



Be yourself, but be it very well.

St Cuthbert's RC Primary Pupil Premium Strategy 2017-18

1. Summary information					
School	St Cuthbert's RC Primary				
Academic Year	2017-18	Total PP budget	£38,700	Date of most recent PP Review	Sept 2017
Total number of pupils	209	Number of pupils eligible for PP	29	Date for next internal review of this strategy	Sept 2018

2. Current attainment		
	<i>Pupils eligible for PP (school) (Average over 2 years)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	55%	
Reading progress measure	-0.8	
Writing progress measure	2.1	
Mathematics progress measure	4.5	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Some pupils have cognitive and learning difficulties, particularly in reading.
B.	Some younger pupils have less well developed language skills.
C.	Some pupils have SEN challenges and some social, emotional and mental well-being issues.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To improve the % of disadvantaged pupils attaining the expected level in Reading.	60% of pupils to attain the expected level in Reading.
B.	To improve the vocabulary and language skills of younger pupils.	75% pupils achieve GLD in CLLD by the end of EYFS.
C.	To enable disadvantaged pupils to access the same educational opportunities as their peers.	All pupils access educational visits and enrichment opportunities.
D.		

5. Planned expenditure					
Academic year	2017-18				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
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?
To improve the % number of disadvantaged pupils attaining the expected level in Reading.	Outstanding teaching, cross curricular reading opportunities, access to higher level texts	NFER research - improved outcomes for disadvantaged pupils using targeted, small group support.	Lesson Observations Regular testing of progress and analysis of end of term assessment results.	A.Garrity C.Swales	Half Termly
As above	Differentiated guided reading and comprehension sessions once a week. Differentiated booster class sessions.	NFER research - improved outcomes for disadvantaged using targeted small group support.	Planning, lesson observations, talking to pupils.	L. Dixon C. Swales	Ongoing
To improve the vocabulary and language skills of younger pupils	Focused use of appropriate language in all aspects of EYFS provision.	NFER research - improved outcomes for disadvantaged and all pupils	Planning, observations, talking to pupils	L. Dixon C. Swales	Ongoing

Total budgeted cost					£17,000
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?
To support pupils who are not meeting age related expectations or making expected progress in reading, writing and maths.	Targeted support in class x 5 mornings per week.	NFER research shows improved pupil outcomes through one to one and small group support	Planning, work scrutiny, lesson observations, analysis of termly assessment results.	C.Swales H.Graham	Half Termly
As above	Targeted intervention/extension programmes for disadvantaged pupils 3x afternoons per week	As above	Intervention Record Sheets, session observations, analysis of termly assessment results.	C.Swales C.Redpath	
Total budgeted cost					£17,784
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?
To improve the vocabulary and language skills of younger pupils.	Implementation of the Talk Boost Programme	Success in last year's roll out, aim to run 2x 10 sessions this term	Monitor small steps of progress, end of year data analysis.	L.Dixon	At the end of each 10 block programme
To enable disadvantaged pupils to access the same educational and enrichment opportunities as their peers.	Subsidies available for educational visits, music tuition and uniform.	Ofsted findings - 'Achievement for All' project	Access records kept and monitored.	C. Swales	Half Termly
To support pupils in their social, emotional	12x Sunbeam Support sessions (KS1)	Positive feedback from parents	Weekly attendance, performance in class	R. Kerr G. Short	At the end of 12 block period.

and mental well-being needs.	12x Rainbow Support sessions (KS2) Lego Therapy sessions	County Research	As above	R.Kerr	
Total budgeted cost					£3,950

6. Review of expenditure				
Previous Academic Year				
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
To narrow the gap in attainment for disadvantaged pupils in all subjects at the end of Key Stage 1	5x morning additional in class support	<p>43% of disadvantaged pupils within the cohort also received support for SEN.</p> <p>All disadvantaged children met the expected standard in phonics at the end of Year 1 All disadvantaged pupils met the expected standard in Phonics in the Year 2 resit.</p> <p>Although outcomes in Reading are lower than in 2016, they are still above national average and progress from EYFS is strong.</p> <p>A high percentage of disadvantaged pupils attained the expected standard in Maths.</p> <p>Attainment for these pupils in writing was low.</p>	<p>This was an effective approach, particularly in outcomes for phonics.</p>	£10,597
To accelerate the progress of disadvantaged pupils in Reading, Writing and Maths.	TA support in class, working alongside the class teacher.	Data comparison Summer 2016 and Summer 2017 indicates a greater % of disadvantaged pupils made at least expected progress in RWM across the year in 2016-17.	This approach will be continued 2017-18.	£17,000

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
Disadvantaged pupils achieve as well as their peers in the core subjects.	One to one/group interventions or extension activities.	A comparison of data from Summer Term 2016 and Summer Term 2017 demonstrates that, overall, a higher percentage of disadvantaged pupils made expected progress or more in Reading, Writing and Maths in 2017.	An effective approach, to be continued in 2017-18.	£6,700
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
To accelerate the speech and language of younger pupils	Talk Boost programme purchased, training undertaken and programme rolled out in Summer Term	End of year EYFS data indicated more rapid progress for those pupils accessing the programme.	Having the programme available in school from the beginning of the academic year, we will look to roll it out earlier and to access a greater number of pupils.	£3,300
To enhance the self-esteem of pupils Subsidies for trips, uniform etc as agreed by Governors	Getting Along Programme	Limited impact Some families responding well	Other approaches to be investigated eg Rainbows, Lego Therapy Ensure that availability of subsidies is included in Charging Policy	£855 £350