

# Pupil premium strategy statement

## St. Cuthbert's Catholic Nursery and 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	119
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	
Date on which it will be reviewed	September 2025
Statement authorised by	A Handford
Pupil premium lead	A Handford
Governor / Trustee lead	Alan Smith/Kevin Armstrong

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,850
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£55,850</b>

## Part A: Pupil premium strategy plan

### Statement of intent

We define educational disadvantage as affecting any student whose academic achievement is at risk due to their social and economic circumstances. These factors can include elements such as aspirations, parental involvement, language development, cultural awareness, and broader health and welfare issues, including diet, emotional support, and living conditions. As such, we consider educational disadvantage to encompass all vulnerable students, including those with social workers, young carers, and others who may not necessarily be in receipt of the Pupil Premium or classified by their prior attainment levels.

A core principle for us is that all our teaching, pastoral, and support staff fully understand the challenges faced by our students and recognize the crucial role they play in overcoming them. By viewing every decision and action through the lens of educational disadvantage, we ensure that we remain focused on the impact of our efforts on all students, particularly those who are most vulnerable. As a school, we take collective responsibility for breaking down the barriers to achievement caused by these circumstances.

When making decisions about the allocation of Pupil Premium funding, we take into account the specific context of our school and the unique challenges our students face. We commit to using evidence-based strategies, particularly those supported by research from the Education Endowment Foundation (EEF), to maximize impact and ensure value for money. Our experience and research show that the classroom is where we can make the most significant difference in our students' development. A particular focus for us is addressing the language barrier, which plays a pivotal role in student success both in school and later in life. A child's ability to read, write, and speak effectively is essential not only for learning in the classroom but also for their sense of self-worth and ability to navigate the world beyond school.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>Since the pandemic the gap between the absence of our disadvantaged pupils and that of their peers has continued to rise, in particular the % of persistent absence. We aim to reduce this this academic year as we recognise the strong correlation between regular attendance and academic success.</p>
2	<p>Emotional-resilience and self-esteem</p> <p>A high proportion of our disadvantaged students are experiencing emotional difficulties such as anxiety, low levels of resilience and self-belief. We aim to continue to enhance our pastoral support to provide these children with the emotional support and tools they need to fully access all teaching and learning.</p>
3	<p>Attainment in Writing</p> <p>The gap between disadvantaged students and their peers in reading, writing and maths is apparent to varying degrees across key stages 1 and 2. Some disadvantaged students are not making enough progress to close the gap between them. A new approach to writing (Pathways to Write) will be fully implemented from September 2024.</p>
4	<p>Speech, Language and Communication</p> <p>Assessments upon entry to our Early Years show that an increasing proportion of our students have delayed development of their oral language and communication skills. Communication and language is the area where most students are working below the expected standard.</p>
5	<p>St. Cuthbert's Passport- Cultural Capital</p>

	<p>Some students who receive the Pupil Premium may have limited experiences outside their home and immediate community. To address this, we aim to provide all students with a range of exciting experiences throughout their time at St. Cuthbert's. These experiences might include school trips or hands-on activities or visitors to school.</p>
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## 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
<p>Attendance data for disadvantage pupils in line with peers and a reduced amount of these pupils deemed as persistent absentees.</p>	<p>Attendance data target for disadvantaged pupils: 96% or above.</p>
<p>Pupils experiencing emotional difficulties will be well supported and will fully access the curriculum.</p>	<p>Children will have limited to no disruption to their learning. Children will attend school happy and confident.</p>
<p>High quality teaching and targeted interventions ensure that all disadvantaged children make expected progress from their starting points.</p>	<p>All disadvantaged learners make expected or better progress.</p>
<p>Improved oral language and communication skills of disadvantaged children in EYFS.</p>	<p>Observations and assessments will indicate significant improvement. This will also be reflected in Communication and Language data at the end of Reception.</p>
<p>Educational visits and experiences will enhance learning and understanding for all pupil premium students across the school.</p>	<p>Observations and assessments will show increased engagement and motivation, improved knowledge and understanding, development of social and cultural awareness, improved confidence and social skills and broaden students' educational horizons. This will then improve academic outcomes.</p>

## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Little Wandle delivered daily throughout the school to ensure that disadvantage pupils obtain the required attainment outcomes against their peers nationally, based on the phonics check.</p> <ul style="list-style-type: none"> <li>- All new staff trained to deliver the programme</li> <li>- English lead given time to monitor and co-ordinate the subject across the school</li> </ul>	<p>The <b>Education Endowment Foundation (EEF)</b>, which supports evidence-based practices in education, highlights phonics as one of the most effective strategies for improving early literacy outcomes.</p> <p>Their report on "<b>Improving Literacy in Key Stage 1</b>" notes that <b>systematic phonics instruction</b> can have a significant impact on children's reading ability, particularly for those who are struggling or disadvantaged.</p> <p>The <b>EEF's "Teaching Phonics" toolkit</b> suggests that phonics has a high impact for relatively low cost. Their review indicates that phonics-based interventions can add approximately <b>+4 months of additional progress</b> for children, particularly in the early stages of literacy development.</p>	<p>3 4</p>
<p>To improve writing skills and overall literacy outcomes for Pupil Premium students by using the</p>	<p>The Education Endowment Foundation (EEF) has conducted research into effective teaching strategies for improving literacy, and</p>	<p>3 4</p>

<p><i>Pathways to Write</i> approach, which enhances language development, confidence, and engagement in writing.</p>	<p>many of the principles behind <i>Pathways for Writing</i> align with their findings. The EEF report on <b>Improving Literacy in Key Stage 1</b> highlights the importance of explicit teaching of sentence structure, vocabulary, and narrative, which are all key elements of the chosen approach.</p>	
<p>To improve the mathematical understanding and outcomes of Pupil Premium students by</p>	<p><b>The EEF (Education Endowment Foundation) "Mastery in Mathematics" Report (2017):</b></p>	<p>3 4</p>

<p>using the White Rose Maths approach as well as Mastering Number, which focuses on clear, structured teaching of mathematical concepts and fosters deep understanding, problem-solving, and fluency.</p>	<p>The EEF report on <b>maths mastery</b> reviewed evidence from multiple studies and concluded that <b>mastery learning</b> is an effective way to teach mathematics, especially when combined with collaborative learning and continuous formative assessment. It found that <b>students who were taught using mastery approaches</b> (similar to White Rose Maths) showed <b>significant improvements in mathematical fluency</b> and problem-solving skills. In particular, this approach helps <b>struggling learners</b> by providing repeated opportunities to grasp core concepts before moving on.</p> <p><b>Singapore Math:</b></p> <p>White Rose Maths is influenced by the teaching methods of countries like Singapore, which consistently rank highly in international assessments such as the <b>PISA (Programme for International Student Assessment)</b> tests. Studies of <b>Singapore Math</b> have shown that the emphasis on <b>conceptual understanding, problem-solving, and critical thinking</b> leads to improved student outcomes in mathematics. White Rose Maths has adapted similar principles to fit the UK curriculum, aligning with the broader research suggesting mastery approaches improve both <b>understanding</b> and <b>application</b> of mathematical concepts.</p> <p><b>The National Centre for Excellence in the Teaching of Mathematics (NCETM):</b></p>	
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	<p>The NCETM has supported the Mastery approach to teaching maths and has collaborated with schools to implement mastery practices.</p> <p>Research from the NCETM indicates that <b>a deep understanding of maths is linked to sustained improvement in student performance</b>, especially when the curriculum is <b>focused on fewer topics</b> but in greater depth.</p> <p>White Rose Maths, with its structured, <b>step-by-step learning</b> progression, aligns with the NCETM's best practices for mastery teaching.</p>	
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**Targeted academic support (for example, tutoring, one-to-one support, structured interventions)**

Budgeted cost:

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Effective deployment of staff to target key disadvantaged pupils who are not making expected progress in phonics, reading, writing and maths.</p>	<p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. (EEF)</p> <p>Education Endowment Foundation (EEF) - "Teaching and Learning Toolkit</p> <p><b>Mastery learning</b> is an approach where all pupils are taught to a high standard before moving on to the next concept. The Education Endowment Foundation's review suggests that <b>targeted support for disadvantaged students in maths through small group interventions</b></p>	<p>3 4</p>



	<p>or <b>one-on-one tutoring</b> can lead to improved outcomes.</p> <p>A 2018 study by <b>Higgins et al.</b> (EEF) found that the effective deployment of <b>TAs</b>—specifically when they provide <b>targeted interventions in small groups</b> or <b>one-to-one support</b>—has a <b>positive impact</b> on pupil progress, particularly for disadvantaged students.</p>	
<p>To improve literacy outcomes and foster a love of reading among Pupil Premium students by promoting <b>Reading for Pleasure (RfP)</b>. This strategy aims to enhance students' engagement with reading, improve their vocabulary, and develop their comprehension skills, with the goal of narrowing the reading achievement gap for disadvantaged students.</p>	<p><b>The OECD Study on "Reading for Enjoyment" (2010):</b></p> <p>The <b>Organisation for Economic Co-operation and Development (OECD)</b> report on <b>PISA 2009</b> revealed a significant correlation between reading for pleasure and improved academic performance.</p> <p>The <b>National Literacy Trust (NLT)</b> has consistently reported that reading for pleasure has a positive impact on academic outcomes. Several studies by the NLT include:</p> <p><b>The Impact of Reading for Pleasure on Academic Achievement (2013):</b></p> <p><b>The Role of Reading in Academic Outcomes (2019)</b></p>	<p>3 4</p>
<p>To improve the educational outcomes of Pupil Premium students by ensuring that each year group has adequate adult support, thereby reducing the staff-to-pupil ratio. This strategy aims to</p>	<p>The <b>Education Endowment Foundation (EEF)</b>, says that <b>smaller class sizes</b> and <b>additional adult support</b> in its "<b>Teaching and Learning Toolkit</b>" are effective strategies for improving student outcomes, especially for disadvantaged students.</p>	<p>3 4</p>

<p>provide more personalized and targeted support for disadvantaged students, particularly those who are at risk of underachieving in core subjects such as reading, writing, and maths.</p>	<p>The NFER- 'The Impact of Teaching Assistants' reports that when TAs are deployed to support disadvantaged students effectively, they can <b>accelerate progress</b> and improve <b>engagement</b> with learning, especially in subjects such as <b>reading</b> and <b>maths</b>.</p>	
<p>To enhance the learning experiences of <b>Pupil Premium</b> students by providing <b>educational trips</b> and <b>hands-on experiences</b> that expand their knowledge, stimulate curiosity, and make learning more relevant and engaging. These experiences aim to close the <b>cultural capital</b> gap and support their academic development, particularly in subjects like history, geography, science, and the arts.</p>	<p>EEF: Guide to Pupil Premium</p> <p>The <b>Education Endowment Foundation (EEF)</b> recognizes the value of educational visits and extracurricular activities in its <b>Teaching and Learning Toolkit</b>. The EEF's research shows that <b>extra-curricular activities</b>, including field trips and cultural experiences, can enhance <b>disadvantaged students' engagement</b> and <b>achievement</b> by providing opportunities for <b>personal growth</b> and <b>real-world application</b> of academic learning.</p> <p><b>Falk and Dierking (2000)</b> conducted research into the long-term impact of <b>museum visits</b> and other educational trips on students' learning. Their findings suggest that <b>exposure to real-world learning environments</b> helps foster a <b>lifelong love of learning</b> and deepens students' ability to think critically and analytically.</p> <p>Educational trips provide invaluable opportunities to expose students to new <b>vocabulary</b> and language skills, particularly for <b>disadvantaged students</b> who may have fewer opportunities to encounter rich language in their everyday lives. Field</p>	<p>5</p>

	trips to museums, cultural sites, and outdoor excursions provide opportunities for <b>authentic language use</b> that is directly related to their learning experiences. (*Snow 2010)	
To improve the vocabulary development of disadvantaged students, enabling them to better access the curriculum, engage in more meaningful learning experiences, and improve academic outcomes, particularly in reading, writing, and oral communication.	<p><b>The Education Endowment Foundation (EEF): Vocabulary Development and Academic Outcomes</b></p> <p>The <b>Education Endowment Foundation (EEF)</b> highlights vocabulary development as a <b>key factor</b> in improving the academic outcomes of disadvantaged students. EEF’s findings underline the significance of vocabulary in <b>reading comprehension, writing, and oral communication.</b></p> <p>Vocabulary and Academic Success: The Hart and Risley Study (1995)</p> <p><b>Biemiller’s Research on Vocabulary Development (2003)</b></p> <p><b>Biemiller (2003)</b> conducted research into the vocabulary development of primary school children and found that students with limited vocabulary development were at a <b>greater disadvantage</b> when trying to access the curriculum.</p>	4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued development of school nurture groups to provide emotional support and targeted work on bereavement resilience, self-esteem etc.</p> <p>Sand Therapy/ Talk and Draw School Interventions</p> <p>Forest School Sessions</p> <p>Support children who are experiencing difficulties in accessing learning</p> <p>Direct targeted children to attend breakfast club</p> <p>Engage with relevant support professionals</p> <p>ELSA lead time allocation</p>	<p><b>The Case for Social and Emotional Learning (SEL):</b> A landmark study conducted by the <b>Collaborative for Academic, Social, and Emotional Learning (CASEL)</b>, which reviewed over 200 studies on <b>Social and Emotional Learning (SEL)</b>, found that students who received SEL programs showed <b>improved academic performance</b> by an average of <b>11 percentile points</b>.</p> <p><b>A study by the National Institute of Mental Health (NIMH)</b> highlights the impact of emotional distress on children’s cognitive development. The research found that <b>children experiencing high levels of anxiety or chronic stress</b> perform poorly on tasks that require focus and memory, and these issues can lead to <b>long-term academic challenges</b> if not addressed.</p> <p>A study by <b>Bakker, et al. (2015)</b> found that children who received emotional support—whether through <b>school-based mental health services, counseling programs, or positive behavioral interventions</b>—showed <b>improvements in behavior and academic performance</b>.</p> <p>EEF: Healthy minds</p>	<p>2 1</p>

	DFE: Promoting and supporting mental health and well-being in schools and colleges	
Implement early intervention systems to	Research shows that <b>early intervention</b> can prevent patterns of absenteeism from becoming	1

<p>identify students at risk of poor attendance and provide tailored support.</p> <p><b>Monitor attendance data</b> regularly to identify patterns of absenteeism and spot students at risk of becoming persistently absent.</p> <p>Use <b>attendance data</b> to inform conversations with families, offering support and guidance as soon as possible to prevent further absenteeism.</p>	<p>ingrained and lead to improved outcomes for at-risk students. The <b>Education Endowment Foundation (EEF)</b> highlights that <b>early intervention</b> in attendance can significantly improve both attendance rates and academic outcomes.</p>	
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## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Outcome	Impact
Disadvantaged pupils make at least expected progress, from their individual starting points, across all areas of the curriculum.	<ul style="list-style-type: none"> <li>• 97% of disadvantaged children achieved phonics screening in Y1</li> <li>• 71% of disadvantaged children achieved GLD in EYFS</li> <li>• 50% of disadvantaged children ARS in Y6</li> </ul>
Improved oral and language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including oral language assessments, engagement in lessons, book scrutiny and ongoing formative assessment.
Disadvantaged pupils develop the necessary cultural capital, preparing them for success in their next phase of education and in life outside/beyond school.	Pupil surveys reflect enjoyment in school and improved attitudes to learning. Social skills, independence, perseverance and team work are developing. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul> <p>The school ELSA continues to access the ELSA network meetings for ongoing training, support and CPD.</p> <p>Effective links have been made with external support systems such as Family Action and the Local Authority in order to provide support to both children and their parents with emotional and wellbeing support.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Despite the best efforts of the school to support pupils' social, emotional and mental well-being, there is still an unacceptable level of absence, disproportionately represented by disadvantage students. In relative terms, attendance is just below national



	average, but persistent absence is a growing concern. The LA will be supporting school from September 2024.
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## Externally provided programmes

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

<b>Programme</b>	<b>Provider</b>
Purple Mash	2simple
TT Rockstars	Allrollover/ Maths Circle
Accelerated reader	Renaissance
Letter Join	Green and Tempest LTD
White Rose Maths	White Rose Education
IDL	IDL
Talk Boost	Cumbria Speech and Language