

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	St Cuthbert's Catholic Primary School
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	15 th November 2024
Date on which it will be reviewed	July 2025 November 2025
Pupil premium lead	Nicola Noble
Governor / Trustee lead	Kelly Lamond

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,890
Service children	x1 @£310
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£60,890

Part A: Pupil premium strategy plan

Statement of intent

At St Cuthbert's we believe that teaching and learning opportunities should meet the needs of all pupils.

We strive to ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are adequately assessed and support is put in place. Our work with Pupil Premium children is aimed at accelerating progress and overcoming barriers to learning so that these pupils achieve similar outcomes to their peers and diminish the difference between Pupil Premium and non-Pupil Premium children. We aim to ensure that there is a whole school approach and effort to accelerate the progress and attainment of our disadvantaged pupils, supporting them in achieving the best possible outcomes in both learning and in their wider lives.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

School responds to the complexity of disadvantaged pupils' needs by tackling the challenge at three levels in a tiered approach:

1. A whole-school approach promoting learning which sets high aspirations for all pupils (High Quality Teaching)
2. Strategies to identify and support all underperforming pupils (Targeted Academic Support)
3. Strategies specifically targeted at supporting pupils and their families from disadvantaged backgrounds. (Wider Strategies)

Challenges

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

Challenge number	Detail of challenge
1	Pupils who are eligible for Pupil Premium do not enter early years at age related-expectations; movement, communication and language is exceptionally poor. This means they need to make more progress than their peers to catch up.
2	Emotional resilience of pupils eligible for pupil premium is low compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging. Teacher referrals for support have markedly increased. 15% pupils (many of whom are disadvantaged) currently require additional support with social and emotional needs, with them majority receiving small group interventions or 1:1 support (these numbers may vary).
3	All children need high quality teaching and feedback to ensure they make progress and develop appropriate skills and knowledge. Disadvantaged pupils will be more likely not to achieve the combined standard in Reading, Writing and Maths due to some disadvantaged pupils being below the standard in one particular subject.
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to

	<p>a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and maths.</p>
5	Cultural capital - limited life experiences and opportunities of some pupils means staff have to ensure there are opportunities in school to support and value reading.
6	Limited experiences and opportunities outside of the family home as a direct result of low income, results in a lack of exposure to rich and varied vocabulary in different environments which impacts on language acquisition, progress and attainment.
7	Attendance can be a barrier to disadvantaged pupils, although this is sometimes linked to medical needs of children with SEND, this is not always the case.

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
Pupils eligible for Pupil Premium in EYFS make rapid progress in all areas to meet national expectations.	A higher proportion of Pupil Premium children meet a Good Level of Development than in 2024.
Improve emotional resilience for all pupils through use of TA support and intervention.	<p>Children will be identified based upon SEMH needs. Specific social and emotional support for identified disadvantaged individuals and their families by named responsible person e.g. Relax Kids, Mindfulness</p> <p>Lesson observations will demonstrate pupils' positive attitudes to learning and good behaviours.</p> <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Provide children with high quality teaching and feedback to ensure progress in lessons. Ensure pupils are provided with organisers to support their learning.	% of PP pupils meeting the expected standard improves from 2024.
To further narrow the gap in reading, writing and maths attainment between disadvantaged and non-disadvantaged pupils at ARE and GD.	Outcomes in 2025 show that more disadvantaged pupils met the expected standard.
Increase engagement with parents to support home reading. Provide increased opportunities in school to support and enthuse a love of reading	By the end of the academic year, attainment in reading for all pupils improves across the whole school compared to standardised assessment in summer 2024.
To ensure attendance for disadvantaged children is in line with others.	To maintain disadvantaged pupil's attendance to be in line with non-disadvantaged

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: £14,500 (including programmes and training)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement Language intervention with EYFS/Year 1 children across the year.</p> <p>EYFS lead to begin Launchpad for Literacy.</p>	<p>On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p>EEF toolkit: Communication and language approaches - additional 6 months progress</p>	<p>1</p>
<p>Staff to continue to access Sounds Write training to ensure consistency in this approach to phonics across the school.</p> <p>Sounds Write is rolled out as an intervention in Y3-6</p>	<p>Overall, the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial. There is some evidence that approaches informed by synthetic phonics (where the emphasis is on sounding out letters and blending sounds to form words) may be more beneficial than analytic approaches (where the sound/symbol relationship is inferred from identifying patterns and similarities by comparing several words).</p> <p>Sounds write is a DfE accredited systematic synthetic phonics programme</p> <p>EEF toolkit: Phonics - additional 4 months progress.</p>	<p>1, 3, 4</p>
<p>To provide quality CPD throughout the year, using SLT, subject leads and outside agencies.</p> <p>Mastering early number and White Rose maths CPD.</p>	<p>Improving the quality of teaching is the imperative to improve outcomes, particularly for disadvantaged pupils.</p>	<p>1,2,3,4</p>
<p>To ensure quality teaching and learning so that all teaching is at least good</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of</p>	<p>3, 4</p>

<p>with the majority being outstanding.</p> <p>Enhancement of our maths and english teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training and Mastering early number). (EP, KW, SL and CE)</p> <p>English leads given time to monitor and implement strategies. Staff will work with the Trust and other schools to improve outcomes in writing.</p>	<p>Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	
<p>We will fund teacher release for the SENCO and mental health lead and to fund resources.</p>	<p>The emotional resilience of pupils has declined. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.</p>	<p>2</p>

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

Budgeted cost: £31,500 (including programmes and training)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Ensure that accurate next step targets are identified for all disadvantaged pupils in phonics.</p> <p>Phonics lead employed to ensure robust organisation, training and monitoring of phonics teaching and progress.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>

Whole school approach to the teaching of maths ensuring solid foundations of basic mathematical skills to enable children to access a Mastery curriculum.	The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. It relies on prior concepts being taught and secured EEF Teaching and Learning Toolkit: Mastery approaches – additional 5 months progress	3,4
Whole school approach to the teaching of English encompassing a diverse reading spine (including whole class reading and reading for pleasure) which provides rich opportunities for writing.	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. EEF Teaching and Learning toolkit: Reading Comprehension strategies – additional 6 months progress	3,4
Pupils that are entitled to PP and have special educational needs are fully supported and their progress shows improvement. External Agencies will be engaged throughout the year identifying vulnerable pupil needs to support behaviour, relationships, attainment and progress. Parental involvement with targets.	LA and Trust training delivered to SENCO and SEN support.	3,4,5,6
Interventions are targeted, specific and reviewed half termly. TAs work with class teachers to ensure interventions are purposeful.	Interventions targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:	3,4

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

Budgeted cost: £13,000 (including programmes and training)

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA to have specific time set aside to support children with challenging behaviour and emotional resilience difficulties (Listening Matters, Bereavement counselling etc)	Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning. This is based on a number of meta-analyses that review robust studies of interventions in schools.	2

<p>Pupils that are entitled to PP and have special educational needs are fully supported and their progress shows improvement.</p> <p>External Agencies will be engaged throughout the year identifying vulnerable pupil needs to support behaviour, relationships, attainment and progress.</p>	<p>EEF Teaching and Learning Toolkit: Behaviour Interventions - additional 3 months progress</p>	
<p>Limited life experiences and opportunities of some pupils</p> <p>Quality Music provision. Fees paid for all Pupil Premium children who learn an instrument.</p> <p>To Identify barriers to learning and be reactive and respond to unexpected needs of Disadvantaged pupils and their wider families e.g. wider issues personal fund -uniform, food parcel, ICT, trips, after school clubs</p> <p>Subsidising school trips and residential.</p> <p>Subsidising families who have more than 2 children attending school trips in the same month. Subsidising activities for PP children to enrich experiences (e.g Seaham Harbour activity Centre/ Playology and other school visits).</p> <p>Author in school – opportunities to write and engage creatively</p> <p>There is a wide range of clubs offered for all age groups. SLT track who attends after school clubs and if there are children who can't at-</p>	<p>Overall, it is clear that social and emotional learning can have a positive impact not only on pupils' learning, but also attitudes to learning and social relationships. Lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>EEF Teaching and Learning Toolkit: Social and Emotional Learning – additional 4 months progress</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.</p> <p>EEF Teaching and Learning Toolkit: Art Interventions - additional 3 months progress</p>	<p>5, 6</p>

<p>tend due to circumstances out of their control, then they are offered a place at clubs, at no cost.</p>		
<p>Whole staff training on behaviour management and approaches with the aim of developing our school ethos and improving behaviour across school.</p> <p>Positive behaviour is reinforced through the Rights respecting agenda.</p> <p>SENDCo time to apply strategies for supporting anxious children.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>5</p>
<p>Attendance team to monitor and support Pupil premium families to maintain attendance, punctuality and readiness to learn including persistent absentees</p>	<p>EEF report (2015) states that pupils need to be in school to learn and achieve and that there is a direct link between pupil achievement at KS2 and KS4.</p>	<p>6</p>

Total budgeted cost: £59,000

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 2023 to 2024 academic year.

2023-24 outcomes:

Strategies used in 2023-24 were successful and so the school will continue to use some of these approaches to continue to narrow the gap and raise attainment in all areas.

Teaching Strategies

Approaches to the teaching of writing and reading across the school have shown a sustained improvement in the quality of writing and enjoyment of reading. Spelling has also been a focus, with the consistent application of Sounds Write in KS1.

Small group intervention for phonics continues to be used as a strategy, as well as adding extra sessions to the timetable to ensure early reading skills are strong; this is evidenced through internal data as well as the phonics screening check results, where 87% of all children met the expected standard in 2024. Further training for Sounds Write has been invested in for the academic year 24-25 to enhance consistency.

Targeted Intervention

Identified pupils receiving targeted support had a proven impact on summer data where these children all met the expected standard in KS2 SATs. This shows rapid and sustained progress for these groups of pupils.

Wider Strategies

A larger focus on wellbeing continues and ensuring children have access to a holistic curriculum with planned opportunities to develop the whole child.

Desired Outcome	Review
Pupils eligible for Pupil Premium in EYFS make rapid progress in all areas to meet national expectations.	Due to high needs and staffing, it was difficult to run regular interventions in EYFS. There were three PP children in EYFS and none achieved ELG. Two are SEND and the third has the ability to close the gap. They have all made progress a result of targeted intervention and the introduction of the Sounds Write programme.
Improve emotional resilience for all pupils through use of TA support, wider opportunities and intervention.	Children have continued to access Listening Matters with a qualified TA. This service is often oversubscribed and there is a waiting list. We sourced a counsellor from the Road Centre who carried out counselling with 5 children 6 pupils had their music tuition paid for (guitar or violin). School residentials were heavily subsidised 6 children in Year 5 6 children for Y6 outdoor adventurous activities School trips were subsidised for larger families (We had 2 families with more than 2 children and 3 sets of twins). Adam Bushnell visited school for two days with a focus on stimulating writing creatively All FSM pupils had a free place in after school sports clubs

<p>Provide children with high quality teaching and feedback to ensure progress in lessons.</p>	<p>Ongoing staff CPD Pupils were provided with knowledge organisers to support their learning. Lessons were planned to support children to know more and remember more.</p>
<p>To further narrow the gap by the end of KS1 and 2 in reading, writing and maths attainment between disadvantaged and non-disadvantaged pupils at ARE and GD.</p>	<p>Interventions took place and included provision for PP pupils. Support staff were allocated according to needs of pupils in class. Reading plus – support for reading in Year 5 and 6. Staff engaged in CPD throughout the year to support them to deliver quality first teaching to all pupils.</p>
<p>Increase engagement with parents to support home reading. Provide increased opportunities in school to support and enthuse a love of reading</p>	<p>Lots of real books were ordered aimed towards boys at KS2. Boxes were utilised from Durham Learning Resources for reading for pleasure in classes. All classes have a designated reading area. Reading is obvious in classes. Class texts are used in all classes. Home time stories are also read in KS1 as their texts are not as bulky. Class texts have been reviewed annually to ensure a range of cultures, authors and genre is covered. The library is set up and staff have been running a library club for children in Year 1 and 2.</p> <p>Comprehension – reading vipers were used at KS2, reading dogs in Y2 (Vocabulary, inference, predicting, explanation, retrieval, summarising). Each area was taught as a skill. Comprehension is not using set texts. Often comprehension is taught using these skills but using class texts. Higher order reading skills are targeted in all year groups using these skills. CPD in the Autumn term on Reading.</p> <p>Reading plus has been used in Year 5 and 6. This has made a huge impact on reading speed, stamina and comprehension skills.</p> <p>Fiction Express – Year 6 have been using Fiction Express. Every half-term, three books are published on our website in weekly chapters. What happens next is entirely up to the readers. Using their votes, they are able to decide where the plot goes next. Then the author will bring the most popular choice to life. They were hugely engaged. Year 6 are constantly giving feedback to the author and a number have received certificates and responses from the author. One child from Y5 and one from Y6 were invited to meet the author. KS1 books – the impact on fluency and recognition of HFW is huge. They read the same book all week and it links to the book they have in Guided reading. The reading scheme in KS2 is colour banded and we have added real books to the reading scheme books which the children have particularly enjoyed so some children don't feel like they are on a scheme and they can choose a book or author they are particularly interested in.</p>
<p>To ensure attendance for disadvantaged children is in line with others.</p>	<p>The school office has been efficient in contacting parents if they have not turned up at school. Attendance letters were sent out in November and March to parents whose children's attendance was below 90% and cause for concern letters for those who were below 92%</p> <p>Attendance certificates were given in January. All FSM children were offered free milk if they wanted it (24/38 children)</p>

EYFS - 3 children	None achieved GLD (0%)
Year 1 (Phonics) – 7 children	5/7 passed their phonics (72%) 1 service child achieved phonics
Year 2 – 4 children	100% Reading, 100% Writing, 80% Maths
Year 4 Multiplication Tables Check – 4 children	0% scored 25 (0) 75% scored 22/25+ (3/4) 1x child scored below 20
Year 6 – 6 children	83% reading, 50% writing, 83% maths

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
Reading Plus	Reading Solutions
Times Tables Rockstars	Maths Circle Ltd

Service pupil premium funding (optional) – only 3 Ever6 child £930

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?	Targeted support
What was the impact of that spending on service pupil premium eligible pupils?	Achieved ELG Achieved Phonics Achieved MTC