



Pupil premium strategy statement

School overview

| Metric | Data |
|---|---------------------------------|
| School name | The Cathedral School of St Mary |
| Pupils in school | 95 |
| Proportion of disadvantaged pupils | 59% |
| Pupil premium allocation this academic year | £64892 |
| Academic year or years covered by statement | 2020-2021 |
| Publish date | September 30 th 2020 |
| Review date | June 2021 |
| Statement authorised by | Mark Dyson |
| Pupil premium lead | Mark Dyson |
| Governor lead | Lyn McCloughlin |

Disadvantaged pupil progress scores for last academic year

| Measure | Score |
|---------|-------------------------|
| Reading | No data due to Covid~19 |
| Writing | No data due to Covid~19 |
| Maths | No data due to Covid~19 |

Strategy aims for disadvantaged pupils

| Measure | Score |
|----------------------------------|-------------------------------------|
| Meeting expected standard at KS2 | 54% Reading, 62% Writing, 54% maths |
| Achieving high standard at KS2 | 15% in RWM |

| Measure | Activity |
|------------|--|
| Priority 1 | Provide reading, writing and maths conferencing for disadvantaged pupils. |
| Priority 2 | Ensure all teachers receive CPD that raises their understanding of the importance of Oracy and implement this into their teaching. |

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| Barriers to learning these priorities address | Ensuring staff use evidence-based whole-class teaching interventions |
| Projected spending | £41892 - including HLTA wage, CPD outlay, purchasing resources from CPD outcomes, Supply cover to release teachers |

Teaching priorities for current academic year

| Aim | Target | Target date |
|-------------------------|--|-------------|
| Progress in Reading | Achieve national average progress scores in KS2 Reading (0) | July 2021 |
| Progress in Writing | Achieve national average progress scores in KS2 Writing (0) | July 2021 |
| Progress in Mathematics | Achieve average KS2 Mathematics progress scores in KS2 maths | July 2021 |
| Phonics | Achieve national average expected standard in PSC | July 2021 |
| Other | Improve attendance of any disadvantaged pupils that were lower than 95% last academic year | July 2021 |

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

| Measure | Activity |
|---|---|
| Priority 1 | Ensure all children have reading books sent home that are matched to their reading ability. |
| Priority 2 | Purchase and embed Accelerated Reader and Comparative Judgements to increase participation and achievement in reading and writing. |
| Priority 3 | Ensure the curriculum allows disadvantaged pupils the same opportunities to learn as non-disadvantaged pupils. |
| Barriers to learning these priorities address | Identifies pupils' weaknesses in reading and writing which can then be used to support and provide personalised learning. Life opportunities are less for the disadvantaged pupils so the curriculum needs to plan these in for all of our children to gain real-life experiences. |
| Projected spending | £8000 |

Wider strategies for current academic year

| Measure | Activity |
|---|---|
| Priority 1 | Enhancing our current Breakfast club provision |
| Priority 2 | Purchase education welfare officer time and use PSA to support families with attendance and acute need and look into patchwork parenting. |
| Barriers to learning these priorities address | Improving attendance and working with targeted parents will help support our disadvantaged pupils and improve progress. |
| Projected spending | £15000 |

Monitoring and Implementation

| Area | Challenge | Mitigating action |
|------------------|---|---|
| Teaching | Ensuring enough time is given over to allow for staff professional development | Use of INSET days and additional cover being provided by senior leaders/HLTA |
| Targeted support | Ensuring enough time for school maths-lead to support small groups and for Early Reading leader to ensure phonics is being taught properly and provide staff support throughout the year. | Maths lead to plan sessions in the week to work and support children across the school. HLTA to take Early Reading leads' RWI group once per week so leader can coach and support. |
| Wider strategies | Engaging the families facing most challenges | All children to be fed free breakfast up until March 2021. PSA to provide outreach support for our parents most in need. |

Review: last year's aims and outcomes

| Aim | Outcome |
|--|---|
| Improve standards in reading, writing and maths. | Some progress but not sufficient mainly due to Covid cutting the year short. To redeploy HLTA to work with targeted pupils across the school next year. The purchase of Accelerated Reader was beginning to show positive impact before we went into lockdown. |
| High standards in early reading | All staff trained and delivering RWI but need more coaching and leadership for next year. All staff have been trained to deliver but leadership of Early Reading was lacking. This was in the process of being rectified in Spring Term before lockdown. |

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| Immerse children in a wide range of texts to improve vocabulary | Lots of books bought. Library visits were regular for all pupils. Reading opportunities increased in school but proved problematic during lockdown and children were not able to read as they normally would due to lack of resources/books at home. |
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