



Cathedral Primary School

Pupil Premium Strategy Statement

This statement details the use of pupil premium funding to help improve the attainment of pupils eligible for the funding at Cathedral Primary School.

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	Cathedral School of St Saviour & St Mary Overie
Number of pupils in school	215 (Nursery – Year 6)
Proportion (%) of pupil premium eligible pupils	18.2%
Academic year/years that our current pupil premium strategy plan covers	2021-22 to 2024/2025
Date this statement was published	17 th December 2021
Date on which it will be reviewed	21 st June 2022 (FGB Meeting)
Statement authorised by	Filiz Scott - Headteacher
Pupil premium lead	Filiz Scott - Headteacher
Governor / Trustee lead	Janet Simpson, lead for Pupil Premium and Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51110.00
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£51110.00

Part A: Pupil premium strategy plan

Statement of intent

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 or a young carer. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This has 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. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate under developed oral language skills and vocabulary gaps among some disadvantaged pupils. These are particularly evident in EYFS and KS1.
2	Internal and external data as well as discussions with staff indicate that some disadvantaged pupils have greater difficulties with phonics than their peers. This can negatively impact their development as readers.
3	Internal and external data demonstrates that attainment of disadvantaged pupils in writing is in-line with or exceeds that of non-disadvantaged pupils when meeting the expected standard or exceeding it. The challenge is to sustain this.
4	Internal and external data demonstrates that attainment of disadvantaged pupils in maths is in-line with or exceeds that of non-

	disadvantaged pupils when meeting the expected standard or exceeding it. The challenge is to sustain this.
5	Questionnaire, observations and conversations with pupils, staff and parents suggest that the well-being of some disadvantaged pupils have been impacted by partial school closures to a greater extent than other pupils. These findings are supported by national studies.
6	Questionnaire, observations and conversations with pupils, staff and parents suggest some disadvantaged pupils have a limited range of enrichment experiences outside school.

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading and phonics attainment for disadvantaged pupils.	Standardised tests, phonics test data and KS1 and 2 SATs results demonstrate that attainment of disadvantaged pupils is in-line with or exceeds that of non-disadvantaged pupils when meeting the expected standard or exceeding it.
Attainment of disadvantaged pupils in writing continues to be in-line with or exceeds that of non-disadvantaged pupils.	Teacher assessment, KS1 and 2 SATs results and comparative judgements demonstrate that the attainment of disadvantaged pupils in writing is in line with or exceeds that of non-disadvantaged pupils when meeting the expected standard or exceeding it.
Attainment of disadvantaged pupils in maths continues to be in-line with or exceeds that of non-disadvantaged pupils.	Standardised tests, KS1 and 2 SATs results demonstrate that the attainment of disadvantaged pupils in writing is in-line with or exceeds that of non-disadvantaged pupils when meeting the expected standard or exceeding it.

The well-being targeted pupils has improved	Questionnaire responses, observations and conversations with pupils, staff and parents demonstrate improved well-being for targeted pupils.
Increased range of enrichment experiences for disadvantaged pupils	Questionnaire responses, observations and conversations with pupils, staff and parents demonstrate improved cultural awareness and widened references.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £16,484

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech and Language therapist to provide CPD for all staff:</p> <p>All staff: strategies to support speaking and listening in the classroom</p> <p>EYFS staff: specific interventions to support language development in the EYFS e.g. Talking Tables</p>	<p>There is a strong evidence base that suggests oral language interventions are inexpensive to implement with high impact on reading as well as speaking, listening and attention.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1, 2

<p>Pupil Progress Meetings</p> <p>Teachers are released to meet with SLT and SENCo to discuss results of standardised tests/teacher assessment and plan interventions and teaching strategies going forward.</p> <p>Training for ECTs and teachers new to the school in correct administration and interpretation of standardised tests.</p>	<p>Standardised tests provide reliable insights in to specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through intervention.</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1,2,3,4</p>
<p>Phonics</p> <p>Purchase and embed a DfE validated Systematic Synthetic Phonics programme to further enhance phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2,3</p>
<p>Library and Book Areas</p> <p>Raise the profile of the library and</p>	<p>Research cited in the Reading Framework indicates that enjoyment of reading is central to improving reading attainment, developing reading and writing skills and accessing the curriculum as a whole.</p>	<p>2,3</p>

<p>book corners across the school, ensuring they foster a love of reading for all children.</p>		
<p>Reading Resources to use at home Provide all pupils with online reading resources (books and games) as well as a range of books, in order to ensure all pupils have access to reading materials at home.</p>	<p>Research cited in the Reading Framework highlights the importance of access to high quality reading resources in improving reading attainment, developing reading and writing skills and accessing the curriculum as a whole.</p>	<p>1,2</p>
<p>Mathematics: Fluency Continue to ensure pupils develop their fluency and recall skills in mathematics. Provide all pupils with online maths resources that pupils can access at home</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>4</p>

Targeted academic support

Budgeted cost: £17,704

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SALT Speech and Language therapist to provide training for staff working with children receiving SALT intervention from speech therapist: specific strategies to enable each pupil to meet their SALT targets</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	
<p>Phonics Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered using the Little Wandle Phonics intervention programme in the first instance.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Third Space Learning Engaging with the</p>	<p>https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send</p>	

<p>National Tutoring Programme to provide tutoring for pupils in Year 5 and 6 whose education has been most impacted by the pandemic or who need</p> <p>Pre-teaching interventions based on flexible grouping.</p>	<p>Tuition (through Third Space Learning) targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £16922

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Curriculum Enrichment</p> <p>Funding use to:</p> <ul style="list-style-type: none"> • Provide access to Atom Learning in upper KS2 • After school clubs e.g. gymnastics, DT, art • Curriculum enrichment opportunities e.g. theatre and residential trips 	<p>Improved cultural awareness and widened references, evidenced in pupils' spoken language. The Social Mobility Commission's report Unequal Playing Field highlights the importance of extra-curricular activities for disadvantaged pupils in order to narrow the gap.</p>	<p>6</p>

<p>Stakeholder Awareness</p> <p>Anonymised data on progress and attainment of disadvantaged pupils shared at Full Governing Body meetings, discussed at Teaching, Attainment and Progress Committee and with Pupil Premium Governor.</p> <p>Staff meeting to discuss strategies to support disadvantaged pupils and ensure all staff are aware of the disadvantaged pupils in their class.</p>	<p>The National Governance Association's research, Spotlight on Disadvantage highlights the important role governors have in ensuring disadvantaged pupils are well supported.</p>	<p>All</p>
<p>Well-being</p> <p>Ensuring pupils who need wellbeing assistance are being targeted and supported by a member of staff trained as a mental health first-aider</p>		<p>5</p>

Total budgeted cost: £51,110

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Please see Pupil Premium Expenditure Report 2020 – 2021 for details of outcomes.

Externally provided programmes

There were no non-DfE programmes purchased in 2020-21.

Service pupil premium funding

There are no pupils at Cathedral Primary School who are entitled to service pupil premium funding.