

# 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   | 210               |
| Proportion (%) of pupil premium eligible pupils  | 10%               |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )   | 2025/26 – 2027/28 |
| Date this statement was published  | 15/12/2025        |
| Date on which it will be reviewed  | 15/12/2026        |
| 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  | £33,680           |
| Recovery premium funding allocation this academic year<br><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                |
| <b>Total budget for this academic year</b><br><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> | £33,680           |

# 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. Our mission is 'to recognise individuality and encourage each other to fulfil our potential'. We aim 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 will consider the challenges faced by vulnerable pupils, such as those who have a social worker and support children individuals with their well-being to ensure they are ready to learn and thrive.

In line with our school development priorities, we will focus on stronger beginnings in EYFS, particularly through quality interactions and developing oracy across the school.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support such as enrichment activities and support with their wellbeing. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

We also want all our children to demonstrate our FAIR Values of faith, hope trust and love 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

- Ensure that individual needs are considered and barriers to learning addressed.
- Improve the reading fluency, comprehension, and vocabulary of disadvantaged students.
- Utilise targeted interventions and support, in all subjects, facilitating high quality education provision for disadvantaged students.

### 2: To provide enrichment activities to enhance learning and to enable them to participate in activities that their peers enjoy.

- Support access to the curriculum with workshops, educational visits, specialist visitors and access to resources.
- Provide opportunities and access to extra-curricular activities in the form of clubs outside of school hours.

3: To provide emotional and wellbeing support according to the needs of our pupil premium children.

-Provide daily opportunities for children to check in on their mental health and support them to make adjustments in lessons and during unstructured times.

-Ensure access for individuals to benefit from one to one support when required as well as group intervention experiences.

## 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. 29% of our disadvantaged pupils in 2024-5 did not reach expected in reading by the end of the academic year.<br>On entry to our Reception class over the past 3 years intake, between 36-50% of our children arrived below age-related expectations. |
| 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, emotional and/or mental health needs. (Low self-esteem, poor resilience, anxieties) Some of our pupil premium children have difficulties with emotional regulation which impacts their learning. 23% of our disadvantaged pupils accessed one to one support on some level in 2024-5.  |
| 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.<br>45% of our disadvantaged pupils in 2024-5 also had SEND needs and 55% had SEND or EAL needs.  |
| 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 or above 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.<br>Children have an understanding of their own emotions and feelings and developed strategies to cope with them.<br>90% or above of children will respond positively in wellbeing and mental health survey questions. |
| 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.<br>100% of pupil premium children will attend enrichment activities.   |
| To ensure a strong start to school for disadvantaged EYFS pupils.   | GLD will show that 80% of disadvantaged pupils have met ARE at the end of EYFS.   |

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8,496

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Quality First Teaching training - Xavier   | <p>Increase knowledge of all staff to have an impact on all the children.</p> <p><a href="#">EEF report on CPD for teachers</a></p> <p><a href="#">EYFS evidence store - EEF evidence specific to EYFS development</a></p> <p>Developing Oracy across the school will support children in developing their reading and writing.</p> <p><a href="https://voice21.org/oracy-across-the-curriculum-the-evidence/">https://voice21.org/oracy-across-the-curriculum-the-evidence/</a></p> <p><a href="https://oracyeducationcommission.co.uk/wp-content/uploads/2024/10/Future-of-Oracy-v23-web-13.pdf">https://oracyeducationcommission.co.uk/wp-content/uploads/2024/10/Future-of-Oracy-v23-web-13.pdf</a></p> <p>Steplab coaching feeds into ensuring consistency of Quality First Teaching across the school. Encouraging teachers to become more reflective in their practice and continuously improve.</p> | 1                             |
| Support a strong start in EYFS for disadvantaged pupils  | <p><a href="#">EYFS evidence store - EEF evidence specific to EYFS development</a></p>  | 1, 5                          |
| We will prioritise staff training to embed the principles of the DfE <i>Writing Framework</i> and <i>Strong Foundations</i> guidance. Training will focus on developing oral language and vocabulary, securing transcription skills through phonics and handwriting, and teaching sentence-level grammar in meaningful contexts. | <p><a href="#">The writing framework</a></p> <p><a href="#">Strong Foundations</a></p>  | 1, 4, 5                       |
| CPD for all staff on Zones of regulation and then the implementation of zones across the school  | <p>EEF toolkit: very high impact and low cost. EEF CPD report</p> <p><a href="https://zonesofregulation.com/research-and-evidence/">https://zonesofregulation.com/research-and-evidence/</a></p>  | 3 & 5                         |
| Training for ELSA  | <p><a href="#">Research – ELSA Network</a></p>  | 2 & 3                         |

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|--|---|--|
|  | <a href="https://explore.bps.org.uk/content/bpsecp/33/4/50">https://explore.bps.org.uk/content/bpsecp/33/4/50</a> |  |
|--|---|--|

## 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 |
|--|---|-------------------------------|
| <p>Additional phonics sessions. This will be delivered by HLTA's and teachers</p> <p>Smaller enrichment groups in Phonics/reading</p>  | <p>EEF: improving phonics/reading strategies. High impact low cost.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Teaching and Learning Toolkit   EEF#</a></p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> | 1, 2 & 4                      |
| <p>Screening and intervention to ensure pupils secure early writing skills, focusing on oral language and vocabulary, transcription through phonics and handwriting, and sentence-level grammar taught in meaningful contexts. Responsive assessment and feedback will address gaps so disadvantaged pupils build strong foundations for sustained progress.</p> | <p><a href="#">The writing framework</a></p> <p><a href="#">Strong Foundations</a></p>  | 1, 4, 5                       |
| <p>1:6 Enrichment groups in maths (number sense)</p>   | <p>EEF: improving maths strategies</p> <p><a href="#">EEF   Early Mathematics</a></p>   | 1, 2 & 4                      |

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

Budgeted cost: £11,294

| Activity                     | Evidence that supports this approach  | Challenge number(s) addressed |
|------------------------------|---|-------------------------------|
| Well-being ambassadors       | <p>Giving children the opportunity to take on a responsibility to guide their peers can support children with their own mental health and provide another route for pupils to share their concerns.</p> <p><a href="https://eikon.org.uk/story/wellbeing-ambassadors-whole-school-wellbeing/">https://eikon.org.uk/story/wellbeing-ambassadors-whole-school-wellbeing/</a></p> <p><a href="#">Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK</a></p> | 3                             |
| Drawing and talking sessions | <p>These one to one sessions on a regularly weekly basis give certain children the opportunity to share and be supported in a soft touch approach.</p> <p><a href="https://drawingandtalking.com/hubfs/DT%20Blog/pdf-files/CORC-Report-Drawing-and-Talking_.pdf">https://drawingandtalking.com/hubfs/DT%20Blog/pdf-files/CORC-Report-Drawing-and-Talking_.pdf</a></p>   | 3                             |
| Nurture Provision            | <p>Nurture provision provides a small group of our Year 1 children with support to transition into this year group. They are able to continue their afternoon curriculum with bespoke support threaded in, developing positive pupil relationships in a supportive environment.</p> <p><a href="https://www.nurtureuk.org/reports/the-eef-toolkit-and-nurture-groups/">https://www.nurtureuk.org/reports/the-eef-toolkit-and-nurture-groups/</a></p>  | 3                             |

**Total budgeted cost: £33,680**

Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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## 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)

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|---|
| <i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i> |
|   |
| <b>The impact of that spending on service pupil premium eligible pupils</b>   |
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