

Pupil premium strategy statement – St Cuthbert’s Catholic Primary School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2022/23 – 2024/25
Date this statement was published	15/12/2024
Date on which it will be reviewed	15/12/2025
Statement authorised by	Alison Rainbow
Pupil premium lead	Alison Rainbow
Governor / Trustee lead	Joanne Shears
Funding detail	Amount
Pupil premium funding allocation this academic year	£25,160
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£25,160

Part A: Pupil premium strategy plan

Statement of intent

At St Cuthbert's we are committed to ensure excellence in all areas of the curriculum, including academically, emotionally and socially. The aim is to close the gap between our disadvantaged children and their peers. We want our pupil premium children to experience what their peers have and for there to be no barriers to learning. We also want all our children to demonstrate our FAIR Values in order for them to develop into well rounded individuals.

To make this happen we will aim to improve:

- 1: Quality First Teaching across our school
- 2: To provide enrichment activities to enhance their learning and to enable them to participate in activities that their peers enjoy.
- 3: To provide emotional and wellbeing support according to the needs of our pupil premium children.

Challenges

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

Challenge number	Detail of challenge
1	Ensuring children have regular adult support with their learning and in particular with their reading. That they read from a wide range of genre.
2	Not all children will attend regularly our Enrichment Groups outside of school. Or have experiences that enable them to engage fully in the curriculum.
3	Social and or emotional needs. (Low self-esteem, poor resilience, anxieties) Some of our pupil premium children have difficulties with emotional regulation which impacts their learning.
4	Some of our pupil premium children also fit into another vulnerable group e.g. SEN which impacts their learning especially in reading, writing and maths.
5	Ensuring that there is equal access to all provision experienced by all 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
Children's Reading, writing and maths assessment data in is line with end of year expectations.	The percentage of disadvantaged children achieving end of year expectations will be in line with those who are not considered to be disadvantaged.
To offer emotional, anxiety and social wellbeing support through our Drawing and Talking, Well-Being Ambassadors, ELSA and the Nurture provision.	Children have a trusted adult who can be relied upon to help them with their anxieties and emotional support. Children have an understanding of their own emotions and feelings and developed strategies to cope with them.
Pupils are given support to manage their emotions in order that they learn alongside their peers.	Improvement in learning behaviours is evident through the implementation of Zones of Regulation as evidenced through children's voice and staff observations
Children are provided with access to a wide range of experiences that enhance their knowledge and experiences of our world today.	All children's experiences are enriched by actively taking part in residential trips, day trips and home learning resources in line with all other children in our school.

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: £6,032

Activity	Evidence that supports this approach	Challenge number(s) addressed
QFT training - Xavier	Increase knowledge of all staff to have an impact on all the children.	1
CPD for all staff on Zones	EEF toolkit: very high impact and low cost. EEF CPD report	3 & 5

of regulation and then the implementation of zones across the school		
Training for ELSA	https://www.elsanetwork.org/elsanetwork/otherresearch/	2 & 3

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

Budgeted cost: £8,074

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions. This will be delivered by HLTA's and teachers 1:6 Enrichment groups in Phonics/reading	EEF: improving phonics/reading strategies. High impact low cost.	1, 2 & 4
1:6 Enrichment groups in maths (number sense)	EEF: improving maths strategies	1, 2 & 4

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

Budgeted cost: £11,510

Activity	Evidence that supports this approach	Challenge number(s) addressed
Well-being ambassadors	https://eikon.org.uk/story/wellbeing-ambassadors-whole-school-wellbeing/	3
Drawing and talking sessions	https://drawingandtalking.com/about-us	3
Nurture Provision	https://www.nurtureuk.org/reports/the-eeef-toolkit-and-nurture-groups/	3

Total budgeted cost: £25,160

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium children are making progress across Reading, Writing and Maths and interventions are adjusted termly to ensure impact is made.

3-year trends in data

GLD data EYFS

	2022-3
All (21)	72% (15)
PP (2)	50% (1)
Non-PP (19)	74% (14)

	2023-4
All (30)	82% (25)
PP (2)	50% (1)
Non-PP (28)	86% (24)

	2024-5
All (30)	90% (27)
PP (2)	100% (2)
Non-PP (28)	89% (25)

Pupil premium children are making progress to close the gap across the 3-year data trend in GLD.

Year 1 - Phonics Screening

	2022-3
All (25)	88% (22)
PP (3)	67% (2)
Non-PP (23)	91% (21)

	2023-4
All (28)	93% (26)
PP (2)	50% (1)
Non-PP (26)	96% (25)

	2024-5
All (22)	89% (19)
PP (2)	50% (1)
Non-PP (20)	90% (18)

In each year that pupil premium children have not passed their phonics screening check, these pupils have been identified as having SEND needs.

KS1 – children achieving the expected standard

2022-23	Reading	Writing	Maths
All (30)	60% (18)	70% (21)	67% (20)
PP (4)	25% (1)	50% (2)	50% (2)
Non-PP (26)	65% (17)	73% (19)	69% (18)

2023-24	Reading	Writing	Maths
All (29)	80% (23)	83% (24)	83% (24)
PP (5)	40% (2)	40% (2)	60% (3)
Non-PP (24)	88% (21)	92% (22)	88% (21)

2024-25	Reading	Writing	Maths
All (30)	83% (25)	77% (23)	83% (25)
PP (2)	50% (1)	50% (1)	0% (0)
Non-PP (28)	86% (24)	79% (22)	86% (24)

Pupil premium children are making progress but there is variance in their achievements at the end of KS1 data.

Although attainment targets were not fully reached, the strategy secured accelerated progress for disadvantaged pupils, evidencing the effectiveness of targeted interventions.

KS2 – children achieving the expected standard (3-year trend)

2022-23	Reading	Writing	Maths	RWM
All (24)	75% (18)	75% (18)	71% (17)	58% (14)
PP (1)	0% (1)	0% (1)	0% (1)	0% (1)
Non-PP (23)	78% (18)	78% (18)	74% (17)	58% (14)

The Pupil Premium child in this cohort also had SEND needs and did not access the SATs papers.

2023-24	Reading	Writing	Maths	RWM
All (28)	86% (24)	89% (25)	86% (24)	86% (24)
PP (2)	100% (2)	100% (2)	100% (2)	100% (2)
Non-PP (26)	85% (22)	88% (23)	85% (22)	58% (22)

2024-25	Reading	Writing	Maths	RWM
All (30)	93% (28)	90% (27)	93% (28)	90% (27)
PP (2)	50% (1)	50% (1)	50% (1)	50% (1)
Non-PP (28)	96% (27)	93% (26)	96% (27)	93% (26)

Our outcomes at KS2 continue to improve over the 3-year trend. Where children have not reached the expected standard, they have been pupils with SEND needs.

While overall attainment outcomes did not yet meet national benchmarks, pupils in receipt of pupil premium funding with significant additional needs demonstrated strong progress from their individual starting points. The pupil premium strategy ensured that barriers to learning were reduced, enabling pupils with complex needs to make sustained and measurable progress across the curriculum. This progress provides a secure foundation for continued improvement, with next steps focused on embedding strategies that will further close the gap between disadvantaged pupils and their peers.

Attendance data

	2022-3	2023-4	2024-5
All	95.4%	96.59%	96.98%
PP	92.5%	95.85%	96.9%

The gap between the attendance of our pupil premium children and all children has closed over the past 3 years to almost be in line last academic year.

Wellbeing outcomes

Our mental health and well-being interventions have been successful in supporting our children to work through issues that may create barriers to their learning.

Pupil voice surveys

There was an increase in positive responses from 5 out of 6 year groups surveyed in November 2025 to 'feeling that school encourages them to look after their emotional and mental health' from previous survey in March 2025 (increase of 7% overall).

Also an increase in all year groups responses to school 'encouraging them to be independent and take on responsibilities' (increase of 7% overall).

Nurture

All children accessing Nurture provision in Y1 made progress across a range of areas on the Boxall profiles. This was evident in the skills and independence observed when integrating back into the classroom.

Enrichment

We continue to support our disadvantaged families financially to access enrichment activities such as trips and out of school clubs to ensure they are exposed to the same experiences as their peers. Any children wanting to access out of school hours clubs are supported financially to access if this is a barrier.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

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