupils not reading daily outside of school. Gaps in phonic knowledge preventing fluent reading of text. |
| Projected spending | £31819 |

Wider strategies for current academic year

| Measure | Activity |
|---|---|
| Priority 1 | Employ the services of a part-time attendance officer to support families with attendance and provide additional support for families to help get their children to school. |
| Priority 2 | Provide opportunities for pupils to access resources to support mental health and wellbeing, and extra-curricular and enrichment activities. |
| Barriers to learning these priorities address | High attendance absence and persistent absence. Pupil mental health which impacts learning. Access to extra-curricular activities due to cost (residential). |
| Projected spending | £6418 |

Monitoring and Implementation

| Area | Challenge | Mitigating action |
|----------|---|---|
| Teaching | All staff are provided with training and development in the delivery of phonics and reading in order to have a consistent approach to high quality teaching of early reading/ reading skills. | Staff professional development provided by the Phonics Lead and English Lead. Staff given time to observe the delivery of quality phonics and reading skills sessions. |

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|------------------|---|--|
| | <p>Ensure that priority is given to staff professional development and workload for teaching staff is monitored.</p> | <p>Staff professional development is linked to School Development Plan priorities.</p> <p>Inset days match the needs of staff development.</p> <p>Subject leads are given time to monitor subject and develop their subject knowledge.</p> <p>Staff supported by the Senior Leadership Team to develop their skills in managing a subject.</p> |
| Targeted support | <p>Gaps in learning are correctly identified using all forms of assessment.</p> <p>Interventions match the needs of children.</p> <p>Engage parents/carers in the priorities in learning across the school.</p> | <p>Teaching staff and SLT regularly meet to discuss the progress of children and agree timetable for interventions.</p> <p>Interventions are delivered by learning support staff who have high level of expertise.</p> <p>They are monitored for the impact on progress and quality of delivery.</p> <p>Provide regular workshops for parents at convenient times.</p> <p>Ensure parents are aware in advance of dates and given reminders.</p> <p>Create a welcoming and friendly atmosphere to engage parents.</p> |
| Wider strategies | <p>Engage with families to promote good attendance at school.</p> <p>Encourage disadvantaged children to engage with help and support for positive mental health.</p> <p>Encourage disadvantaged children to access extra-curricular/enrichment activities.</p> | <p>Attendance officer, Admin Officer and SLT work together to ensure that attendance is given a high priority in school. It is closely monitored and actions are taken as required.</p> <p>Provide access to a counselling service for children.</p> <p>Provide funding to support pupils to access residential trips/clubs.</p> |