Pupil premium strategy statement
St Cuthbert's CofE Junior 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	174
Proportion (%) of pupil premium eligible pupils	24%
Academic year that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	September 2024
Date on which it will be reviewed	July 2024
Statement authorised by	Helen Mullinger
Pupil premium lead	Helen Mullinger
Governor	Phil Michael

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,975
Recovery premium funding allocation this academic year	£6,235
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*	£70,210

Part A: Pupil premium strategy plan

Statement of intent

What is Pupil Premium funding?

The Pupil Premium is an amount of money allocated to children from low-income families who are currently known to be eligible for Free School Meals (FSM) or have been at any point in the past 6 years (known as the Ever 6 measure). This funding applies to pupils in both mainstream and non-mainstream settings and children who have been looked after continuously for more than six months.

Schools are free to spend the Pupil Premium as they see fit. However, we will be held accountable for how we have used the additional funding to support pupils from low-income families. We are required to publish online information about how we have used the funding.

What is Recovery Premium funding?

The Recovery Premium is part of the government's package of funding to support education recovery following the impact of the coronavirus (COVID-19) pandemic. It is a time-limited grant for the 2021-22 to the 2023-24 academic years.

How do we administer Pupil Premium funding?

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our school focuses on supporting our disadvantaged pupils to achieve and attain in line with their peers both in school and nationally. The school rigorously

analyses data to identify pupils who are at risk of underachieving, particularly in English and Mathematics.

We detail all the provision in place on our school provision map and track achievement data to evaluate the effectiveness of interventions and adjust accordingly. The school ensures that Senior Leaders have a clear overview of how this funding is spent, and expects teachers and teaching assistants to feedback with progress information, which in turn informs our school governors about Pupil Premium progress. Governors ensure that that they hold school leaders to account for raising standards.

As a school we draw upon evidence from our own and others' experience to allocate the funding to the activities that were most likely to have an impact on improving achievement and life chances, considering how we can improve attainment and achievement, attendance and participation in the opportunities life at school brings.

The key principles of our strategy plan
Our overall aims of our catch-up premium strategy are:

- To reduce the attainment gap between disadvantaged pupils and their peers
- To raise attainment for all pupils to close the gap created by the COVID-19 school closures
- The social, emotional and mental health needs of pupils are met and supported by the school

Challenges

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

Challenge number	Detail of challenge
1	Gaps created by the impact of school closures during the pandemic, with a primary focus on writing.
2	Emerging social, emotional and mental health needs amongst Pupil Premium children.
3	Many of our Pupil Premium children fit into other vulnerable groups e.g. SEND.
4	Some Pupil Premium children have less access to cultural and social experiences which would enhance skills, knowledge and understanding (Cultural Capital)

5	Continue to develop effective behaviours for learning including resilience, independence and a growth mindset.
6	Attendance – Pupil Premium attendance was 87.91% which was significantly below pupils not pupil premium. ESBA is becoming an issue impacting on overall and individual attendance.

Pupil Premium and Recovery Premium 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
For Pupil Premium children's attendance to improve in line with non-Pupil Premium children and reach 95%. Reduce Proportion of pupils in receipt of pupil premium classed as persistent absentees	Attendance data will demonstrate an increase in attendance for Pupil Premium children. Evidence of targeted family support and other intervention such as breakfast club will result in increased pupil attendance.
For 75% of Pupil Premium pupils to make expected or better progress as a result of targeted support in reading and writing.	SIMS data will demonstrate expected or better progress being made. Monitoring of learning produced and engagement in lessons will demonstrate the impact of the targeted provision and will evidence the progress being made. Children will talk confidently about skills and knowledge they have develop. End of term assessment data and Accelerated Reader data will evidence good progress of pupil premium pupils.
Pupil Premium children's emerging social, emotional and mental health needs to be addressed in a timely manner and through appropriate provision or relevant referrals.	Teachers confidently identify Pupil Premium children who require targeted support regarding their social, emotional and mental health needs and address this through in class strategies and raise concerns with relevant People and agencies. Interventions are monitored and reviewed. Conversations with outside professionals will demonstrate referrals made have been relevant and the input from the services impacts positively on targeted pupil outcomes. A reduction in external referrals as early intervention and range of therapeutic interventions offered in school supports emerging needs effectively.

Pupil Premium children to demonstrate effective learning behaviours in the classroom so they can face challenges with resilience, independence and initiative, all of which have a positive impact on pupil progress.	Monitoring, including observations and pupil voice, demonstrate effective learning behaviours are adopted. Teacher voice indicates Pupil Premium pupils are resilient, independent learners. SIMS data will demonstrate expected or better progress being made.

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: £ 52,790.92

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching	This is fundamental in the progress of all of our children. Teachers are monitored by the SLT on a regular basis through planning scrutinies, professional dialogue and observations to ensure that high standards are maintained across the school.	1, 3, 5, 6
Interventions led by support staff, including Maths intervention, handwriting and phonics. Children will be identified in pupil progress meetings.	Interventions that are planned and delivered well can improve progress. This will need to be regularly reviewed to ensure progress.	1, 3, 4, 5
Targeted intervention led by support staff and English subject leaders for spelling and grammar.	Planned interventions can improve writing across the curriculum. Pupils identified for intervention will be reviewed at the end of every half term to assess progress.	1, 3, 5, 6

Reading has continued to be a key priority to ensure pupil premium pupils are confident and fluent readers. • Accelerated Reader to be reviewed and reinvigorated across Key Stage 2 • Particular focus on small group children in receipt of pupil premium funding not making progress in reading	The teaching of reading across school will be consistent and individual and groups of children will be targeted for additional intervention https://educationendowmentfoundation.org.uk/education-evidence/guidance reports/literacy-ks2	1, 5, 6
Continue to review current provision for SEND pupils working in mainstream.	Ensure all pupils have access to high quality teaching. This will be monitored by SLT and English subject leader. Compliment high quality teaching with small group and one to one interventions eg. ILI, Read Write Inc Phonics, Talk Boost.	1, 2, 3, 5, 6

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

Budgeted cost: £ 17,843.12

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support	Evaluation conducted by ELSA concluded there are 5 areas identified as an area for improvement for these pupils: - social behaviour and friendships - self-esteem and feelings - social and emotional confidence – anxiety - behaviour	1, 2, 5, 6
Offer breakfast club to new and existing parents to support attendance of vulnerable groups.	Subsidising breakfast club means that pupils arrive at school on time, have breakfast and are prepared to access the curriculum with an increased level of concentration	1, 2, 3, 5, 6

	To provide a healthy school breakfast to children at risk of hunger	
Lunchtime club	Targeted provision to support children to experience successful peer interactions.	2, 3, 4, 5
Thrive farm SEND group	Therapeutic approaches to help remove barriers to learning and build self-esteem and confidence.	2, 3, 4, 5
Funding to support inclusion in After School Activities, school trips and residential	To offer a wider range of experiences to broaden their experiences of the world around them. To provide enrichment opportunities for all Pupil Premium children leading to improved attendance and learning engagement.	1, 2, 3, 4, 5, 6
Sports coach to support small groups/1-1 pupils with behaviour, self-esteem and following rules.	Increased self-confidence and resilience of PP children so that they are able to fully access their learning. Improved ability to identify and communicate a range of emotions	2, 3, 5

Total budgeted cost: *£52,790.92*

£17,843.12

Total *£70,634.04*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for academic year 2023 - 2024

Data

There is good evidence that outcomes have improved from last year for disadvantaged pupil premium children. 2023-24 data clearly demonstrated the impact of the provision we have in place to support our children. Year 6 results show that Pupil premium have started to close the gap with those children who are not pupil premium.

Mathematics	**Greater Depth Standard**	**Expected Standard**
Pupil Premium	0%	54%
Not pupil premium	8%	74%
Reading	**Greater Depth Standard**	**Expected Standard**
Pupil Premium	8%	69%
Not pupil premium	29%	74%
Spelling, grammar and punctuation	**Greater Depth Standard**	**Expected Standard**
Pupil Premium	8%	46%
Not pupil premium	29%	74%
Reading, SPAG and Maths combined	**Greater Depth Standard**	**Expected Standard**
Pupil Premium	0%	31%
Not pupil premium	13%	58%

Social, Emotional and Mental Health

There are emerging social, emotional and mental health needs amongst Pupil Premium children and a large number of these pupils are also SEND. We have 36% pupil premium who are also SEND pupils who access gardening club and 75% of ELSA work has been supporting pupil premium children.

This has resulted in improved behaviour and attitudes to school and learning and has supported in reducing anxieties around school attendance.

Attendance

Attendance remains the same as last year. Pupil premium to be encouraged to use breakfast club through advertising at parent evenings and newsletters.

Many of our pupil premium children fit into other vulnerable groups eg. SEND. Their social and emotional needs will continue to be supported through the range of pastoral provision we have on offer.

21% of persistent absentees are pupil premium. This is a significant reduction from previous years. Pupil premium attendance overall is 87% which is a slight improvement from previous years.

For some pupils, attendance at school is still too low. This has had a noticeable impact on pupils' outcomes, especially those from a disadvantaged background. Early intervention informs the way to support families in increasing attendance and in turn pupils' access to education.

Cultural and Social Experiences

Pupils have had a wide range of opportunities to develop their cultural and social experiences to enhance knowledge and understanding. Pupils have been able to make connections such as visiting Somerset Rural Museum to support learning about Anglo Saxons and extensive opportunities for music provision and tuition. Funding also supports pupils attending residential outdoor adventure centres. Pupil interviews conducted demonstrate that these visits have enabled pupils to retain information and begin to make connections.

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

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