

Pupil Premium Strategy Statement

School overview September 2026

Detail	Data
School name	St Cuthbert's Catholic Primary School
Number of pupils in school	225 including Nursery 203 R-Y6
Proportion (%) of pupil premium eligible pupils	73 pupils – 35.7% R-Y6 EYPP 8 pupils 42.1%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025 - 2028
Date this statement was published	17 September 2025
Date on which it will be reviewed	September 2027
Statement authorised by	Anne Bullerwell
Pupil premium lead	Anne Bullerwell
Governor / Trustee lead	Joanne Watson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1,550.00 x 33 pupils
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	£51,315

Pupil premium strategy – 3 year plan

Statement of intent

Our Pupil Premium Statement of Intent incorporates the aims and values of our school mission statement, which is rooted in our belief that every child is unique, made in the image of Christ, and that this is reflected in the desire, commitment and aspirations of our school staff to address and overcome socio-economic factors – or any other external factor – which may hinder pupil progress and attainment, and ultimately affect their life chances in the future.

St Cuthbert's recognises that not all pupils who are eligible for Pupil Premium are underachieving, while some pupils may be underachieving and not eligible for Pupil Premium funding. It is school policy to plan, adapt and prepare for any individual, or group, in which any area of underperformance is evident. The school does not use this policy to displace current strategies to intervene and support its pupils. Some pupils may be achieving well but will be entitled to funding to enhance their future educational aspirations and achievements.

Aims

- To provide all pupils no matter what their starting point or background with fair and equal opportunities to achieve and excel in all areas of the curriculum; using and applying the most effective pedagogy, (see Teaching and Learning Policy), supported by use of additional, delegated funding entitled, Pupil Premium Funding.
- To work in partnership with families and pupils eligible for pupil premium; to plan, monitor and evaluate support and intervention in order to secure individual progress and achievement.
- To work with external partners and organisations to provide additional support for the social, emotional, health and wellbeing of all pupils with potential barriers to learning and achievement.
- To ensure governors fulfil statutory responsibilities to make effective use of Pupil Premium funds to impact positively on pupils' achievement and attainment.
- To ensure all children are ready for the next phase of their education as they move through the school from Early Years to Year 6 and beyond to high school.

Key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Disadvantaged children entering our Nursery and Reception historically have a low baseline for CAL, PSED and PD. Assessments, discussions with staff and monitoring and evaluation activities have shown that this has been compounded by the effects of the pandemic and impacted on all pupils, not just disadvantaged. This challenge continues to be a concern.
2	Poor vocabulary acquisition in our most disadvantaged pupils provides a barrier to learning across all subjects. This has been identified through monitoring and evaluation activities.
3	As well as the technical skills needed for reading and decoding texts achieved through phonic knowledge and application, standardised reading tests administered to children in Y2 and KS2 have shown that a number of our disadvantaged/vulnerable learners are struggling with reading fluency and when reading for meaning and understanding which is impacting on their reading attainment and is a barrier to them accessing the wider curriculum. Accessing a broad range of quality texts at home including both fiction and non-fiction and poetry is also a barrier for most of our children and not just our disadvantaged/vulnerable learners as evidenced in a recent home learning survey.
4	Parental engagement and support from home, particularly with reading, is limited with some of our families.
5	Writing assessments and book scrutinies have highlighted continuing under attainment in writing since the children have returned from lockdowns. This is consistent across all pupils and all key stages in school. This gap has closed considerably due to recent school focussed work but there is still work to be done.
7	Our assessments (including wellbeing survey), monitoring and evaluation activities and discussions with teachers, children and families have identified that emotional health and well-being concerns continue after full return to school for some of our children, notably due to lack of enrichment opportunities and access to the wider family/friendship circles and the wider social world during school closures. Financial pressures on families are also having a significant impact on the well-being of our children and families. Teacher and parent/carer referrals for emotional health and well-being support have markedly increased during the pandemic and beyond. We have several families we have referred to either: Early Help or our Family Partner, Children and Young People's Services, Educational Psychologist and our Safeguarding Vulnerable Learners Partner or our own school Emotional Health and Well-being Lead who has been providing 1:1 and small group support/interventions.
8	Some of our families have low aspirations in terms of life chances, further education, careers and future prospects for their children.
9	Outcomes for our SEND pupils and SEND pupils who are also PP are below National outcomes.
10	Emerging trend of Maths results at the end of KS2 which are still above or in line with national but are below the school's statutory reading outcomes.

Intended outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Challenge number	Intended outcome	Success criteria
1	Improved CAL and PSED skills in EYFS and KS1 children overall.	Assessments and observations significantly indicate CAL and PSED among disadvantaged pupils and EY/KS1 pupils overall. This is evident when triangulated with other sources of evidence, including engagement in lessons, discussions with pupils and teachers and ongoing formative assessment.
2	Improved vocabulary leading to increased engagement and attainment levels across all subjects by our disadvantaged pupils.	Ongoing assessments and monitoring and evaluation activities will show more disadvantaged pupils are engaged and attaining higher in all subjects as demonstrated through their vocabulary skills, knowledge, and application.
3	Increased engagement levels in reading a range of quality texts both at home and at school for our disadvantaged pupils across Y2 and KS2. Increased levels of engagement in reading for pleasure across KS2.	Tracking across our new online reading resources (Reading Plus and Reading Eggs) will show where children are making progress and gaps are closed between baseline assessment, current attainment, and the attainment of their peers.
4	Increased levels of engagement from home, particularly with reading activities, with some of our less engaged families.	More of our less engaged families supporting their child at home and attending educational based events in school.
5	Improved attainment in writing including a new handwriting scheme.	Ongoing assessments and end of term assessments in writing will show more pupils in KS2 working at ARE and above.
7	To improve the quality of social and emotional learning and to achieve and sustain positive emotional mental health and well-being of pupils across the school impacting positively on school engagement levels and attendance levels.	Continue to develop the role of our school Well-being Lead and the work with external agencies and professionals so that children are mentally and emotionally well and are achieving and attending school regularly. Sustained high levels of wellbeing from demonstrated through data from student voice, student and parent surveys and teacher observations and improved attendance levels of those children who are persistently absent.
8	To raise aspirations for our children and families in terms of life chances,	St Cuthbert's will be valued by children and their families as a springboard to further academic success, personal achievement and

	further education, careers, and future prospects.	fulfilment at high school and beyond into their future lives.
9	To improve outcomes for SEND and SEND/PP at each statutory assessment point.	Outcomes for SEND/PP pupils will match National outcomes at each statutory assessment point.
10	To improve outcomes in Maths at each statutory assessment point for all pupils.	Outcomes for all pupils will match National outcomes in Maths at each statutory assessment point.

How we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Research and training for vocabulary tier 1, tier 2 and tier 3 development with the aim to embedding good practice and strategies across the school	https://schoolsweek.co.uk/how-to-close-the-vocabulary-gap-in-the-classroom/ Attention to developing vocabulary should become a part of school planning. We can take the following steps: 1 Train teachers to become more knowledgeable and confident in explicit vocabulary teaching. 2 Teach academic vocabulary explicitly and clearly, with coherent planning throughout the curriculum. 3 Foster structured reading opportunities in a model that supports students with vocabulary deficits. 4 Promote and scaffold high-quality academic talk in the classroom. 5 Promote and scaffold high-quality academic writing in the classroom. 6 Foster "word consciousness" in our students (e.g. sharing the etymology and morphology of words). 7 Teach students independent word learning strategies.	1,2,3,5
Research and training for improving reading fluency to support comprehension and overall reading development in school.	EEF Toolkit: Professor Timothy Rasinski of Kent State University USA explains the importance of teaching reading fluency: *'Scientific research has consistently recognized the critical nature of fluency as a bridge between effortful decoding and comprehension. A fluent reader is one who can accurately and automatically decode words.'*	2,3
Purchase new books to broaden the range of books available in our library, particularly	The Literacy Trust We published **new research** into diversity in children's literature as part of our Christmas fundraising campaign alongside 12 authors and illustrators, contributing to a new booklist which champions representation in children's literature.	2,3,4,5

black and ethnic minority writers	Our survey of over 58,000 UK children and young people found that: Almost a third (32.7%) of children and young people between 9 and 18 don't see themselves in what they read – and two fifths (39.8%) would like to read more books with characters similar to them. More children and young people from ethnic minority backgrounds don't see themselves in what they read (40%) compared to white backgrounds (30.5%). 45.6% of children and young people from Black ethnic backgrounds struggled to find books where characters looked like them. 44.3% of children and young people who identify as neither a boy nor a girl finds it difficult to see themselves in literature, compared to 32.7% of boys and 32.5% of girls. The issue is particularly pronounced when children are younger: 42% of 9- to 11-year-olds are unable to identify with characters in books, and this halves to 20.2% of 16 to 18-year-olds.	
Research, training, and resources to support CAL, vocabulary acquisition, reading and writing skills in Early Years.	EEF: Preparing for Literacy - Improving communication, language and literacy in the early years Guidance report	1,2,3,5,10
Create a supernumerary role for our SENCo to ensure our SEND/PP provision is meeting the needs of all learners and to maximise the progress of SEND/PP pupils.	Supporting SEND - GOV.UK (www.gov.uk) The SENCo will focus on supporting staff in: • understanding the pupil • having high expectations for pupils with SEND • providing tailored support through adaptive teaching and learning	10

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

Budgeted cost: £ *£10,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted experienced TAs across N and Reception to support PP pupils in all areas of learning but particularly in PSED and CAL.	EEF Toolkit suggests up to 5 months additional progress for EYFS pupils who are targeted for interventions. EYFS TAs are experts in their field and EYFS age group having a great deal of experience and training in delivering the EYFS curriculum. They also have specialist training in working with EAL pupils using Makaton and are highly skilled in developing CLL skills in pupils. TAs to be trained in either WellComm or NELI S&L programmes. TA is a supplement not replacement for the teacher.	1, 2
Targeted experienced TAs in KS1 to support and provide additional phonics sessions to any pupils who are not working at ARE.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Toolkit Strand | Education Endowment Foundation | EEF TA is a supplement not replacement for the teacher.	3
Targeted experienced TAs in KS1 and KS2 to support and provide additional Maths sessions to any pupils who are not working at ARE.	EEF Improving Mathematics in Ks2 and KS3 suggests high-quality, structured interventions may be required for some pupils to make progress. Selection of the intervention should be guided by effective assessment of pupils' individual strengths and weaknesses. EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf To support identification of needs and pupils, school have introduced a new Maths Assessment Screening programme to use across KS1 and KS2.	10
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	10

elements of guidance in school and to access Maths Hub resources and CPD.		

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

Budgeted cost: £ *10,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Member of SLT given direct responsibility for Early Help and Family Partner support for families	EEF Engaging Parents Approaches that focus on developing parents' own skills, for example by providing structured training, can have a moderate positive impact on learning. In general, more intensive approaches, which target families or outcomes, are associated with higher learning gains.	4,7,8
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. This will involve training and release time for a member of the SLT to develop and implement new procedures to improve attendance.	7,8
All pupils to accompany the school on any residential trips and visits.	Professor Sonia Blandford suggests that one way of breaking down the barriers to learning for PP pupils is by providing opportunities for all children to participate in social and cultural activities, sport, the arts, debating, volunteering, wider community-based provision, museums, trips and much more. Ensure all pupils can participate fully in school life, including core and enhanced provision.	1,2,3,4,5,6,7
SLT to develop and prioritise our approach to teaching and learning about Careers through developing our own primary school	Starting-early-Building-the-foundations-for-success.pdf Evidence from teachers, children, sector leaders, and researchers suggests that career-related learning enriched with employer activities brings many benefits for primary children: • Increases motivation and attainment by helping children see the relevance of learning and building positive attitudes towards school, particularly among the most disadvantaged children.	4, 7, 8

careers programme.	• Improves social mobility by providing children with access to role models who can inspire them and broaden their horizons, showing that their background does not need to determine their future. • Ensures children do not rule out career options for themselves, simply because they do not realise the details and benefits of the full range of opportunities open to them.	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ *50,000*