



## 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  | 236   |
| Proportion (%) of pupil premium eligible pupils   | 13%   |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | Year 1: 2022-23<br>Year 2: 2023-24<br>Year 3: 2024-25 |
| Date this statement was published   | 31/12/2023  |
| Date on which it will be reviewed   | 19/07/2024  |
| Statement authorised by   | Alex Sallis   |
| Pupil premium lead  | Alex Sallis / Alison Rayson                           |
| Governor / Trustee lead   | Siobhan Scambler                                      |



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### **Funding overview**

| <b>Detail</b>  | <b>Amount</b>   |
|--|---|
| Pupil premium funding allocation this academic year  | £48,675   |
| Recovery premium funding allocation this academic year   | £6,091<br><br>£1,958 (NTP Grant)<br>£4,133 (COVID recovery premium) |
| Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i>  | £0  |
| <b>Total budget for this academic year</b><br><br><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> | £54,766   |



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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.

| <b>Challenge number</b> | <b>Detail of challenge</b>  |
|-------------------------|---|
| 1                       | Currently 47% of eligible pupils also have an identified SEND need. Within this 47%, four pupils have a current EHCP and an additional pupil is accessing Local High Needs Funding for three terms. We are awaiting the outcome for one more EHCNA. This makes achieving parity in terms of nationally recognised outcomes by the end of KS2 with non-PPG pupils as a whole group very difficult.                                 |
| 2                       | 27% (8 PPG pupils) require extensive support and are currently working with a team of adults to ensure that they are able to stay in school safely. This has resulted in a significant change in the way that we work to reduce the negative impact on everyone's (other pupils and staff) ability to thrive including their own. 67% of pupils (including the above) currently receive one or more interventions for SEMH needs. |
| 3                       | As a result of challenge 2, ensuring that appropriate support for all pupils, including the remaining PPG pupils receive the time, attention and intervention they require to meet the requirements of our school curriculum.   |
| 4                       | 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.   |
| 5                       | 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 proportionally reaching age related standards.   |
| 6                       | 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.   |
| 7                       | Attendance data continues to show that the gap between PPG and Non-PPG is widening. For the 2022-23 academic year there was a gap of 4.5%. Persistent absenteeism is also over three times higher with our PPG group (24% vs 7%). 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  |
|---|---|
| Pupils with SEND (including pupils who are also eligible for the pupil premium) achieve the best possible outcomes.   | The SEN/D provision map will show precision interventions being planned for children on an individual basis and their impact on progress.   |
| As a result of the school's TAPs process, vulnerable pupils with complex learning and behavioural needs receive bespoke support matched closely to their needs and therefore make excellent progress against their learning plans with increasing independence. | Pupil and parent feedback identifies the positive impact that being part of a TAP has had on their experience of school.  |
| 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.  |
| An effective and clear process for academic and pastoral Interventions is in place including processes for assessment and identification, planning, timetabling, executing and evaluating provision, leading to improved outcomes for all pupils.               | Intervention processes are effective, sustainable and understood by all relevant members of staff.  |
| Improved writing attainment among disadvantaged pupils.   | A greater number of disadvantaged pupils achieve the expected standard over time. 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"> <li>disadvantaged pupils overall attendance being broadly in line with their non-disadvantaged peers</li> <li>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</li> </ul> |

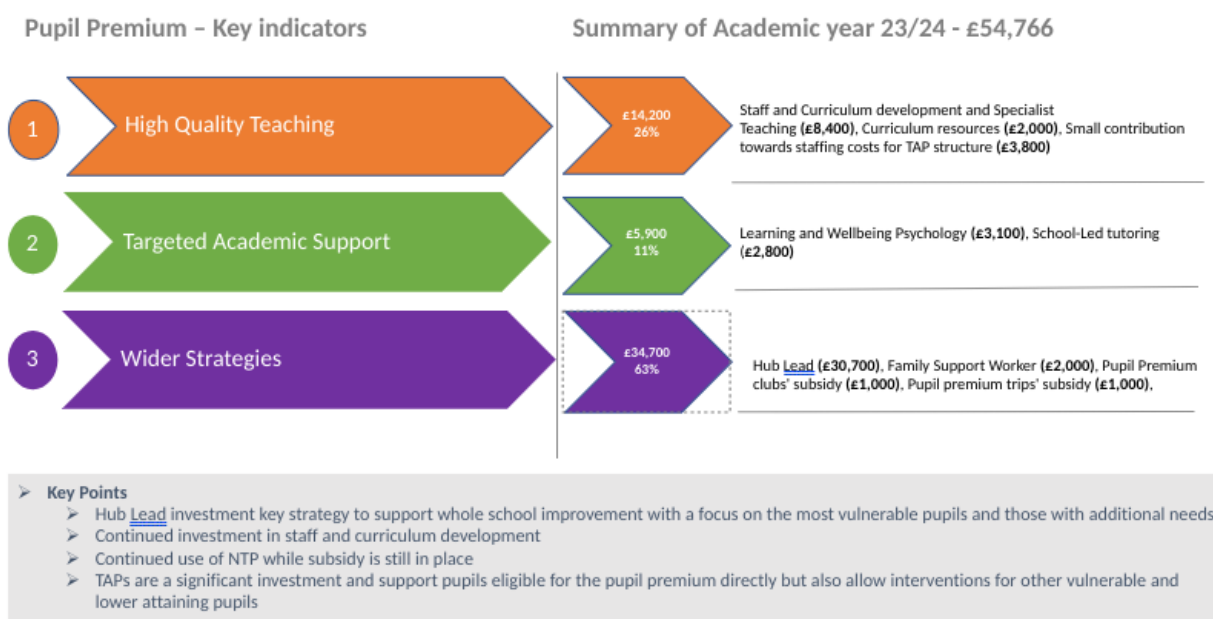


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### Activity in this academic year

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: £14,321

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Joint teacher, SENDco and parent ADPR meetings for pupils with SEND | <p>Creating a positive and supportive environment and building an ongoing, holistic understanding of pupils and their needs are identified as two key parts of effective SEND provision.</p> <p>Ongoing training for teachers and educational support staff to ensure high quality teaching and intervention are also considered highly effective in improving outcomes for all pupils.</p> <p><a href="#">EEF SEND in Mainstream Schools</a><br/> <a href="#">SEND Code of Practice</a></p> | 1,2,3                         |
| Setting up of TAPs for pupils with complex needs                    | Extensive discussions with Learning and Wellbeing Psychology led to a bespoke provision that we  | 1,2,3,4,5,6,7                 |



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|--|--|---------|
| <p>allowing teachers to focus on teaching whole class including members of TAPs effectively.</p> <p>£3,800 (small contribution to high costs of education support staff)</p>   | <p>believe has the best chance of safeguarding the learning needs of all pupils.</p> <p><a href="#">Learning and Wellbeing Psychology website including blog</a></p>   |         |
| <p>Engage with a writing consultant to support pupils to improve concentration, handwriting, and basic writing skills across the school both whole class, group and individual support. This activity will also release staff in order to support curriculum development in all subject areas.</p> <p>£8,400</p> | <p>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.</p> <p><a href="#">EEF Pupil Premium menu Brief</a></p> | 3, 5    |
| <p>Embedding teaching techniques that improve questioning and providing feedback. This will ensure that all children think deeply in every lesson.</p>   | <p>There is strong evidence that effective questioning and feedback is one of the core principles leading to great teaching and learning for all pupils.</p> <p><a href="#">Making every lesson count</a> (Andy Tharby and Shaun Allison)</p> <p><a href="#">Cold Calling - the number 1 strategy for inclusive classrooms</a> (Tom Sherrington)</p>   | 4, 5    |
| <p>Engage with feeder infant school and HfL curriculum consultants to continue to develop our school curriculum including purchasing suitable curriculum resources for some foundation subjects (KAPOW, Charanga, Plan B)</p> <p>£1,000</p>  | <p>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.</p> <p><a href="#">Ofsted inspecting the curriculum</a></p> <p>The <a href="#">EEF Toolkit</a> and <a href="#">guidance reports</a>.</p>                   | 1,2,6   |
| <p>Forest School curriculum provision will continue to be offered for all classes once every two weeks - this activity will also release staff in order to support curriculum</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>  | 1,2,3,7 |



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|                                   |  |       |
|-----------------------------------|--|-------|
| development in all subject areas. | <p>This approach will also enable teachers to develop the curriculum within the subject that they lead.</p> <p><a href="#">Forest School research</a><br/><a href="#">EEF Pupil Premium menu Brief</a></p>   |       |
| DSL/DDSL Supervision / Coaching   | <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><a href="#">TES article</a><br/><a href="#">EEF guidance on Effective Professional Development</a></p> | 1,2,7 |
| Bug Club subscription<br>(£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><a href="#">EEF Guidance report (Digital technology)</a></p>   | 3,4,5 |

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

Budgeted cost: £5,900

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|----------|--------------------------------------|-------------------------------|





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|---|---|------------------|
| <p>Engaging with the National Tutoring Programme to provide a Tuition Partner model of support for disadvantaged pupils with an SEND focus.</p> <p>£2,800</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><a href="#">EEF Making a difference with effective tutoring</a></p>  | <p>1,2,3,4,5</p> |
| <p>Continuing work with Learning and Wellbeing Community Interest Group (Educational Psychologists) to develop systemic changes to how we support vulnerable pupils including those with SEND and disadvantaged pupils.</p> <p>£3,100</p> | <p>Creating a positive and supportive environment and building an ongoing, holistic understanding of pupils and their needs are identified as two key parts of effective SEND provision.</p> <p>Ongoing training for teachers and educational support staff to ensure high quality teaching and intervention are also considered highly effective in improving outcomes for all pupils.</p> <p><a href="#">EEF SEND in Mainstream Schools</a><br/><a href="#">SEND Code of Practice</a></p> | <p>1,2,3</p>     |

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

Budgeted cost: £34,700

| <b>Activity</b>  | <b>Evidence that supports this approach</b>  | <b>Challenge number(s) addressed</b> |
|--|--|--------------------------------------|
| <p>Creating a two-year fixed term Hub Lead role to support the inclusion coordinator to develop exceptional SEND provision, set up effective processes for managing the most vulnerable and complex pupils and families and developing the skills of educational support staff to support the high level of need in school.</p> <p>£30,700</p> | <p>Observations throughout the 2022-23 academic year highlighted the need for a role in school to support both the operational running of our TAP structure (Teams Around Pupils) as well as the strategic development of SEND and pastoral provision.</p> <p><a href="#">Making best use of TAs</a><br/><a href="#">Parental Engagement</a><br/><a href="#">Therapeutic Approach to Behaviour</a></p> <p>Additional evidence can be found in our autumn SEA report from HfL that conducted a deep dive into our SEND / TAP provision.</p> | <p>1,2,3,4,5,6,7</p>                 |



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|   |   |         |
|---|---|---------|
| In-school mentoring led by two members of our educational support staff team.                     | There is evidence that shows that there is a small positive effect of mentoring. Evidence within our own setting in the previous two academic year showed that mentors 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. Additional in-school data has shown that early intervention through these mentors has provided important information that has been used to successfully engage further support for the pupils and their families.<br><br><a href="#">EEF Mentoring</a> | 2,3,7   |
| 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.   | 7       |
| Funds for breakfast club, after school provision and other enrichment opportunities<br><br>£2,000 | The importance of ensuring that disadvantaged pupils are able to benefit from the same experiences as their non-disadvantaged peers and therefore develop 'social capital' through providing enrichment activities is evidenced in research.<br><br><a href="#">EEF using the pupil premium effectively</a>   | 3,4,5,7 |
| Family Support Worker<br><br>£2,000   | Based on our experience of recommendations provided to school following referrals to Children's Services, there is no current viable alternative other than our Gade Family Partnership to provide the Early Help support required for a small number of our families.  | 1,2,7   |

**Total budgeted cost: £54,921**



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## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

In the academic year 2022-23 we reported on 31 pupil premium pupils and 207 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.

| <b>Y3, Y4, Y5</b> | <b>PPG</b><br>(22 pupils of which 9 were SEND 41%) | <b>Not PPG</b><br>(153 of which 20 were SEND 13%) | <b>Gap</b> |
|-------------------|--|---|------------|
| Combined          | 45.5%  | 57.5%   | (12%)      |
| Reading           | 54.5%  | 77.1%   | (22.6%)    |
| Writing           | 50%  | 66.7%   | (16.7%)    |
| Maths             | 50%  | 74.5%   | (24.5%)    |

#### End of Key Stage 2 Outcomes

| <b>Y6</b> | <b>PPG</b><br>(9 pupils of which 6 were SEND 66.6%) | <b>Not PPG</b><br>(51 of which 3 were SEND 5.8%) | <b>Gap</b> |
|-----------|---|--|------------|
| Combined  | 33.3%   | 72.5%  | (39.2%)    |
| Reading   | 55.6%   | 82.4%  | (26.8%)    |
| Writing   | 33.3%   | 76.5%  | (43.2%)    |
| Maths     | 66.7%   | 92.2%  | (25.5%)    |

When you consider only pupils that are eligible for the pupil premium and not SEND, then the outcomes as a group are stronger.

|                        | <b>Combined</b> | <b>Reading</b> | <b>Writing</b> | <b>Maths</b> |
|------------------------|-----------------|----------------|----------------|--------------|
| Y3 - Y6<br>(14 pupils) | 64%             | 64%            | 71%            | 71%          |



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Approximately 50% of pupil premium funding was allocated to provision identified as Tier 1 in the EEF guidance. Effective transition both into KS2 and into KS3 for pupils eligible for the pupil premium led to pupils adjusting successfully into their new schools. The quality of writing in books improved for all groups of pupils, as evidenced through in-school reviews and confirmed through direct observations by our SEA and evidenced in visit reports throughout the year. However, this has not yet led to an increased number of pupils reaching the expectations of the curriculum. Curriculum development has led to an improved school curriculum offer and the implementation and impact of this will be reviewed closely throughout the 2023-24 academic year.

The majority of funding assigned to activities within Tier 2 of the EEF guidance was used to support small group interventions for maths and English through the School-Led Tutoring Programme. Pupils that took part in this programme made good progress from their starting points. However, further tuition will be required in the next academic year to ensure that gaps in learning are identified and addressed as quickly as possible. 70% of pupils eligible for the pupil premium also had one or more therapeutic interventions throughout the year, as shown in the table below. These interventions provided a range of positive outcomes including improving wellbeing of participating pupils, increasing attendance of persistently absent pupils and providing evidence for successful referrals to external agencies.

Funding allocated to provision from Tier 3 led to pupils receiving free breakfast club provision, support for school trips and one free after school club place. Forest School was a universal targeted provision that focused on enrichment for all rather than specifically on disadvantage. For the majority of our disadvantaged pupils this was a highly motivating, positive experience for them and are continuing this provision in the 2023-24 academic year.

Despite the work undertaken this year, the gap between pupils eligible for the pupil premium and their non-eligible peers has remained high. Attainment is still lower and a higher percentage of disadvantaged pupils still require targeted and specialist support both in-school and from outside agencies. The gap in attendance has widened against non-pupil premium eligible peers - with persistent absence over twice as high. The high proportion of pupils who are both eligible for the pupil premium in addition to SEND support is significant and addressing this has formed an important part of our plan for the remaining two years of our current PPG strategy.



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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.*

| <b>Programme</b>                                    | <b>Provider</b>  |
|---|--|
| Rainbows  | Rainbow's Bereavement Support                              |
| MyMaths   | Oxford University Press                                    |
| Bug Club  | Oxford University Press                                    |
| Beyond the Core Curriculum Development              | HFL Education  |
| Bespoke Educational Psychology Consultation Support | Learning and Wellbeing Psychology Community Interest Group |
| Maths Mastery Specialist Programme                  | 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 universal 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.