

# 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	172
Proportion (%) of pupil premium eligible pupils	28%
Academic year that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	September 2023
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
<b>Total budget for this academic year</b>	<b>£70,210</b>

## Part A: Pupil premium strategy plan

### Statement of intent

St Cuthbert's CofE Junior School is determined that all pupils are given the best possible chance to achieve their full potential through the highest standards of Quality First Teaching, focussed support, curriculum enrichment, and pastoral care. St Cuthbert's Junior School will ensure the children are given a range of opportunities that will prepare them well for their next stage in their educational journey.

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.

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, high anxiety, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

The key principles of our strategy plan:

- To reduce the attainment gap between disadvantaged pupils and their peers
- To narrow the attainment gap for progress and attainment in reading, writing and maths
- 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 spelling and grammar.
2	Emerging social, emotional and mental health needs amongst Pupil Premium children and their families.
3	Some Pupil Premium children have less access to cultural and social experiences which would enhance skills, knowledge and understanding (Cultural Capital)
4	Continue to develop effective behaviours for learning including resilience, independence and a growth mindset.
5	Low attendance and persistent absenteeism of Pupil Premium children. Pupil Premium attendance was at 91% in 2022 -23 and needs to increase to at least 95%
6	

## 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%.	Evidence of targeted family support and other intervention such as breakfast club will result in increased pupil attendance. Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%). - Monitoring of attendance by Head teacher brings about an increase in PP pupils' attendance and a decrease in persistent absence.
For an increase in the number of Pupil Premium children making expected or better progress as a result of targeted support in 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 developed.

For 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.	<p>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.</p> <p>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 pupil outcomes.</p> <p>A reduction in external referrals as early intervention and range of therapeutic interventions offered in school supports emerging needs effectively.</p> <p>Pupils will access the pastoral provision in school successfully and this success will be evidenced through improved attendance, no further referrals and suspension data.</p>
For 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.	<p>Monitoring, including observations and pupil voice, demonstrate effective learning behaviours are adopted.</p> <p>Teacher voice indicates Pupil Premium pupils are resilient, independent learners. SIMS data will demonstrate expected or better progress being made.</p>

## 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: £ 40,330**

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	1, 3, 4, 5

	observations to ensure that high standards are maintained across the school.	
Interventions led by support staff, including Maths intervention, handwriting, reading and phonics. Children will be identified in pupil progress meetings.	Interventions that are planned and delivered well can improve progress. Approaches that aim to support the accuracy and fluency of children's handwriting have been shown to improve the presentation, quality and quantity of children's writing. <i>Education Endowment Foundation</i> . These interventions 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, 4, 5

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

**Budgeted cost: £ 29,111**

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	2, 3, 4, 5
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 To provide a healthy school breakfast to children at risk of hunger	2, 3, 4, 5

Lunchtime club	Targeted provision to support children to experience successful peer interactions.	2, 3, 4
Thrive farm nurture group	Therapeutic approaches to help remove barriers to learning and build self-esteem and confidence.	2, 3, 4
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	2, 3, 4, 5
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, 4

**Total budgeted cost: £ 69,441**

## 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
TT Rockstars	TT Rockstars
Accelerated Reader	Accelerated Reader
Somerset Literacy Network	Somerset Literacy Network