



## **Pupil premium strategy statement**

### **Expenditure evaluation**

#### **Strategy plan**

**“I was disadvantaged as a child, yet I had the advantage of being in the company of great teachers.”**

**(A.P.J. Abdul Khan, 11<sup>th</sup> President of India)**

***“Every one of our children is carrying something the world is waiting for – it’s just the world hasn’t got it yet,” Sister Judith Russi***

The ‘Pupil Premium’ is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and the lowest achievers. The government has used pupils’ entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as ‘Ever6 FSM’), an allocation for each pupil who has been ‘Looked After’ (in care) and a smaller amount for the children of service families.

#### **Principles**

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To 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 for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the schools have legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

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

## Pupil premium strategy statement

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 ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2025
Statement authorised by	
Pupil premium lead	Darren Moore
Governor / Trustee lead	Lyn McCloughlin

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,790
Recovery premium funding allocation this academic year	£8,410
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£83,200

# Part A: Pupil premium strategy plan

## 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.

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](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.

Throughout our Pupil Premium strategy, we have focused on national, evidence-based practice to help us address disadvantage and raise the attainment of our pupils, leading to better life chances, life choices and opportunity. This is from an inspirational curriculum which gives children experiences on which to base their learning and their future life choices, to a strategic staffing, recruitment and CPD plan which ensures that all teachers and staff members continue to have the highest expectations of all pupils. When making decisions about Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced. Strategies should focus on the needs of the pupils, not labels, and one size cannot fit all. Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, poor language development and comprehension, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. Educational disadvantage cannot be tackled in isolation so we will ensure that all teaching staff are involved in the analysis of assessment to ensure they are fully aware of what we need to address across the school.

### **Our school will:**

- Have a designated Senior Leader who contributes to termly review of impact and the sharing of best practice.
- Have a named Governor for Disadvantaged.
- Have a costed Pupil Premium Strategy that uses a consistent framework based on the three areas of need identified through the EEF research.
- Provide funding for pupils to access extra-curricular opportunities and ensure they are represented in every aspect of school life.

In addition, we will use the following guiding principles as part of our work in supporting Disadvantaged children:

- Ensure all staff have a collective understanding of how disadvantage impacts on pupils' learning and how the school is addressing that impact.

- Use assessment to support learning, inform high-level decisions and inform classroom practice.

Excellent teaching is at the heart of disadvantaged learners' success: supported by our ambitious learning culture, our pedagogy, knowledge-rich, cohesive curriculum, consistent routines, feedback, high expectations and strong knowledge of individuals can and do make a difference to our most vulnerable students.

- Build strong relationships with pupils, gaining knowledge of their subject strengths and areas for development, their individual contexts and aspirations.

- Provide pupils with a rounded education that is well taught, well-resourced and properly funded.

- We know that high-quality teaching is adaptive and meets the needs of the learner. Differentiation is about 'scaffolding up' and not setting limitations on what pupils can achieve.
- Address financial and practical barriers to learning and enrichment
- Understand that attendance is fundamental to student success and intervene early and positively when students are absent and ensure that any barriers to excellent attendance are addressed.

## Challenges

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

Challenge number	Detail of challenge
1	Poor language and communication skills.
2	Low attainment on entry to EYFS
3	Poor progress of disadvantaged children compared to non-disadvantaged children in reading, writing and maths. Many pupils in this group have low self-esteem relating to reading and writing and foundation skills are not retained over time.
4	Children are absent from school missing vital learning and sequences of lessons. Persistent lateness impacts on learning with interruptions of inputs of lessons.
5	High levels of social services involvement- Some children have experienced ACE which has impacted significantly on their ability to learn.
6	Low levels of parental engagement and skills of parents are 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
Good evidence of progress made in reading, writing and maths.	All disadvantaged children make equitable progress against non-disadvantaged children.
Disadvantaged children in EYFS make good progress despite a lower starting point upon entry.	At least 80% of children exit EYFS achieving ELG.
Attendance and punctuality of disadvantaged children will be improved.	Attendance of disadvantaged children will be at 95% or higher.
Children who have suffered ACE are provided with support and interventions are quickly implemented to support children with their social and emotional wellbeing.	All staff receive training on ACE and key staff are identified and trained to deliver high quality, research driven programmes to support children who are suffering with SEMH barriers.
PSA to regularly meet with vulnerable families and offer support and advice where necessary. PSA to attend house visits, TAC meetings and work alongside the EWO to monitor and report on those children who are regularly absent.	Disadvantaged families know who they can speak to in order to get advice and support for themselves and their children. Relationships between families and staff are improved and communication is effective.



## 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: £ 43,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD into effective feedback for teachers to be delivered in line with the new feedback and marking policy.	EEF Effective Feedback The Feedback Pendulum.	3
Incremental Read, Write, Inc (RWI) coaching for TA's and teachers in KS1.	EF Making the most of teaching assistants. EEF closing the attainment gap.	1, 2 and 3.
50% of SENDCo to be spent on improving opportunities and outcomes for those children with SEND	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.	1,2 and 4
Release time provided for Mental Health lead to continue to undertake and deliver CPD into supporting children's mental health.	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_well_being.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_well_being.pdf</a>	5

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

Budgeted cost: £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers to identify which PP children need additional academic support and to plan for TAs to be deployed across year group teams to support those PP children	EEF Making the most of teaching assistants. EEF closing the attainment gap. RWI maths % PP against ARE below national and accelerated progress needs to happen.	1 and 2
TAs to deliver high quality interventions in Reading,	The Pupil Premium- Mark Rowlands	1 and 2

Writing and Maths and deliver them daily to PP children (as required) Interventions to be timetabled (where appropriate) and specific targets to be set with entrance and exit evidence to show impact.	EEF Making the most of teaching assistants.  EEF closing the attainment gap  Precision Teaching- MAST	
HLTA to carry out specific, bespoke interventions such as Precision teaching and deliver them daily to PP children (as required). Interventions to be timetabled (where appropriate) and specific targets to be set with entrance and exit evidence to show impact.	The Pupil Premium- Mark Rowlands  EEF Making the most of teaching assistants.  EEF closing the attainment gap  Precision Teaching- MAST	1 and 2
Some TAs to be trained in specific SEMH interventions such as ELSA to support children's mental health and wellbeing.	<a href="https://psychologyfirst.co.uk/our-services/elsa-training-and-supervision/">https://psychologyfirst.co.uk/our-services/elsa-training-and-supervision/</a>	5
Supply to be provided to release teachers to provide conferencing/feedback time for writing.	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 and 2

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

Budgeted cost: £ 19,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
PSA to encourage parents into school to support with their children at home and to help raise aspirations	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.	3,4,5 on and 6.
Access to a range of resources to support	3rd space learning (SEL) review.	3,4,5 and 6.

children with their social and emotional wellbeing such as excellence cluster.		
Access to a mental health lead practitioner within the school so that pinpointed specific support can be offered to children who are suffering from poor mental health.	<a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6491840/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6491840/</a>  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting children and young people s mental health and wellbeing.pdf</a>  Promoting children and young peoples mental health and wellbeing document, DFE 2021.	5
All children to engage with activities that support cultural capital, such as pantomime visits, trip contributions etc.	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.	1,2,3,4,5 and 6.
Subsidised access to music, extracurricular activities such as residentials, after school clubs.		1,2,3,4,5 and 6.

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**Total budgeted cost: £ 89,400.**



## 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.

*Review: Year One -*

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

Through effective CPD, teachers have a better pedagogical awareness of children's learning and subsequently this has meant that the effectiveness of teaching all pupils, including those who are disadvantaged, has been improved. Furthermore, through effective CPD which has been provided to all of our staff, children who have been suffering from the effects of SEMH have been quickly identified and interventions and support has been put in place. All staff have received Trauma informed training and this has supported the collective understanding that staff have of how to best support children who suffer from the effects of trauma.

Regular and robust implementation, monitoring and coaching of staff in the delivery of Read, Write, Inc (RWI), has meant that CSOSM's phonics screening score in May 2022 was 95%. Through the purchasing of RWI resources such as books and home book bags, we have been able to effectively match the reading levels of children to the correct colour RWI books and this has meant that some disadvantaged children have made accelerated progress in KS1 (as highlighted in phonics screening check).

The school has worked tirelessly with its parents to improve relationships with the parents and the local community and the work undertaken by both the PSA as well as the SENDCO has had an enormously positive impact on this. Through discussions with parents and an 'open door' policy, our most vulnerable families and children have been provided with both academic and pastoral support. This has also meant that persistent absence and lateness has been reduced. In addition, the implementation of a breakfast club has been successful as it has allowed us to target specific disadvantaged children to offer them a good breakfast before starting school. Subsequently, this has meant that targeted children have been able to start the day in the right way. It has also meant that children who are persistently late are given an opportunity to come into school earlier.

Where children have fallen behind in their learning, we have been successful in quickly identifying those who may need additional help and then putting small group or 1-1 interventions in place. During the last academic year, there were 279 effective intervention sessions delivered to disadvantaged children by support staff in which 96%

of the disadvantaged were given additional support in some way. In most instances, these sessions were to address misconceptions in small group or 1-1,

Teachers have also been supported in using data from our school tracking app, (Insight), to make informed judgements about which children are likely to need additional support and have been specific in which interventions should be planned for and delivered by either themselves or support staff.

## 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 marking	No more marking
Precision teaching	Plymouth MAST
Dyslexia Gold	Dyslexia Gold

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Review Year Two

## 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

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Review Year Three
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## 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

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*

### **Additional strategies used to support disadvantaged pupils.**

High quality teaching and learning.	Developing high quality teaching, learning, assessment and a curriculum which is designed to respond to the needs of our pupils.
	Implementing Rosenshine's principles to build on high quality teaching and learning.
	Implementing a new feedback and marking policy which is evidence based so that all children can make at least good progress.
	Setting up a CPD coaching model so that teachers can collaborate and improve their own practice so that they can be the best practitioners they can be- striving for excellence.
	Supporting middle leaders to grow into their roles of subject leadership so that they have a clear understanding of their subjects and how they need to be shaped and developed to meet the needs of our children.
Targeted academic support.	1-1 and small group tuition provided .
	Activities and resources meet the needs of all SEND and disadvantaged pupils.
	Effective deployment of support staff to deliver high quality, evidence informed interventions.
Wider strategies.	Breakfast club offered on a daily basis.
	Effective communication with parents through the Dojo app regularly.
	Opportunities for children to take part in extra-curricular activities, residential and trips.