



## **St Cuthbert's Catholic Primary School**

### **School context and its impact on provision**

#### **IDACI/FSM/PP**

Despite being situated in one of the most deprived wards of Newcastle, the school draws from a wide catchment area as a result of our School Admissions' Policy. Children who attend the school are from a range of diverse backgrounds. The school's IDACI (Income Deprivation Affecting Children Index) has decreased from 0.33 to 0.30 (ie: 30% of the population in Kenton and the surrounding area is Income Deprived) which is now below the LA but still higher than National. There has been a slight decrease in the number of pupils entitled to Free School Meals over the last three years and the number of FSM differs for each cohort. Numbers of Pupil Premium pupils fluctuate because of the impact of different cohorts (eg: 2 in our current Y1; 14 in our current Y2) Numbers of PP across the school for the last three years range between 50-60.

#### **As a result we...**

Some children who attend our school live in extreme poverty. Some of these children are in receipt of a FSM and Pupil Premium Funding. PP Funding is used to support all aspects of teaching and learning for these pupils. Every class has a TA whose main role is to support these pupils (see Pupil Premium Strategy). PP children can also access Breakfast Club and all After School Clubs provided by the school for free. Any residential trips or school trips are heavily subsidised by the school for PP children.

#### **Number on roll/Stability**

The population of the school is stable however there has been an increase in the number of in year transfers and admissions. There is a waiting list for each year group.

#### **As a result we...**

Every effort is made to ensure new children into school settle quickly and are working in line with similar ability pupils with similar starting points as soon as possible.

#### **Girls:Boys**

There are more girls on roll than boys and there is an increasing trend over the last three years when compared to LA and National.

#### **As a result we...**

The number of girls on roll is higher than the number of boys but the ratios differ significantly depending on different cohorts eg: there are 21 boys and 10 girls in Year 6. This can impact significantly on engagement in teaching and learning. To ensure engagement of boys, particularly in reading and writing activities, topics are chosen which will inspire boys to engage and learn but not be at the detriment of the girls and their interests. For example, the current Year 6 took part in a STEM project last year aimed at inspiring girls into those areas of learning by building a working windmill. This was done in conjunction with Beamish Museum and was a whole class project.

Engagement levels were high for all pupils because of the highly skilled teacher delivering the lessons and because of the very practical nature of the project (please see books). Planning and delivery of the project by the teacher ensured strong links were made with English and both boys and girls were inspired to read and write as a result of the project.

### **Minority Ethnic Groups/EAL**

The number of Minority Ethnic Groups and EAL is still well below LA and National however there has been a steady increase in numbers on roll at St Cuthbert's over the last three years.

#### **As a result we...**

Have invested a lot of money and time in Makaton training, particularly for EYFS and KS1 staff to ensure gains in language acquisition in EYFS are made quickly. School has resourced the environment, particularly the library, with multilingual books to engage MEG and EAL in reading. School has benefitted from highly skilled volunteers who work in school to support children with their speech and language skills and where funds allow, specialist teachers are brought in to support teaching and learning.

### **SEND**

Number of SEND pupils is lower than LA and National and varies according to cohorts.

#### **As a result we...**

Identify SEND pupils early within school and bespoke interventions are introduced to address their needs. Expert help is sought from external agencies as and when appropriate and the curriculum is tailored to suit their learning needs. Class TAs and highly skilled SEND TAs provide both group and 1:1 interventions on a regular basis. Progress is monitored carefully and provision adapted as necessary. Difficulties can arise when children are in year admissions and their needs have not been addressed or even identified by the previous school but St Cuthbert's acts promptly and effectively to meet the needs of these learners (see SEND Strategy)