

Pupil Premium Strategy Statement – St. Cuthbert's Church of England Primary School

This statement details our school's use of pupil 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	63
Proportion (%) of pupil premium eligible pupils	21% (13 pupils)
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)	September 2025 – July 2028
Date this statement was published	1 September 2025
Date on which it will be reviewed	December 2025
Statement authorised by	Nicola Thornber
Pupil premium lead	Nicola Wilkinson
Governor / Trustee lead	Amanda Simmons

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	13 x £1515 = £19,695
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£19,695

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers.

The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. 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 approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Out of 13 PP pupils (as of September 2025), 7 are also on the SEN register meaning that 54% of PP pupils are doubly disadvantaged.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	Increased numbers of pupils with complex needs, including speech and language, social communication, poor working memory, attention difficulties, motor skills, social emotional and mental health.

4	Limited life experiences and opportunities to join in enrichment opportunities - impact on academic outcomes.
5	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many PP pupils. These challenges particularly affect disadvantaged pupils, including their attainment.
6	Our attendance data over the last year indicates that attendance among disadvantaged pupils was 88.7%. For non-disadvantaged pupils this was 92.8% Nationally, PP attendance was 92.1%. This means that school was -3.4% against national for PP attendance.

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
Improved outcomes for PP pupils in line with their peers.	Assessments and observations will indicate significantly improved outcomes in Reading, Writing and Maths. Use of assessment data to show progress – Insight and Bsquared.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations will indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2026/27 demonstrated by: <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils
An intensive home school link service will be provided by to support pupils and/or parents, identified by school as vulnerable or in need - CAPSO	Parents indicate there are strong links between home and school and support is received for a wide range of needs. Children are provided with pastoral care, guidance and support to raise self-esteem and develop skills of resilience, independence and perseverance. Behaviour incidents are reduced in school due to behaviour support in the home.
Pupils access a wide range of enrichment experiences both in and out of school.	Pupil surveys reflect enjoyment in school and improved attitudes to learning. Social skills, independence, perseverance and teamwork are developed.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils being better than national and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. the percentage of all pupils who are persistently absent being below national and the figure among disadvantaged pupils being better or in line with their peers.
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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

Budgeted cost: **£5000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1, 2, 3
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	1
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF	2, 3

will purchase resources and fund ongoing teacher cpd and any release time.		
Improve the quality of social and emotional learning. This will be achieved by the use of nurture breakfasts, check ins, My Happy Mind, SELFA, SEMH interventions.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	3, 5

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
CPD for all staff – Adaptive Teaching. All staff to receive CPD	Ongoing assessment through Bsquared and Insight to ensure that progress is being made.	
One to one and small group tuition for pupils in need of additional support - assessments used to ensure progress is made and gaps in learning are addressed. Intervention groups will address gaps in learning for – phonics handwriting, multiplication, spelling and Maths.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: Ongoing assessment through Bsquared and Insight to ensure that progress is being made.	1, 2, 3, 4
Additional phonics sessions targeted at disadvantaged	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown	1,2,3,4

pupils who require further phonics support	to be more effective when delivered as regular sessions over a period up to 12 weeks	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£8000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and values (Believe, Achieve, Inspire)	CPOMS reports	3, 5
SEMH interventions – internal and external – addressing specific needs of groups or individuals.	SEMH support targeted at specific needs - SPOT analysis, will support pupil SEMH needs and improve quality of life and academic outcomes. Ongoing assessment through SPOT to ensure that progress is being made.	3, 5
CAPSO time to be used to support PP families as well as pupils – supporting holistically	Families will feel supported and any barriers that school can support with will be removed.	4, 5
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. Included in this is funding to ensure that PP can access all residentials, clubs etc.	3, 4, 5

Total budgeted cost: £23,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that PP pupils and their families were well supported. A significant amount of the CAPSO's time was spent supporting PP families with Early Help referrals, food bank assistance, social services and police support as well as arranging funding to attend residential etc.

The data showed that PP pupils made significant personal progress. With 88% of our PP pupils on the SEND register, the majority of PP pupils did not attain in line with their peers, however, significant progress was made as evidenced by Bsquared assessments. Of the 2 PP pupils that took the end of KS2 tests, one got RWM combined, The other got EXS in Reading and Writing, but not in Maths.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that PP pupils' attendance is 88.7% for the last academic year, whereas non-PP is 9%. 2.8%. The national average for PP pupils was 92,1%, which means that PP attendance at St. Cuthbert's was below national average by -3.4%.

Our evaluation of the approaches delivered last academic year indicates that our approaches were successful in many areas. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes

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**

n/a

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. EEF evidence on feedback demonstrates significant benefits, particularly for disadvantaged pupils.
- Utilising a DfE grant to train a senior mental health lead.

To develop our understanding of our pupils' needs, we will give pupils a voice in how we address wellbeing, and support more effective collaboration with parents, especially utilising the CAPSO role. We intend to offer a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective. We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils. We looked at several reports, studies and research papers (such as the Sutton Trust) about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities. We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.