

Pupil premium strategy statement – St Cuthbert Mayne Roman Catholic Primary School

This statement details our school'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 pupils last academic year.

School overview

Detail	Data
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	9.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2026- updated for 23/24
Date this statement was published	31/12/2023
Date on which it will be reviewed	1/12/2024
Statement authorised by	Amy O'Donovan
Pupil premium lead	Olivia Wilkin
Governor / Trustee lead	Kevin Sloan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 34,330
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ nil
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ nil
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 34,330

A: Pupil premium strategy plan

Statement of intent

At St Cuthbert Mayne, our intention is that all pupils regardless of background and challenges make good progress and achieve at least expected progress in all areas. The focus of this Pupil Premium Strategy is to realign the life chances for these children in order that they achieve as well as their non-Pupil Premium peers and enjoy the same breadth of experiences. We recognise the importance of attendance at school in order to achieve this. The strategy reflects our commitment to work with our parents to support the children's emotional health and wellbeing and learning outcomes.

We recognise that high quality teaching is the best lever to improve outcomes for pupils and this strategy is designed with it at the centre. Additionally, it recognises the need for targeted academic strategies implemented rigorously to improve outcomes for all. The implementation of wider strategies aimed at supporting pupils eligible for Pupil Premium funding are identified in the strategy. We recognise that Quality First Teaching has the greatest impact on closing the disadvantaged attainment gap and will benefit all pupils. The use of robust diagnostic assessments, qualitative assessments and careful monitoring of progress is central to this strategy.

Our key prioritised skill in school is reading and our Pupil Premium Strategy Plan underpins this to ensure equality of access to the curriculum for disadvantaged children.

Challenges

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

Challenge number	Detail of challenge
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1	The impact of underdeveloped early language and vocabulary gaps.
2	Ensuring all children make at least expected progress in Reading, Writing and Maths.
3	Supporting poor social and emotional development and regulation, which in turn prevents children maximising progress.
4	Ensuring all children have access to a broad and balanced curriculum and extra-curricular offer to maximise school engagement.
5	Supporting families to minimise the financial impact of school
6	Maximising parental engagement.

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
That all disadvantaged pupils in EYFS meet GLD at the end of the school year.	Observations and formative assessments demonstrate progress and indicate where adaptations to planning should be made. Progress across all areas is reviewed with class teachers weekly and provision adapted. Early intervention put in place to ensure children keep up instead of catching up.
That all disadvantaged pupils make at least expected progress in reading, writing and maths.	Progress is monitored by class teachers and subject leaders and adaptations to planning are made. Data is analysed at pupil progress meetings termly by Headteacher, Senco and Assessment leader. Targeted interventions and Quality First Teaching meet needs and results in progress.

To achieve and sustain improved social and emotional confidence for disadvantaged pupils.	That disadvantaged pupils can demonstrate confidence and use strategies to help them stay regulated and able to learn. Use qualitative data via pupil voice and observations to demonstrate progress.
That all disadvantaged pupils have at least 95% attendance.	The Headteacher and attendance officer monitors attendance and engages with families.
That disadvantaged pupils are emotionally supported and ready to learn.	That disadvantaged pupils are offered pastoral care provision, enrichment opportunities and family support when needed.
That parents are engaged in their children's reading and are able to support their children.	The parents of disadvantaged children know how to support their children at home and the positive impact that this will make on their children's progress.
Children to have access to extra-curricular clubs and equipment	All children experience more than the National Curriculum requirements and take up opportunities for enrichment activities.
Parents are supported with payments for trips and resources.	Financial barriers for families are removed.

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.

Budgeted cost: £ 16,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers and LSAs to work with small groups targeting identified gaps in knowledge and skills.	Increased pupil confidence when tested indicates good impact of this approach. Planning to be adapted in line with need. Class teachers are working collaboratively with staff delivering interventions to ensure maximum impact. Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 2
Revisit prior learning via 'flashback' sessions in lessons (Core and Foundation subjects)	Evidence of positive impact on securing knowledge 2020-22 Centre for Educational Statistics and Evaluation 'Cognitive Load Theory: Research that teachers really need to understand' 2017 Teaching for mastery – Mark McCourt Effects of preteaching on Maths Achievement Lally and Miller 2006	1,2
Maths sessions focusing on number fluency and times tables	To enable children to access key vocabulary, practice key strategies and embed knowledge. Use planning, strategies from NCTEM (KS1) and Number Sense (KS2)	2
Enable all children to be confident, fluent, accurate readers	Read, Write Inc' to support early phonics and reading Interventions to support individualised learning needs Evidence of significant impact on early phonics and reading. Systematic Synthetic Phonics programmes have a strong evidence base and demonstrate a positive impact on word reading EEF OFSTED subject reviews Eng 2022 DfE Reading Framework 2023 Read Write Inc (DfE validated systematic synthetic phonics programme) training to implement writing in EYFS and KS1	1,2
Focused CPD on sharing best practice – improve knowledge,	EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)	1,2,3

motivate staff, develop teaching techniques and embed practice		
All staff encouraged to consider completing NPQs to support their professional development. Four members of staff completing these during 2023-24.	National Professional Qualifications (NPQs)	1,2,3

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

Budgeted cost: £8,500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Run ELKLAN sessions for children who have been identified as having specific barriers to speech and language and communication across the school.	School progress data Some of the children identified are supported by a Surrey speech and language therapist who works closely with our ELKLAN trained LSA to provide support.	1,2
Personalised Speech and Language support	Evidence of positive impact in previous years on early language development. Previous engagement in programme based on EEF research https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants	1,2

	https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-language-interventions Use of CELF 5 assessments to provide targeted approach	
Increase opportunities for disadvantaged pupils to read with an adult in school e.g. Fast Track Tutoring. Inclusion in Read Write Inc groups as necessary.	Reading progress regarded as the key to access all areas of learning. Phonics EEF (educationendowmentfoundation.org.uk)	1,2
LSAs to lead a high impact intervention based on evidence and need.	Impact evidenced using EEF MITA Report and Internal Data	1,2,3
Teacher led small group intervention to support arithmetic skills	Data evidence from EEF impact of 1-1 tuition targeted at specific needs and data resulting from when approach was used 2022-2023	1,2
Book groups for disadvantaged children. Children to work cross phase and create information for parents and share their love of reading.	Parental engagement EEF (educationendowmentfoundation.org.uk)	6

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

Budgeted cost: £9,830.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appropriate nurture support to help pupils with their emotional and social development. We aim to improve their resilience and ability to emotionally regulate which will lead to a better engagement in learning.</p>	<p>EEF – Improving Literacy in Key Stage 1 and 2.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement. Efforts to promote SEL skills may be especially important for children from disadvantaged backgrounds, who on average have weaker SEL skills at all ages than their better off peers. This matters for a range of outcomes, as lower levels of SEL skills are associated with poorer mental health and academic attainment. There is also evidence to suggest that the benefits of SEL may extend to teachers and to the school environment, including a less disruptive and more positive classroom climate, and teachers reporting lower stress levels, higher job satisfaction, better relationships with their children, and higher confidence in their teaching. - EEF</p>	<p>3</p>
<p>Emotional Literacy Support Assistant (ELSA) to run individual and group sessions to emotional resilience and develop social skills.</p>	<p>Previous experience indicates that those with low self-esteem, lack of confidence or social difficulties benefit, and the impact is seen in their overall academic progress.</p>	<p>3</p>
<p>Using Zones of Regulation</p>	<p>EEF: Improving Social and Emotional Learning in primary Schools identifies positive impact</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/primary-sel</p>	<p>3</p>

Ongoing monitoring of attendance and follow up actions. HT and attendance officer to monitor attendance.	Excellent level of attendance ensures maximum learning opportunities. Engagement improves outcomes. DfE guidance Working together to improve school attendance.	6
The Senco provides support for children with barriers to happiness and progress.	The Senco has a strong record of high impact on children who are in emotionally difficult places. Evidence: NFER Recovery during a pandemic: the ongoing impacts of Covid-19 on schools serving deprived communities 2021	3
The HSLW provides personalised support to families who need extra support.	The HSLW has a strong record of high impact on supporting families who are in need. Evidence: NFER Recovery during a pandemic: the ongoing impacts of Covid-19 on schools serving deprived communities 2021	3
Provide a broad support offer to support emotional wellbeing e.g. Zones of Regulation	Prior experience shows that this enables children to develop emotional resilience and feel more confident with learning. Children who are emotionally regulated are ready to learn. These intervention strategies have demonstrated impact for pupils previously EEF Social and Emotional Learning demonstrates evidence of improved outcomes for learners.	3,5
		3
Provide targeted speech and language support	Evidence that the SALT targets effectively	1,2

<p>School to provide technology if required</p> <p>Support families when parental literacy is a barrier to learning</p>	<p>Enable all children to continue to learn at home. Engage parents and support progress. EEF evidence</p>	<p>4</p>
<p>Children are provided with enrichment opportunities to broaden their educational experiences and develop confidence</p>	<p>Previous experience indicates to us that these experiences build confidence, improve social skills and have an impact on pupil engagement and over all academic success.</p>	<p>4,5</p>
<p>Provide financial support for breakfast, after school club, school clubs and enrichment days for children who would not otherwise have these experiences.</p>	<p>Children have a richer educational experience and the opportunity to nurture talent. The impact of relieving the financial pressure felt by parents is apparent. The ability to respond to need has been highly valued by families.</p>	<p>5,6</p>
<p>A percentage of costs for the residential trips in Year 6 and all the costs for other trips are paid for.</p>		

Total budgeted cost: £34,330

Part B: Review of the previous academic year Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year (2023-2024), drawing on national assessment data and our own internal summative and formative assessments.

16* Pupil Premium Children	Below Expected	Expected or above	Above expected
Reading	3 (18.75%)	10 (62.5%)	3 (18.75%)
Writing	9 (56.25%)	5 (31.25%)	2 (12.5%)
Maths	5 (31.25%)	10 (62.5%)	1 (6.25%)

Not included in the above table are the two children in Reception. One child achieved a good level of development.

In Year 6, three children had EHCPs, two of which had low attendance due to EBSA and did not sit the SATs papers. The two children who did not sit SATs are not included in the above table.

Phonics check was 100% at Year 1 and there were no resits.

The multiplication check average was 23 – above the national average with a difference of 1 mark between PP and non-PP pupils.

Use of funds for RWI have shown significant improvement in Phonics and reading scores for all pupils including PP and this in on an upwards trend so will continue. The ELSA team are pivotal in our work with many of our PP children and most have contact with an ELSA on a regular basis throughout their time at our school. The emotional support this provides ensures that they can be ready to learn when in class- our ELSA's are fully trained and attend regular updates, network meetings and supervision.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupil's performance, including attendance, behaviour and wellbeing. As a result, we have added some money for personal development to support pupil premium children with extra-curricular activities, trips, extended schools and so forth.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
RWI- ensuring excellent phonic understanding leading to quicker ability to read.	Read Write Inc.
ELSA intervention for PP pupils especially at transition points.	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

The service pupil premium was used to support the challenges identified and intended outcomes. Small group support and access to wider strategies including ELSA were seen as having impact on children's wellbeing and outcomes.

The impact of that spending on service pupil premium eligible pupils

Service children achieved expected progress in Maths and Writing and more than expected progress in Reading.

