

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Cuthbert's Windermere
Number of pupils in school	42
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	September 2022
Date on which it will be reviewed	December 2022
Statement authorised by	
Pupil premium lead	Lucy Bone
Governor / Trustee lead	Janet Hutton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6925
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£8925

Part A: Pupil premium strategy plan

Statement of intent

We have high aspirations for all our pupils and we are determined that our children are given every opportunity to realise their potential both academically and with regards to their feelings of self-worth. We seek, as a school community, to provide personalised learning opportunities and targeted support to allow every child to flourish.

As we recognise that not all pupils who are academically or socially disadvantaged are registered for free school meals, we reserve the right to allocate Pupil Premium funding to support any pupil, or group of pupils, identified by the school as being at a significant disadvantage.

In order to meet the above requirements, the Governing Body of St Cuthbert's Primary School will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils.

Our key principles and priorities at St Cuthbert's Catholic Primary School are:

- To narrow the gap for those pupils not on track to achieve the expected standard at the end of KS2.
- To ensure early identification of additional needs and to promote early intervention programmes.
- To ensure that there is extra adult support to facilitate emotional and social development.
- To use academic research to make informed choices about the most suitable intervention programmes to use with our children to ensure we are promoting accelerated learning.

This provision will include:

Facilitating pupils' access to education.

Facilitating pupils' access to the curriculum.

Additional teaching and learning opportunities.

Provision of extra-curricular learning.

Provision for more able pupils.

Challenges

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

Challenge number	Detail of challenge
1	Siblings with additional complex SEN needs. (Early Help)
2	Some of the children have young carer status

3	Some of the children have been identified as having special educational needs
4	Instability at home and within the core family unit. (Early Help, providing nutritious breakfast to children who may have missed it)
5	Low levels of literacy and numeracy
6	Children's Services involvement as a result of identified high family needs (TAC meetings and outside support for families run by SENCO)
7	Low socio-economic background and low levels of disposable income. (support costs for residentials, class visits, tuck shop, via Tesco Fairshare contributions)
8	EAL children (3 new Ukraine children) who require extra support/ resources

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
Children access different learning and social opportunities	All children take part in a wide range of out of school activities
Greater rate of progress to ensure catch up due to previous extended periods of school closure	Children achieve age related expectations or make higher than average progress
Children receive targeted 1:1 / small group support and learning intervention	Gaps in their learning are closed

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 6,725

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring in small groups with experienced teacher	Above average rate of progress made by PP children	1, 3, 4, 5, 8

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

Budgeted cost: £ 2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support for extended visits, extra curricular clubs etc	Curriculum opportunities enrich the experiences of children	2, 4, 6, 7, 8
Financial support for regular snacks, breakfast, etc	Children are better able to concentrate	2, 4, 6, 7

Total budgeted cost: £ 8,925

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Progress made by the 4 children in receipt of Pupil Premium

Reading Data Summer 2021

	at ES	above ES	below ES
PP children KS2 (5)	2 (40%)	0	3 (60%)

Writing Data Summer 2021

	at ES	above ES	below ES
PP children KS2 (5)	2 (40%)	0	3 (60%)

Maths Data Summer 2021

	at ES	above ES	below ES
PP children KS2 (5)	2 (40%)	0	3 (60%)

While there is still a gap between the attainment of the Non Pupil Premium Children and the Pupil Premium Children the school can show some accelerated progress made by the Pupil Premium children.

In Reading 1 child (25%) progressed through 8 steps and in writing, one made 9 steps' progress in the year. In maths, 1 child made 7 steps' progress.

Progress Breakdown
Y3, Y4, Y5, Y
6, Y7 – Pupil Premium (4 children)

All pupils (10)	Reading	Writing	Maths
Progressed by 9 steps		1 (25%)	
Progressed by 8 steps			
Progressed by 7 steps			1 (25%)
Progressed by 6 steps	1 (25%)		
Progressed by 5 steps			
Progressed by 4 steps	3 (75%)	1 (25%)	
Progressed by 3 steps		1 (25%)	2 (50%)
Progressed by 2 steps			
Progressed by 1 step		1 (25%)	
No steps progress			
Regressed			1 (25%)

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Reading Eggs	
Mathletics	
TT Rock stars	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.