



# St Cuthbert's C of E Primary School Pupil Premium Strategy 2017/18



**Pupil Premium funding 2017/18: £25,660**

**Proportion of the cohort: 16%**

**Number of pupils currently in receipt of pupil premium: 19**

Our Motto 'Learning and Growing Together' provides the framework for education in our federation. We are committed to providing the highest quality education for all our children regardless of background or barrier to learning in all aspect of school life

## *Learning*

### *We develop a lifelong love of learning*

Taking pleasure in learning, having high aspirations and the opportunity to work towards our aspirations is at the heart of our pupil premium strategy

### *We take pride in everyone's achievements and successes*

Being a successful learner and understanding how to do this is a priority for our pupil premium children.

## *Growing*

### *We encourage and embrace challenge*

Socio-economic disadvantage does not equate to 'low ability' and ability is not fixed. We are ambitious for our pupil premium children

### *We learn to make responsible choices and become independent*

Having self-efficacy builds independence. We promote the belief that change is down to you and that you can exert control over what happens to you and to others.

## *Together*

### *We share our Christian values within our communities*

Strong relationships built on respect, understanding and patience underpins the success of our strategy

### *We nurture and care for each other*

We know that supporting our families and engaging our parents will make a huge difference to all of our children, particularly to our pupil premium children.



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## Understanding barriers

Talking to pupils, families and staff and thoroughly scrutinising data shows us that each child in receipt of pupil premium has different barriers to learning. These barriers are indeed not unique to children in receipt of pupil premium and therefore by tackling barriers there can be a wider impact. Barriers include:-

1. Low self-efficacy (having a belief that we can improve and a desire to do so) teamed with low confidence and self-esteem of some pupils which impacts greatly on their motivation to learn and therefore their academic progress.
2. Very little quality, purposeful time outside to talk, share and learn alongside an adult.
3. Narrow range of first hand experiences to enrich and broaden horizons.
4. Language deficit - a gap in vocabulary and a lack of ability to manipulate language for effect.
5. A significant percentage of children in receipt of pupil premium also have specific special needs.
6. Some children in receipt of pupil premium join the school part way through the school year.

## Tackling barriers

Pupil Premium Spending 2017/18

The school received £25,660 pupil premium funding linked to barriers to learning.

### Strategy A – linked to barriers 1, 2, 5 and 6

The school spends £10,000 of its pupil premium on staffing. Each pupil premium child has pupil premium champion who works alongside the classteacher to identify the individual's strengths and barriers to learning. They work with the child to address the 6 specific areas above – realising aspiration, being a successful learner, being ambitious, building self-efficacy, developing relationships and engaging families. They formulate a personal plan with the child and deliver intervention.

### Strategy B – linked to barriers 1, 3 and 5

The school spends £5,000 of its pupil premium budget on ensuring pupils can access a wide range of educational experiences. We fund trips, visits and if needed school journeys so that children are able to participate and then relate their experiences to learning in the classroom and link them to their personal aspirations. Our pupil premium children can also attend breakfast club free of charge if this helps with attendance, punctuality, nourishment and a positive start to the day. Homework club is also available free of charge if children do not have a quiet space to work at home.

### Strategy C – linked to barriers 1 and 4

Analysis of school data and barriers to learning shows that often our more vulnerable learners, (some of whom are in receipt of pupil premium) do not reach age related expectations in English



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## Pupil Premium Strategy 2017/18



due to a language deficit - a gap in vocabulary and a lack of ability to manipulate language for effect. Often, children do not present a growth mindset and can have low self-efficacy. £5,000 is spent on development, training and resources to support staff in improving outcomes for pupils in English.

### **Strategy D – linked to barriers 1, 2 and 5**

The school spends £5,000 of its pupil premium budget on therapeutic input (some of which is free) plus the leadership time to arrange this. Some of our most vulnerable learners have had difficult experiences in their lives which causes anxiety which acts as a barrier to learning. The school uses external providers to provide solution based therapies for some of our vulnerable learners including pupil premium.

### **Strategy E – linked to barriers 1 and 6**

Increasingly, children who join the school midway through the school year and / or midway through their primary school career are pupil premium. The induction of these children is crucial as children may already have additional barriers to learning. We invest time in ensuring a smooth transition and link these children to a pupil premium champion and a peer mentor.

### **Strategy F – linked to barriers 1 and 2**

Engaging parents in spending quality time both inside and outside of school is part of our strategy. 'Inspire' workshops for parents to work alongside their children have been introduced. Pupil premium champions encourage parents to take part in these workshops. (barriers 1,2)

We have a £2,000 contingency set aside for intervention / resourcing at the point of need.

### **Monitoring and Evaluation**

As part of our commitment to ensure impact we undertake regular monitoring and evaluation as set out below

1. Data analysis
2. Pupil progress meetings
3. Regular assessment
4. Termly pupil premium action / impact reports
5. School improvement planning
6. Regular reports to the governing body
7. Gathering the views of the children

### **Strategy Review – October 2018**

#### **Impact Data**

School Performance Data can be seen here:

<https://www.compare-school-performance.service.gov.uk/school/121549>

## 2016 / 17 published strategy and impact statements

Desired outcomes	Action / Approach	How will we measure the impact?	Impact Evaluation	Staff lead	Review	Budget cost
Improve reading, writing and number skills of PP children in Early Years	Daily phonic support- GPC's Daily one to one reading Daily support in pencil control and letter formation Daily support in working with numbers to 20 Through use of full time teaching assistant in Reception	Termly pupil progress meetings Observations of children Tracking against development matters	3 of 4 PP chrn achieved ELG in reading, writing and number Outcomes achieved for 75% of children <b>Not prevalent in 2018</b>	Reception class teacher TA	Termly to July 2017	£2,650
Improved outcomes for all pupils in receipt of PP in maths and English in KS1 and KS2	Quality first teaching – provision of high quality teaching and consistently high standards though effective monitoring and best practice. Staff training and review of marking and feedback policy Interventions planned and reviewed termly where needed	Termly pupil progress meetings Observations of children during lesson observation	11/16 PP children achieved ARE+ at end of year in reading (70%) 11/16 PP children achieve ARE+ at end of year in writing (70%) 10/16 PP children achieved ARE+ at end of year in maths (63%) <b>Continue to monitor in 2018</b>	<b>Teaching staff</b> <b>HT</b>	Termly to July 2017	£14,144 £7,203
Pupils with SEN and in receipt of PP are supported to meet their personal targets	Quality first teaching – provision of high quality teaching and consistently high standards though effective monitoring and best practice. 1:1 support for children with SEN External support from specialist agencies Individual Education Plan	SEN review meetings Liaison with parents Termly pupil progress meetings Pupil interviews	Provision maps and notes from IEP's show progress was made by all SEN pupils in receipt of PP. All children accessed external support from outside agencies and regular 1:1 support <b>Not prevalent in 2018</b>	<b>Class teachers</b> <b>HT</b> <b>SENCO</b>	Termly to July 2017	£3,855
Increased participation in enrichment activities within and outside of school	Funding for clubs which incur a charge Financial support with school swimming if needed Trips including residential trips Uniform if required	Termly enrichment interviews with PP children Register of participation	All PP children accessed all trips and residential visits All PP children accessed swimming All PP children were offered uniform if required 15/20 PP children accessed at least 1 after school club (75% participation) <b>Continue this provision in 2018</b>	<b>All staff</b>	Termly to July 2017	£825 £468 £144 £126 £285 £100
Homework completed to a high standard to support pupil progress Children in school on time daily	Breakfast and / or after school club offered to PP children who require it Breakfast and / or after school club suggested to PP children who do not complete homework / are late	Monitor registers Monitor homework completion	All PP children who required homework club / breakfast club had access. 12/20 accessed this provision <b>Continue this provision in 2018</b>	<b>After School Club lead</b>	Termly to July 2017	£4,200