

Pupil premium strategy statement – St Cuthbert’s Catholic Academy

1. Summary information					
School	St Cuthbert’s Catholic Academy				
Academic Year	2021/2022	Total PP budget	£125,360	Date of most recent PP Review	March 2022
Total number of pupils	196	Number of pupils eligible for PP	89	Date for next internal review of this strategy	July 2022

2. Current attainment 2019		
2018/19 KS2 Results NO STATUTORY TESTING 2019/20 or 2020/21	Pupils eligible for PP (14 children eligible at SCCA)	Pupils not eligible for PP (national average)
% achieving in reading, writing and maths	71%	86% (65%)
% making progress in reading	86%	86% (73%)
% making progress in writing	79%	93% (78%)
% making progress in maths	93%	93% (79%)

3. Barriers to future attainment	
In-school barriers	
A.	Inadequate speech development – Families of pupils with pupil premium require more support and advice on basic speech development on entry than any other group.
B.	Reading – 79% of pupils in Key Stage Two (2019) achieved RWM combined with 71% of pupil premium pupils. In all cases either reading or writing were the limiter with 93% of all pupils achieving mathematics.
C.	Writing – was the limiting factor in accessing (KS2 results 2019) RWM combined (National 65%,) however this year progress in writing was an issue for some pupil premium pupils.
External barriers	
D.	Impact of pandemic on deprivation factors - COVID 19 has added additional stress factors to those families already living in poverty, lack of access to face to face education for part of the school year in 2020/21 and 2019/20
E.	Attendance - pupil premium data shows a huge improvement over the course of the last three years in this area. As lockdown hit in March 2020 the school attendance stood at 96.49% and the pupil premium group were just below that of their peers (96.0%). It also championed that the year before at the end of the year there were only 1% of this group being classified as persistently absent. In March 2020 for example, this stood at 9%. Two years later as we begin to leave the pandemic March 2022 this figure stands at 14.2%. The way COVID has impacted on attendance means that school must continue to focus upon high quality efforts to remove this barrier. The aim is for this group of pupils to maintain this high level of attendance and low levels of persistent absence in the remaining year ahead.
4. Desired outcomes	

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increased rate of progress of pupil premium pupils in reading and writing, within Key Stage Two through careful identification through DAFITAL and low stakes assessments	Majority of pupils make good progress across the school (DAFITAL and DATA Drop evidence) in reading and writing
B.	Rapid progress for pupil premium pupils identified (by SENDCO/Class Teachers) as still having poor speech and language within Key Stage Two	Pupils receive appropriate support from the speech and language programme (SHINE and internal SSA led programme) with progress charted in DAFITALs and Data Drops as well as exit (discharge) figures from SALT
C.	Improve attendance levels for pupil premium pupils above national average	2021/22 to conclude with attendance for Pupil Premium pupils at 96% or better with persistent absence reducing from the previous year
D.	Reduce any lateness and persistent absence figures for pupil premium pupils	14% of pupil premium group (sixteen pupils) are persistently absent in March 2022 (just at the start of exit of the pandemic with restrictions easing) yet only 1% in 2020. The schools aims for a return to the previous three year trend .
E.	Improve to and maintain EYFS Pupil Premium outcomes in line with National Average	Achieve EYFS PP GLD and maintain at national average (Nat:71.8% in 2018/19) being in line with National Average.
F.	Improve the quality of opportunities for pupils to work on their knowledge of wellbeing	Quality pupil voice and school council responses relating to pupil premium pupils' journey through school.

5. Planned expenditure

Academic year **2021/22**

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Maximise levels of attainment and rate of progress of pupil premium pupils in reading and writing within Key Stage Two	Class based SSA support in classes targeting pupils identified through assessments so pupils are fluent readers/writers by the end of Key Stage Two Use of literary canon/writing SOL to provide high quality language models, with teacher guidance Implementation of Read Write Inc scheme Fresh Start	Pupils' fluency across the school needs improvement across the school Systematic implementation of the literary canon/writing SOL and modelling of planning in KS2 have been unable to be applied consistently in light of the pandemic Fresh Start is implemented within the school and sessions tailored to pupils' needs. Writing Revolution course attended by MCO, LJA, LHI with English champions being part of that journey Gaps identified as part of ongoing assessments. These are plugged and support given through 121/Catch Up Premium/Tutoring.	DAFITAL/Assessment Meetings in line with policy. Master classes offered termly as part of SSA CPD sessions EAL Support for those with language barriers	MCO/HKN DFS ASH	Termly by SS
Total budgeted cost					£28,501.08

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Rapid progress (from often well below ARE to in line by end of EYFS) for pupil premium pupils identified (by SENDCO/Class Teachers) as having poor speech and language	SHINE Speech Therapist supported by full time SALT SSA in school	<p>Caseload when assessed in 2021/22 Autumn term remained heavy on the number of pupil premium. COVID has created additional barriers to the implementation of developments.</p> <p>EYFS On Entry Baseline 2021 indicated level of S&L for pupil premium pupils that is well below that of their expected age.</p> <p>The current Year 1 and 2 classes both have 27% of the cohort speaking English as their second language (a proportion of whom are Pupil Premium).</p>	<p>Half Termly Review meetings between SENDCO and SHINE therapist implemented tracking pupils and exploring impact of intervention, identifying new pupils to be targeted.</p> <p>Plan, Do, Reivew Meetings exploring pupil progress following interventions and readdressing/focusing completed in light of that information.</p> <p>Half Termly Review with SS</p>	<p>DFS (SENDCO) with SHINE THERAPIST</p> <p>HKN</p> <p>SSM</p>	<p>Half Termly by DFS, and SS</p> <p>Half Termly by HKN, and SS</p>
Total budgeted cost					£29,500.00
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Maintain attendance levels for pupil premium pupils above national average	Pastoral Team and PWO work on engaging with those that fail to attend school with an effective administration team supporting their analysis and engagement	Support for pupils in engaging with school and addressing attendance issues in line with school policy, with a particular focus upon those pupil premium pupils who did not attend school during the lock down COVID 19 pandemic. Pupil premium data has begun to improve across the year groups however, it is still less than before teh pandemic.	<p>Half Termly analysis of attendance data by our attendance officer and cross trust lead.</p> <p>Review of pupil premium attendance by cross trust lead alongside supervision sessions with Exec Head</p> <p>Direct discussions with parents who choose to take up their holidays at</p>	<p>DSA</p> <p>SSM/DSA/AMu</p> <p>AMU/SSM</p>	Half Termly AMu, DSA SSM

	Support for pupil premium children with school educational trips and extended visits including before and after school clubs	Evidence shows that pupil premium attendance on days of school trips and swimming is lower than that of their peers and of those pupil premium pupils that have family holidays these are often taken during term time. These pupil premium families often explain that they choose to take their child out of school during term time as they save money compared to holiday time.	this time of year/not send their child to school (non COVID related).	AMU	
Reduce lateness and persistent absence figures for pupil premium pupils	Pastoral Team and PWO work on engaging with those that are persistently absent or late.	Strong set of results at the end of 2018/19 could not be maintained during the pandemic, however two years of slow improvements were beginning to be seen. Pupils mainly at home, some pupils in school due to key worker/vulnerable status In*(2018/19 pre pandemic) attendance and punctuality of pupil premium groups in years EYFS (96.24%) and 5 (96.74%) were below their non-pupil premium peers. The Y5 cohort has now left our school, however the Year R pupils are now in Year 2. Both this class and the year below require a focus to ensure that their attendance improves. (Y2 - 10% and Year 2 12% of the pupil premium cohort are currently in the persistently absent group.	Half Termly analysis of attendance data by cross trust attendance officer. Reviews discussed with governors to support strategies to maintain sustained improvement.	SSM/AMu/DSA	Half Termly SSM, DSA
Improve the quality of opportunities for pupils to work on positive attitudes to exercise and wellbeing	PE Subject Lead will work on engaging with those pupils that have poor emotional and physical health	Improve the quality of opportunities within our school grounds for pupils to work on positive attitudes to exercise and wellbeing in light of COVID Pupil premium families regularly have periods within the school year where they require additional support usually following a family crisis. COVID 19 has increased this situation. Having secured funding to improve the grounds further, funding has been secured to create an improved MUGA. Use of this MUGA through engagement with PE lead is the next focus	Monthly meetings led by RST and site team. Coaching of welfare staff to support delivery with children Use of Pupil Voice	RST and SSM	Half Termly RST, SSM, /AMU £61,703.92
Total budgeted cost					£107,001.08
Contingency					£12,703.92
Total Spend Including Contingency					£119,705.00

6. Review of expenditure				
Previous Academic Year		2020/21 £98,770		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increased attainment and rate of progress of pupil premium pupils in reading and writing within Key Stage Two	<p>Class based SSA support in classes targeting pupils identified through DAFITAL so pupils are fluent readers by the end of Key Stage Two</p> <p>Use of literary canon to provide high quality language models, with teacher guidance</p> <p>Implementation of Read Write Inc scheme Fresh Start</p>	<p>Pupils' fluency across the school needs improvement across the school</p> <p>Some pockets of improvement have been seen however pandemic absence has continued to impact.</p> <p>Systematic implementation of the literary canon has improved staff knowledge, reading remains a concern. Early evidence of fluency improvements (reading wpm) shows promise in the techniques being used.</p> <p>Fresh Start is implemented within the school and sessions tailored to pupils' needs. Staffing issues to cover sessions were creatively overcome, SSAs responsible continue to confirm this works, however teachers share concern over what pupils are missing within lessons.</p> <p>Gaps identified as part of DAFITAL are plugged and support given through 121/Catch Up Premium. DAFITALs did not take place to the extent they have in previous years, COVID has affected teaching.</p>	<p>Fluency is having an impact and so continue into 2021/22</p> <p>Fresh Start is having an impact and so continue into 2021/22, however review the times of intervention and balance with the canon.</p> <p>DAFITAL when they were in place were having an impact but they were unable to continue. Reinstate the process so that pupils and staff can continue with this effective support into 2021/22</p>	£4821.00
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Rapid progress for pupil premium pupils identified (by SENDCO/Class Teachers) as having poor speech and language	SHINE Speech Therapist supported by full time SALT SSA in school	<p>Caseload when assessed in 2020/21 Autumn term remained heavy on the number of pupil premium. COVID has continued to create barriers to the implementation of developments.</p> <p>EYFS On Entry Baseline 2020 indicated poor S&L for pupil premium pupils. This continued into the year and 2021 show similar picture. Impact of COVID not allowing toddler groups and health visitors within the family homes.</p> <p>The current Year 1 pupils have 43% of the cohort speaking English as their second language (25% of whom are Pupil Premium) This class have moved on a year group, significant improvement in their language progress in phonics.</p>	<p>Work on speech and language is having an impact at a classroom level for those individual pupils and so continue into 2021/22</p> <p>Explore the need for plan do review strategies within SENDO review sessions for certain pupils so intervention at a higher level can be sourced.</p>	£30,000
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iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Maintain attendance levels for pupil premium pupils above national average	Pastoral Team and PWO work on engaging with those that fail to attend school with an effective administration team supporting their analysis and engagement Support for pupil premium children with school educational trips and extended visits including before and after school clubs	<p>Support for pupils in engaging with school and addressing attendance issues in line with school policy, with a particular focus upon those pupil premium pupils who did not attend school during the lock down COVID 19 pandemic. Attendance is a concern, in particular persistently absent. Pupils require more time in school to confirm the impact of this.</p> <p>Pupil premium families continue to need more support than those of non pupil premium families. The school supports carefully and wisely however attendance remains a concern.</p>	Continuation of this approach as attendance is improving and mid year reviews show its impact. COVID has again impacted on school's ability to engage but when school has it has been impactful. Therefore we will continue into 2021/22	Total £63,949
Reduce lateness and persistent absence figures for pupil premium pupils	Pastoral Team and PWO work on engaging with those that are persistently absent or late	<p>Pupils mainly at home the previous year and some pupils in school find it difficult to break the the routines secured during worker/vulnerable times</p> <p>Focus upon this group now in Y2, these children have made progress however two repeat offenders, with families that find life a struggle means that this experience will support these families and more.</p>	Reduction in persistent absence over the course of the year (still not at ideal levels) means this strategy is having an impact and so continue into 2021/22	
Improve the quality of opportunities for pupils to work on positive attitudes to exercise and wellbeing	Resilience Committee and School council will work on engaging with those pupils that have	Improve the quality of opportunities within our school grounds for pupils to work on positive attitudes to exercise and wellbeing in light of COVID MUGA has been built and is in regular use.	Use of the grounds is having an impact and so continue into 2021/22	

	poor emotional and physical health	Positive impact on pupil and staff wellbeing.	More work to be undertaken on clubs and ideas about improving provision currently offered.	
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