

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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. Mary
Number of pupils in school	101
Proportion (%) of pupil premium eligible pupils	61
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021~2022
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mark Dyson
Pupil premium lead	Mark Dyson
Governor / Trustee lead	Lyn McClaughlin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80700
Recovery premium funding allocation this academic year	£8700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£89400

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- 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.
- The Cathedral School of St. Mary is a small school situated in the heart of the city in Stonehouse, Plymouth. The Clarence Place area, an area local to our school, is the 163rd most deprived area out of 32844 places in England, putting us in the top 1% in England and the most deprived place in Devon. Cecil Street, which is where our school is located, is 321st on the list.
Source: http://dclgapps.communities.gov.uk/imd/iod_index.html

This level of deprivation is recognised in our high percentage of Pupil Premium figures. (61%)

We want all of our disadvantaged children to flourish and be given opportunities through school that other children in more affluent areas of the country would be given through their home lives. First and foremost, this means our staff team must have the highest of expectations in all aspects of life, whether that be academic, behaviour or emotional. Positive role models are essential to improving children’s life chances and raising their aspirations. We also want to ensure children from disadvantaged backgrounds are exposed to what is on their doorstep, as well as beyond! Trips, residential, local visits all form part of our curriculum as well as getting visitors into the school.

We want all of our pupils that attend The Cathedral School as citizens who want to make a positive contribution to society. To have ambitions. And to want to succeed.

Challenges

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

Challenge number	Detail of challenge
1	<i>Poor language and communication skills</i>
2	Low attainment on entry to the EYFS
3	Attendance and punctuality concerns
4	High levels of social services involvement
5	Low levels of parental engagement and skills of parents low when supporting children

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
Progress in reading, writing and maths	All children make progress against their starting points despite having two years of disrupted learning
Phonics	Achieve the national expected PSC
Improved attendance	Ensure attendance for all pupils is above 95%
Parents more confident when supporting their children at home	Parents are supporting their child at home in a variety of ways that include: <ul style="list-style-type: none"> ● Listening to them read ● Speaking to them and listening to them ● Taking them out at weekends and holidays (to the beach/park/moors)

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: £ [45000]

Activity	Evidence that supports this approach	Challenge number(s) addressed																				
<i>Support staff to provide targeted support for disadvantaged pupils across the school</i>	High numbers of PP children are achieving lower than those who are not PP. Previous data shows this in both 2018 and 2019 where PP outcomes were significantly lower.	1 and 2																				
<i>50% of SENDCo to be spent on improving opportunities and outcomes for those children with SEND</i>	Of our 21 children who are SEND, 18 are disadvantaged (86%) Gap between SEND and non-SEND is significant and needs to be narrowed in reading, writing and maths. In latest figures for y6 (unpublished) <table border="1"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> <th>RWM</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>78</td> <td>66</td> <td>66</td> <td>61</td> </tr> <tr> <td>SEND</td> <td>25</td> <td>25</td> <td>25</td> <td>25</td> </tr> <tr> <td>PP</td> <td>61</td> <td>64</td> <td>64</td> <td>57</td> </tr> </tbody> </table> Of the SEND pupils in y6, 75% were disadvantaged.		R	W	M	RWM	All	78	66	66	61	SEND	25	25	25	25	PP	61	64	64	57	1 and 2
	R	W	M	RWM																		
All	78	66	66	61																		
SEND	25	25	25	25																		
PP	61	64	64	57																		
<i>Staff CPD - £2000</i>	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. All staff to lead effectively are released during the year, whether for monitoring, coaching, team teaching etc.	1, 2 and 5																				

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

Budgeted cost: £ [25000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchasing of books matched to the phonics level</i>	Despite various companies suggesting their books match the RWI phonics sounds, the only sure method of books that match are the RWI bookbag books to be purchased in November 2021.	1, 2 and 5
<i>Purchasing of maths resources</i>	Introduction of Power Maths requires the right resources to be purchased to enable all learners the opportunity to be successful.	1, 2 and 5
<i>Supply to release teachers to provide targeted conferencing/feedback time</i>	EEF suggests that feedback is a highly effective tool to improve attainment and progress. Teachers know their children best – so we feel they are best placed to provide children with targeted intervention and feedback whilst the rest of the class is taught by a ‘specialised’ supply.	1, 2 and 5

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

Budgeted cost: £ [£19400]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>PSA to support with improving attendance</i>	Our school is in the top 1% of deprived areas in the UK and parents have their own struggles in their lives. Children who were open to social care went from 4 siblings (LAC) in April 2020 up to 7 children in total in December 2020 and then up to 17 children by March 2021. Involvement with social care families include supporting the running of EHATs and TAMs. Of those 17 children, 16 were disadvantaged (94%). In addition to this, there are several families who depend on the school for support. Of these families – 100% are disadvantaged.	3, 4 and 5

<p><i>PSA to encourage parents into school to support with their children at home and to help raise aspirations</i></p>	<p>Due to high number of children in receipt of FSM, and the high levels of deprivation within our school community, it is important to get parents into school as often as possible. Sometimes this will be for informal coffee mornings, sometimes it may be to engage on a more formal level via meetings with additional professionals and other times it may be to engage with their child's learning such as partaking in lessons, exhibitions or assemblies. The PSA will be responsible for getting parents in as regularly as possible (Covid permitting)</p>	<p>1, 2, 3, 4 and 5</p>
<p><i>All children to engage with activities that support cultural capital, such as pantomime visits, trip contributions etc</i></p>	<p>Cultural capital is an important part of our school curriculum – providing children with Essential Learning Experiences such as trips to the beach, local walks or residential visits. Some may be pertinent to a specific year group whereas others will be whole-school based, such as a trip to the pantomime.</p>	<p>1, 2 and 5</p>

Total budgeted cost: £ [89400]

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

	Reading			Writing			Maths			Combined
	EXS	GDS	EXS + GDS	EXS	GDS	EXS+GDS	EXS	GDS	EXS+	
All (18)	44% (8)	33% (6)	78% (14)	44% (8)	22% (4)	66% (12)	50% (9)	17% (3)	66% (12)	61% (11)
Boys (8)	38% (3)	12% (1)	50% (4)	25% (2)	13 (1)	37% (3)	38% (3)	12% (1)	50% (4)	38% (3)
Girls (10)	50% (5)	40% (4)	90% (9)	60% (6)	30% (3)	90% (9)	60% (6)	30% (3)	90% (9)	80% (8)
PP (14)	33% (6)	28% (5)	61% (11)	43% (6)	21% (3)	64% (9)	43% (6)	21% (3)	64% (9)	57% (8)
SEND* (4)	25% (1)	0	25% (1)	25% (1)	0	25% (1)	25% (1)	0	25% (1)	25% (1)
EAL (4)	25% (1)	25% (1)	50% (2)	25% (1)	25% (1)	50% (2)	25% (1)	25% (1)	50% (2)	50% (2)

Despite enduring a national lockdown for half of their time in year 5, and another lockdown for over eight weeks in the spring term, our children did remarkably well to achieve results that would have been acceptable in a 'normal' year. Despite being slightly below the national average of 65% in rwm, we were extremely close with little input or support given to 'booster' sessions or SATS test practice. There was a focus on the catch-up funding given to the disadvantaged pupils and they closed the gap significantly when compared to the whole cohort, particularly in writing and maths. There was a bigger gap in reading.

78% of this year group were disadvantaged.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
TT Rockstars	TT Rockstars
IXL	IXL
Accelerated Reader	Oxford University

Comparative Judgement	No More Marking
Precision teaching	Plymouth MAST
Dyslexia Gold	Dyslexia Gold

Further information (optional)

In addition to our academic success, last year we were able to provide every child in our school with breakfast having been successful in signing up to the magic breakfast scheme.