

Pupil Premium Strategy Statement 2022 – 2023

The Cathedral School of St Peter and St John RC Primary

*Growing together in God's loving family, we support, challenge and inspire
to be the best that we can be*

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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	The Cathedral School of St Peter and St John RC Primary
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers	2022/23
Date this statement was published	October 2022
Date on which it will be reviewed	January 2023
Statement authorized by	Iain Clarke Chair of Governors
Pupil Premium Lead	Diane Hanley Linda Jordan- Finance
Governor Lead	Iain Clarke COG

Detail	Amount
Pupil premium funding allocation Sept 2022– March - 2023	£ 49,708
April 2023 – August 2023	£ 35,512
Recovery premium funding allocation this academic year	£8,953
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£47,922
Total budget for this academic year	£142,096

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced.

This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, 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”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially or educationally disadvantaged. By this we mean that some families just do not qualify for free school meals. Some children who live within families where both parents work long hours do not have allocated time to spend with their children at home as they would normally do.

- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time, however all eligible pupil premium children will receive what they need.

Demography and the school context

- The Cathedral School of St Peter and St John RC Primary is a smaller school for children aged 4-11. There are currently 207 (including Nursery) pupils on roll (National Average 282 without Nursery).
- Most of the children who attend school reside mainly in the local council estates of Lower Broughton – see demographics above.
- Our pupils come from a wide variety of ethnic backgrounds. We currently have at least 31 ethnic groups with 23 different languages. Percentage of ethnic groups in the area = 20% school currently has 58.9%. White British = 33.3

- The school is situated among pockets of affluent communities where the unemployment is lower and the professional workforce is higher than average.

The communities where the families reside read differently.

	School Area	Where most pupils live	National Average (where available)	Salford Ellenbrook Worsely Area	Surrey School
Highest paid Professional workforce	29%	13%	30.4%	46%	60%
Lowest paid	18.1%	38%	11.6%	6.8%	15.6
Unemployment	3.4%	17.5%	3%	1.6%	
Ethnic groups white	81%	81%	87.1%	88%	91%
Ethnic group Black	4%	11%	3%	0%	2%
Marital status	13%	13%	50.4%	64%	50%
Percentage of children	5%	30%	12%	25%	22%
Anti-social Behaviour	High	High		Low	Low
Health poor–very poor	6%	9%		6%	4.1%

Ultimate Objectives

- To narrow and level the attainment gap between disadvantaged and non- disadvantaged pupils nationally and within internal the school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates to reach Age Related Expectation and beyond at the end of Year 6 and thus achieve GCSE's in English and Math's - gaining the opportunity to have choices due to their successes.
- To narrow the cultural Capital gap – giving the pupils experiences beyond the school gate to open their perspectives to the wider world and see it with experienced eyes and language to express themselves emotionally and academically.

The range of provision the Governors consider making for this group include and would not be limited to:

- Increasing where necessary the teaching capacity thus improving opportunities for effective teaching and accelerating progress
- To allocate a 'Catch Up' programme to each Year Group - providing small group work with an experienced teacher/HLTA/experienced teaching assistants - focus on overcoming gaps in learning
- 1-1 support
- Additional teaching and learning professional development opportunities provided through the national college, the local authority, teaching hubs and curriculum consultants or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target pupils on Free School Meals to achieve Age Related Expectations
- Pupil Premium will target those who are educationally and socially disadvantaged. Enabling the children with the experiences and language to express themselves emotionally and academically
- Attendance/Punctuality tracking and monitoring -
- Transition from primary to secondary and transition internally EYFS – yr 1 year 2 – yr 3

- Learning support.
- Cultural Capital - Contribute to activities, educational visits and residential visits. Ensuring children have Additional first-hand experiences to be able to call upon in their learning in the classroom.
- To equip EYFS with resources to enhance provision facilitating speech and language skills, social skills and learning.
- Support the funding of specialist learning software.
- To allow the children to learn a musical instrument
- Behaviour and nurture support throughout the day – including mindfulness / health and wellbeing activities – one to one therapy – group and classwork i.e. Happy Minds

This list is not exhaustive and will change according to the needs and support our socially and educationally disadvantaged pupils require.

Challenges

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

Challenge Area	Detail of challenge
A	Weak Language, Communication and attention skills
B	Low attainment on entry to the Early Years Foundation Stage in all areas including intimate care and training.
C	Complex wellbeing and mindfulness issues
D	Attendance and Punctuality issues.
E	Cultural capital
F	Early reading Reception year 1 and 2 – catch up yr 3 and 4
G	Reading into writing KS1 and 2
H	Mathematics fluency and reasoning

This explains the outcomes we are aiming for **by the end of our current 3-year strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Progress in Reading	Achieve above national average progress scores in KS2 Reading
Progress in Writing	Achieve above national average progress scores in KS2 Writing

Progress in Mathematics	Achieve above national average progress scores in KS2 Maths
Progress SEND	Progress SEND is in line with pupils across the school and above national average
Progress in EYFS	Increase percentage achieving a good level of development (EYFSP) to be in line with national
Phonics	Achieve above national average expected standard in PSC

Reading	Ensure all children have a good standard of reading and comprehension by the end of key stage 2
Other	Ensure attendance of disadvantaged pupils is above 95%
Other	To promote cultural literacy through the curriculum and teaching so pupils have the knowledge and skills to talk with confidence about the subjects they study and the experiences they have.

This details how we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above.

Teaching – E.G (Professional Development)

Budgeted cost: 142,096 - £38 679 = 103,417

Activity	Evidence that supports this approach	Challenge Area addressed
<p><i>Speech and Language HLTA</i> <i>To screen all children on entry and bespoke programmes are put in place.</i> <i>NELI</i> <i>Language Support)</i></p> <p><i>WELCOMM KS1 and 2</i></p> <p><i>(£10,300)</i></p>	<p>Underdeveloped Language and Communication skills. All nursery pupils are children are working in the pre-3 band and do not have the breadth of vocabulary that reflects their experiences on entry to Reception.</p> <p>In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently. Although the academic language is increasingly applied – this still needs work for it to be applied fluently.</p> <p>Higher than average numbers of children access SALT in Reception and key stage 1 of disadvantaged children access and will either require small group support or 1:1 support from the school speech and language therapy (HLTA)</p> <p>Expected success All children working with the speech and language programme to become age related.</p>	<p>A B C E F H</p>
<p><i>Speech Therapy (HLTA) LEAD</i> Targeted pupils within class Teaching Assistants</p>	<p>On entry to Reception most children have low Language and Communication skills – 90% of disadvantaged children are working in the e reception band with 25% of disadvantaged children working significantly below in the pre3 band Due to and poor socio-economic and disadvantaged background, children are unlikely to have the breadth of vocabulary,</p> <p><i>Expected success</i> All children working with the speech and language programme to become age related.</p>	<p>A B C E</p>

TA2 x2 - £7779	<p>knowledge and skills required that age related Reception children have.</p> <p>Some KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently. Not being able to express themselves so that others can understand could lead to further difficulties in the future.</p>	F G H
<p>Semco time</p> <p>Additional time allocated ½ day per week supply cover</p> <p>School already puts in 1 day per week £5320 additional</p>	<p>32.3% of disadvantaged children have SEND/ learning needs with 21% with significant learning needs.</p> <p>children working within month age band on entry to Reception despite making accelerated progress, do not meet the required end of year ELG's.</p> <p>The additional teaching staff sees progress accelerated in KS1</p> <p><i>Expected success</i> Reduce number of children on SEND register due to accelerated progress A higher % children working within age related expectations</p>	A B C E F G H
Supply Cover £5040	<p>For SLT and subject leaders to be released for management time 1 day per term to ensure the progress and attainment reaches the potential and high expectations of the school</p> <p><i>Expected success</i> Developed subject to enhance education and provision and quality of education.</p>	A B C E F G H
Whole Staff CPD £4000	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. We are part of the National College professional Development New teaching staff in years 1 and 5 to access high quality writing training from a literacy consultant</p> <p><i>Expected success</i> Impact on quality of education, personal development and enhance knowledge and skills, cultural capital.</p>	A B C E F G H
Mathematics White Rose Resources £5000	<p>The purchase of Mathematics White Rose resources year Reception – 5 All pupils access the exercise and text book and group work as a catch up /homework as a blended approach</p> <p><i>Expected success</i> To ensure all children gain a secure and deep understanding of mathematical concepts and application</p>	A H
Target Tracker £1240	<p>Recording of assessment, groups of children, attendance and context is kept up to date. Enhance planning and assessment.</p> <p><i>Expected success</i> To understand knowledge and skills of children to accelerate progress</p>	

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

Budgeted cost: £ 103,417- £34,881 = £68,536

Activity	Evidence that supports this approach	Challenge Areas addressed
<p>Reading books key stage 1 and year 3 to complement New Phonics and Early Reading Scheme Little Wandle Revised Letters and Sounds – and Big Cat Collins group £5000</p> <p>Turing Maths Hub</p> <p>First Class at Number</p>	<p>Phonics National 2019 - 82%</p> <p>KS1 reading - 55% 2022</p> <p>Re- deployment of Teaching assistants to meet the needs of small group phonic teaching and reading practice</p> <p>Parents information giving meetings An investment of new books and resources was undertaken to support the EEF research.</p> <p><i>Expected success</i> Reading: Percentage increase in number of children meeting age related expectations Yr 2 reading percentage to increase and to be in line with national average. Pupils have a high level of understanding – comprehension – vocabulary</p> <p>Maths: A more secure understanding of number to enhance fluency</p>	<p>A B C E F G</p>
<p>Teaching assistants targeted support small group work and or one to one £23830</p>	<ul style="list-style-type: none"> Targeted support given to pupils within and outside of the directed timetable. Teaching assistants are deployed throughout the school for the purposes of phonics and reading support following a structured timetable. Each teaching assistants have targets to meet each year in respect of the pupils they support – times table learning – spelling, academic vocabulary pre - teaching and overreaching <p><i>Expected success</i> For targeted children to make accelerated progress, diminishing gap</p>	<p>A B C D E F G H</p>

<p><i>Online resources</i></p> <p>£2081</p>	<p>All online resources utilised to enhance the teaching and learning as a whole class / group work and one to one. They are also used as a blended approach for those children unable to access school due to travellers returning to work or having to isolate due to COVID</p> <p>Pupils have the opportunity to access the online learning from home ensuring no disadvantage to online resources received as a general household amenity.</p> <p><i>Expected success</i></p> <p>Online resources have developed expertise in each subjects Greater participation in subject specific hubs – building connections enhances provision Children successfully accessing learning remotely Children taking responsibility for own learning Children developing a greater awareness of online safety</p>	<p>A B C E F G H</p>
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<p>EYFS Resourcing to meet the need of the new EY Curriculum</p> <p>£4000</p>	<p>Over recent years, the majority of children in the reception cohort have achieved a Good Level of Development by the end of the Foundation Stage 2017 – 77% 2018 58% 2019 68%, COVID has had a major factor in the decrease of the GLD level and the phonics achievement</p> <p>and this is again the case in 2022, with 53 % achieving GLD. These figures reflect the fact that many children join The Cathedral School of St Peter and ST John RC with very low levels of development and COVID restrictions</p> <p><i>Expected success</i> All children achieve a good level of development</p>	<p>A B C E F G H</p>
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Wider Strategies (for example, related to attendance, behaviour and wellbeing)

Budgeted cost: 68,536 - £54,935 = £13,601

<p><i>Support the Nurture and Behaviour of all pupils</i></p> <p><i>HLTA and resources</i></p> <p>£37,435</p>	<p>With the additional increase in Social Service involvement nationally, it is essential that we know our children and can spot triggers which will affect learning. The pupils and parents who are in need to extra support with their health - wellbeing and low self-esteem Early Help is a strength of the school</p> <p>The pastoral lead is highly visible to the whole school community from the opening the morning gate (accessible to parents who would not generally seek to come into school for help.) – to drop in sessions in the school playground at breaktimes. From timetabled whole class sessions RHSE and mindfulness (Happy Minds) to Lego therapy with small groups and or one to one sessions. From bereavement therapy – to referrals to CAMHs and Early Help.</p> <p>This is not a comprehensive list of roles and activities the Pastoral Lead undertakes –</p> <p><i>Expected success</i> <i>School is a sanctuary of wellbeing where all feel safe and happy and know who to turn to when they are not</i></p>	<p>A B C D E F G H</p>
<p>Pastoral outings and resources – afterschool clubs /Pyramid to work with vulnerable pupils to ensure they can access learning</p> <p>£3000</p>	<p>More frequent wellbeing difficulties meaning PP pupils are more likely not to access the curriculum due to the lack of emotional literacy – speech and language causing frustration which impacts on their academic progress.</p> <p>Pupils who join school in key stage 2 are closely monitored and strategies are placed to enhance health and wellbeing</p> <p>Existing interventions have had a positive impact on wellbeing. Incident of pupils identified reduce quickly</p> <p><i>Expected success</i> Further reduction in the percentage of pupil referrals and of the need for pupils to participate in pastoral activities</p>	<p>A B C D E G</p>

Attendance resources and monitoring £2000	The attendance lead continues to have a great impact on the attendance and punctuality of vulnerable families. The attendance percentage has risen from to and the persistent absence has decreased since the last inspection. School continues to place vital importance to attendance and punctuality. All parents and children understand the need for this and are happy to try as hard as they can to have a greater attendance percentage and good punctuality. We see attendance as the catalyst to all learning and punctuality as good practice as a characteristic which will see the children in good stead for the future including the world of work hence all areas. <i>Expected success</i> All children have an attendance of at least 96%	A B C D E F G H
Lunchtime Support to provide high quality games and activities to engage pupils – TA3 Lunchtime playground buddies – led by the pastoral lead £5000	Healthy living and healthy practices are very much encouraged. Pupils are happy to participate and see the need for a healthy lifestyle. The buddies nurture the younger pupils’ social skills through play. <i>Expected success</i> All children become healthier in mind and body due to greater access to healthy choices and activities	C E
Residential/educational visits/ out of school competitions Costs £4000	Pupils who are educationally disadvantaged require the first-hand experiences of those who have the cultural capital. As EYFS – KS1 and KS2 The children through their time at The Cathedral School of St Peter and ST John will experience visits to: Theatre for plays and concerts Museums River walk and pond dipping Residential with outdoor pursuits Animal orientated parks General local park investigations i.e. Peel and Heaton Park Experience journeys on buses- trams- trains The seaside The countryside Forest School Activities We encourage Active learning. <i>Expected success</i> Enhance provision and quality of education, children have greater experience of cultural capital outings and remember them – learn more, remember more	A B C D E F G H
Music – Ukuleles £1200	Every child has the right to learn to play an instrument	E

<p>After/before school club resources</p> <p>£1500</p>	<p>All children have the opportunity to access afterschool clubs from Martial Arts to boardgames - From art club to music – From sports clubs – Science</p> <p>All year 1 – year 6 have the opportunity to attend a morning move session 5 times per week.</p> <p>Gardening club for children yrs 1-6</p> <p><i>Expected success</i> Children have opportunities to experience a wider range of activities and experiences</p>	<p>A B C D E F G H</p>
<p>CPoms</p> <p>£800</p>	<p>It is essential that all safeguarding and child protection details are recorded in a way that those who need to know are informed – that patterns of behaviour are analysed – that attendance and the possible impact on learning is observed and any outside agency meeting minutes are noted in real time.</p> <p><i>Expected success</i> Records centralised and Patterns are easily identified for better safeguarding protocols.</p>	