



St Cuthbert Mayne School

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Pupil premium strategy statement

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	238
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Year 1: 2022-23 Year 2: 2023-24 Year 3: 2024-25
Date this statement was published	31/12/2022
Date on which it will be reviewed	21/07/2022
Statement authorised by	Alex Sallis
Pupil premium lead	Alex Sallis
Governor / Trustee lead	Siobhan Scambler



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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,318
Recovery premium funding allocation this academic year	£2260 £1370 £605
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£39,553



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Part A: Pupil premium strategy plan

Statement of intent

In line with the EEF's tiered model, our primary focus is to ensure that every child, including those eligible for the pupil premium, children with social workers and children with multiple needs (SEND, disadvantage, mental health needs), experiences high quality teaching and as a result makes good progress and high attainment relative to their individual circumstances. This requires effective teachers in front of every class. To achieve this, we are committed to developing staff so that they enjoy their work, feel confident in what they can do and have a clear plan for achieving their own development goals. Recruitment and retention are key to sustained high quality teaching: we will commit funding to ensure that people want to work at St Cuthbert whatever their role and stage of their career because they know that they will continually learn and develop through systematic teacher development and an appraisal process that leads to excellence.

We recognise that even with high quality teaching in every class, some children will require additional targeted support. We will utilise the full range of intervention strategies based on current need to ensure that these children 'catch-up' with curriculum expectations. This will include careful diagnosis of pupils' needs, thoughtful deployment of the most relevant support - whether individual or small group class teacher support, support staff, tuition partners, school-led tuition or peer support - and frequent evaluation of the impact of a given intervention.

Our ultimate objective for every pupil premium child that comes through St Cuthbert Mayne is that they are prepared for the next phase of their education. While how this is achieved and what this looks like will be different for each child, the aspiration is that irrespective of their background or specific circumstances, every child will achieve highly in all areas of school life. Barriers such as capacity for parental support, persistent or irregular attendance and lack of opportunities for family-led enrichment activities will also be addressed systematically through careful diagnosis of needs and targeted support in school.



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Challenges

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

Challenge number	Detail of challenge
1	Observations and discussions with pupils suggest that some disadvantaged pupils - and the lowest attaining 20% of pupils more generally - often 'opt-out' of thinking in lessons due to ineffective questioning and feedback strategies used by staff. This results in gaps in knowledge widening as pupils journey through the school.
2	Through assessments, observations and discussions with staff and pupils, disadvantaged pupils generally have greater difficulty writing with grammatical accuracy, accurate spelling and extending writing, resulting in fewer reaching age related standards.
3	Our assessments, observations, referral numbers and discussions with staff, pupils and families have identified increasingly complex needs amongst disadvantaged pupils. Over 65% of eligible pupils currently receive one or more interventions for SEMH needs. Providing appropriate support to meet the needs of a small number of these children through extensive reasonable adjustments, liaising with outside agencies and targeted interventions is one of the school's greatest challenges requiring a strategic whole school response.
4	A high number of pupils eligible for the pupil premium grant are also identified as having a SEND need. Currently 42% of eligible pupils also have an identified SEND need. A further 4 pupils (13%) are currently undergoing assessment for SEND needs. This would mean that over 50% of PPG pupils also have specific learning needs.
5	There are challenges in being a junior school. For example, not having sight of or influence over the development of children through the early years and KS1 is a significant barrier to providing consistent and timely intervention for the most vulnerable pupils including those eligible for the pupil premium.
6	Attendance data over the previous two academic years and the current YTD (December 2022) shows that the gap between PPG and Non-PPG is widening. In 2020-21 there was a 3.5% gap, 2021-22 a 3.9% gap and our current YTD shows a 5% gap. Persistent absenteeism is also significantly higher with our PPG group (26% vs 14%) and has increased over the previous two years. Our assessments, observations and discussions indicate that this poor attendance is negatively impacting disadvantaged pupils' progress.



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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
Improved engagement (specifically 'thinking') in lessons across all subject areas among disadvantaged pupils.	Observations and discussions with disadvantaged pupils indicate improved engagement (thinking) in lessons. The impact of this is evident when triangulated with other sources of evidence, including book scrutiny, ongoing formative assessment and summative outcomes.
Improved writing attainment among disadvantaged pupils.	A greater number of disadvantaged pupils achieve the expected standard year-on-year. By 2024-25, disadvantaged pupils will be achieving broadly in line with their non-disadvantaged peers, taking account of any additional needs such as SEND.
Improved linked-up working with the school's feeder infant school to support transition for disadvantaged pupils especially those with SEND.	Formal, routine structures for collaborative working in place by 2024-25. Greater alignment of curriculum and educational vision.
To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.	Sustained high attendance by 2024-25 demonstrated by: <ul style="list-style-type: none">• disadvantaged pupils overall attendance being broadly in line with their non-disadvantaged peers• the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being broadly in line with their peers



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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: £20,046

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding teaching techniques that improve questioning and providing feedback. This will ensure that all children think deeply in every lesson.	There is strong evidence that effective questioning and feedback is one of the core principles leading to great teaching and learning for all pupils. Making every lesson count (Andy Tharby and Shaun Allison) Cold Calling - the number 1 strategy for inclusive classrooms (Tom Sherrington)	1
Engage with a writing consultant to support pupils to improve concentration, handwriting, and basic writing skills across the school. This activity will also release staff in order to support curriculum development in all subject areas. (£10,400)	Evidence shows that high quality teaching is the most important lever schools have to improve pupil attainment. This approach will ensure that all pupils receive high quality teaching, that teachers will routinely receive high quality CPD from an experienced and highly effective practitioner as well as providing valuable time for teachers to develop the curriculum within the subject that they lead. EEF Pupil Premium menu Brief	2
Engage with a senior HFL Education consultant to provide Curriculum development support through working with senior leaders, subject	The Quality of Education judgement in Ofsted's 2019 inspection framework highlights the importance of a cohesive, effective curriculum while the EEF guidance reports (particularly on professional development) highlights the pivotal role this has on pupil outcomes and on narrowing the disadvantage gap.	1,2,3,4 and 5



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<p>leaders, staff and pupils.</p> <p>(£2,100)</p>	<p>Ofsted inspecting the curriculum</p> <p>The EEF Toolkit and guidance reports.</p>	
<p>Forest School curriculum offered for all classes once every two weeks - this activity will also release staff in order to support curriculum development in all subject areas.</p> <p>(£5,395)</p>	<p>A study published in 2019 showed that children’s academic attainment, social development, and emotional well-being increased as a result of Forest School, and did well in comparison to peers who didn’t participate using both whole school and national data.</p> <p>This approach will also enable teachers to develop the curriculum within the subject that they lead.</p> <p>Forest School research</p> <p>EEF Pupil Premium menu Brief</p>	3
<p>Supervision / Coaching</p> <p>(£1,030)</p>	<p>A common form of support for teacher professional development is coaching.</p> <p>Other professional bodies such as therapists, social workers and health workers routinely undertake supervision to support them with the challenges of their complex roles.</p> <p>Increasingly, safeguarding leads, senior leaders and staff working closest to pupils with complex needs are being expected to undertake specialist work that they are not trained to do.</p> <p>Ensuring that they have appropriate space to reflect on and receive guidance for their work will support teacher performance, wellbeing and retention.</p> <p>TES article</p> <p>EEF guidance on Effective Professional Development</p>	3, 4



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Bug Club subscription (£1,121)	<p>A consistent whole school approach to the teaching of reading and homework is essential to sustain high levels of reading progress and attainment. The use of web-based software supports the quality of explanations and modelling by teachers, the quality and quantity of practice both at home and at school and supports accurate assessment and feedback.</p> <p>EEF Guidance report (Digital technology)</p>	2
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £4,235

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide a Tuition Partner model of support for disadvantaged pupils with an SEND focus.</p> <p>£2260 £1370 £605</p>	<p>Research shows that tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-on-one and in small groups.</p> <p>EEF Making a difference with effective tutoring</p>	2, 4



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

Budgeted cost: £10,692

Activity	Evidence that supports this approach	Challenge number(s) addressed
Male mentoring - two hours per week for pupils with complex social and behavioural needs (£4,892)	There is evidence that shows that there is a small positive effect of mentoring. Evidence within our own setting in the previous academic year showed that a male mentor for specific pupils had a significant positive impact on the mental health and wellbeing of those children resulting in improved outcomes in line with their individual learning plans. EEF Mentoring	3, 4
Thrive will provide a whole school approach that will compliment our current STEPS therapeutic behaviour approach and provide training to all members of staff to understand, identify and tackle the root causes of behaviour, so more time is spent productively on learning. This will enable us to improve attendance, behaviour and learning outcomes. (£5,892)	Research shows that a whole school approach that focuses on relationships and takes account of context has the best chances for creating a positive learning environment for all pupils and staff. EEF guidance report - behaviour Thrive research	3, 4, 6
Embedding principles of good practice set out in the DfE's Improving School Attendance advice	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Funds for breakfast club, after school provision and other	The importance of ensuring that disadvantaged pupils are able to benefit from the same experiences as their non-disadvantaged peers and therefore	



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enrichment opportunities (£4,580)	develop 'social capital' through providing enrichment activities is evidenced in research. EEF using the pupil premium effectively	
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Total budgeted cost: £39,553



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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In the academic year 2021-22 we reported on 31 pupil premium pupils and 205 non-pupil premium pupils. In all measures, a higher percentage of non-pupil premium pupils reached or exceeded the age-related standards for their respective phase.

	PPG	Non-PPG
Combined	48%	60%
Reading	55%	77%
Writing	55%	68%
Maths	58%	75%

Approximately 25% of pupil premium funding was allocated to provision identified as Tier 1 in the EEF guidance. This resulted in sustained improvements in inclusive teaching in all classes which was recognised as having a positive impact by the school HIP and RE inspection report. This continues to be an area of focus in the current academic year with an increased percentage of funding allocated to provision in this Tier.

Approximately 42% of funding was allocated to provision from Tier 2 with the majority of this used to support small group interventions for maths and English. Improved progress and attainment was evident in the end of year outcomes. Additional funding with this Tier was used for purchasing a whole school reading software package to support targeted reading support for all pupils.

The final 33% of funding was allocated to provision from Tier 3. This ensured that all eligible pupils had access to enrichment opportunities including breakfast club, after school clubs, music lessons and school trips.

Significant barriers remain despite the positive impact that provision in the previous academic year had. Attainment is still lower across the board, a far higher percentage of disadvantaged pupils require targeted and specialist support both in-school and from outside agencies and the gap in attendance for disadvantaged pupils is widening against their non-disadvantaged peers.



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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
Rainbows	Rainbow's Bereavement Support
MyMaths	Oxford University Press
Back on Track / fixing full stops / AFL	HFL Education
SENDco Award	NASEN
Maths Mastery	Matrix Maths Hub



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Further information (optional)

Additional Activity

Our pupil premium strategy is supplemented by additional activity that is not being funded by pupil premium or recovery premium which includes:

- using and training existing staff to support the increasingly complex needs of disadvantaged pupils
- engaging with external agencies, including children's services, family and pupil support workers, wellbeing and behaviour advisors, charities and specialist provision centres to support holistic support for disadvantaged pupils and their families
- developing a range of lunchtime and after school provision to meet the interests and needs of as many pupils as possible
- developing in-school professional development programmes using recommendations from EEF research and other peer-reviewed pedagogical research
- creating a workforce that is constantly improving and developing their practice through creating an environment of trust, collaborative learning and open, honest and direct feedback

Planning, implementation, and evaluation

This pupil premium strategy has been developed with input from staff across the school and with DfE and EEF guidance. It aligns closely with the school's mission statement and educational vision and is discussed in depth with governors both at committee and full board level. All staff are encouraged to review the impact of their work and feedback to senior leaders who in turn evaluate the ongoing impact of the strategy through formal and informal mechanisms, making adjustments as appropriate to secure the best outcomes for pupils.