

Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Cuthbert with St Matthias CE School
Number of pupils in school	160
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 2022-2023 2023-2024
Date this statement was published	31 December 2022
Date on which it will be reviewed	31 December 2023
Statement authorised by	Gillian Putterill
Pupil premium lead	Gillian Putterill
Governor / Trustee lead	Hamish Adourian

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,425
Recovery premium funding allocation this academic year	£4,495.00
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	£105,920

Part A: Pupil premium strategy plan

Statement of intent

- We seek to ensure that all our pupils, including disadvantaged pupils, are supported via planning, resources and provision to access our curriculum regardless of starting points. Where there is disadvantage, we are able to use funding to provide adult support, resources and training to ensure that our objectives are able to be met.
- We use our current Pupil Premium funding to provide an HLTA mentor, trained in SEN and as a DSL. Given our large EAL cohort, we use some of our Pupil Premium funding to provide an HLTA EAL trained practitioner.
- Our strategy plan aims to ensure that Pupil Premium pupils have support to meet the following school objectives despite disadvantage due to starting points:

1) IMPROVE LEARNING PROGRESS IN READING, MATHS AND WRITING BY IMPROVING QUALITY AND PITCH OF LEARNING FOR ALL GROUPS OF LEARNERS, INCLUDING THOSE IN EYFS

- EYFS GLD needs to be in line with national.
- Phonics data needs to be in line with national.
- KS1 Reading data needs to be in line with national.

2) INCREASE THE PERCENTAGE OF PUPILS ATTAINING GDS IN READING, WRITING, MATHS

- KS2 GDS should be in line with national averages.

3) FULLY EMBED A RICH, INSPIRING, BROAD CURRICULUM ENSURING THAT OUR PUPILS ARE MENTALLY HEALTHY AND WELL PREPARED FOR THEIR FUTURES AS VALUABLE CITIZENS IN BRITAIN

Our cohort of pupils include those from abroad, those with cultural capital deficit, SEN needs and those coming from challenging home situations. We need to ensure they are in school, and having access to an enriching curriculum that will additionally provide for the positive mental health and enabling them to be valuable British citizens.

Challenges

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

Challenge number	Detail of challenge
1	Pupils often display multiple vulnerabilities which provide barriers to learning: such as EAL, communication and social emotional difficulties, mobility, trauma due to past experiences, lack of cultural opportunities and experiences. High quality planning in order to ensure high quality teaching are therefore essential.
2	Attendance and well-being: Our data, pupil voice and monitoring and discussions with pupils and families have identified social and emotional issues for many pupils, due to a lack of enrichment opportunities within the home environment during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Our persistent absentees are disadvantaged pupils.

3	Communication barriers due to past experiences, current experiences or EAL: Assessments, monitoring, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and are more prevalent among our disadvantaged pupils than their peers.
4	Monitoring, assessments, observations, and discussions with pupils have indicated that disadvantaged pupils have greater difficulties with phonics than their peers. This negatively impacts their development as readers and their ability to access the school curriculum generally.
5	Mobility is a key issue as we need to fill gaps in learning in addition to other vulnerabilities when pupils arrive from a different setting.

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
1)IMPROVE LEARNING PROGRESS IN READING, MATHS AND WRITING BY IMPROVING QUALITY AND PITCH OF LEARNING FOR ALL GROUPS OF LEARNERS, INCLUDING THOSE IN EYFS	<ul style="list-style-type: none"> • EYFS GLD needs to be in line with national. • Phonics data needs to be in line with national. • KS1 Reading data needs to be in line with national.
2)INCREASE THE PERCENTAGE OF PUPILS ATTAINING GDS IN READING, WRITING, MATHS	<ul style="list-style-type: none"> • KS2 GDS should be in line with national averages.
3)FULLY EMBED A RICH, INSPIRING, BROAD CURRICULUM ENSURING THAT OUR PUPILS ARE MENTALLY HEALTHY AND WELL PREPARED FOR THEIR FUTURES AS VALUABLE CITIZENS IN BRITAIN	<ul style="list-style-type: none"> • Ensure that attendance percentages are in line with national averages. • We will deliver a broad and culturally rich learning experience for all pupils regardless of disadvantage. • We will contribute with some financial support for disadvantaged pupils to attend cultural experiences in order that they have access to an enriching curriculum that will additionally provide for the positive mental health and enabling them to be valuable British citizens

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: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD	<p>‘Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes, and this guidance further reflects this, offering recommendations on how to improve professional development and design and select more impactful PD.’</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>Teacher-professional-development.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	1, 3, 4, 5
EAL practitioner (HLTA)	<p>Small group tuition has an impact by providing additional support that is targeted at pupil needs. The reduction in the ratio of pupils to teacher compared to a regular classroom setting also allows for closer interaction between educators and pupils. When implementing small group tuition, schools should consider how to ensure that these active ingredients have a positive impact through:</p> <ul style="list-style-type: none"> • Accurately identifying the pupils that require additional support. • Understanding the learning gaps of the pupils that receive small group tuition and using this knowledge to select curriculum content appropriately. • Ensuring teachers are well-prepared for having high quality interactions with pupils, such as delivering well-planned feedback. • Ensuring that small group tuition is well-linked to classroom content. <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1,3,4,5

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring and intervention teacher	<p>1. Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>3. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.</p> <p>4. Providing training to the staff that deliver small group support is likely to increase impact.</p> <p>5. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1,3,4,5

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of an HLTA with training in SEN, as a DSL and mentoring.	<p>'Schools are best placed to know their communities, know their families and know their children.</p> <p>When we use the word 'behaviour' we can quickly assume that it relates solely to strategies to manage misbehaviour in the classroom. Crucial as these are, there is another dimension: how teachers can also explicitly support pupils' 'learning behaviours'. As we teach these, developing and strengthening learning behaviours in our pupils, they become more motivated, engaged, and determined to succeed.</p> <p>So, what do we mean by learning behaviours? A learning behaviour can be thought of as a behaviour that is necessary in order for a person to learn effectively in the group setting of the classroom (Ellis and Todd, 2018).'</p> <p>Learning behaviours EEF (educationendowmentfoundation.org.uk)</p>	2

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Y2, 3 PP pupils Y6, 9 PP pupils						
Summer 1 TA	Reading		Writing		Maths	
	PP	NPP	PP	NPP	PP	NPP
Y2 (21chn) PP-3; NPP-18 chn	33% GDS:0%	61% GDS:11%	0% GDS:0%	44% GDS:0%	33% GDS:0%	67% GDS:6%
Y6 (28chn) PP-9; NPP-19 chn	56% GDS:11%	70% GDS:20%	56% GDS:0%	47% GDS:11%	75% GDS:11%	74% GDS:32%

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
NA	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

