

# Pupil premium strategy statement – St Cuthbert's Primary School, Crook

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	133
Proportion (%) of pupil premium eligible pupils	39%
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> )	2024/2025-2027/2028
Date this statement was published	October 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs Paula Strachan
Pupil premium lead	Mrs Paula Strachan
Governor / Trustee lead	Mrs Kathleen Hammerton

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70,292.15
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£70,292.15

# Part A: Pupil premium strategy plan

## Statement of intent

### Our principles

At St Cuthbert's, we are committed to ensuring that every child, regardless of their background or circumstances, achieves their full potential and flourish in every aspect of their lives. Our core principles (ASPIRE) guide everything we do alongside our motto to ***live the light, share the light, be the light.***

- **Achieve:** We believe all children can succeed and strive to create an environment where every child can achieve their best.
- **Shine:** We empower every child to recognise and share their talents, making a difference wherever they go.
- **Persevere:** We allow children to try their best and give them tools to cope with barriers they may face.
- **Inspire:** We nurture ambition and encourage all pupils to live life to the fullest and inspire others to do the same.
- **Resilience:** We instil resilience and a sense of responsibility, shaping children into good citizens who positively impact their communities.
- **Excel:** We have high expectations for all our children.

To fulfil this vision, we adopt a strategic and evidence-based approach to the use of Pupil Premium funding. Grounded in research from the Education Endowment Foundation (EEF)

### Our objectives are:

- Ensuring all children feel **safe, valued, and confident**, adopting an environment that supports emotional, social well-being and academic progress.
- Setting **high expectations** and providing challenges that inspire every child to strive for excellence.
- Offering an engaging range of **activities and experiences** to ignite aspirations and provide opportunities that would otherwise be lost.
- Prioritising **quality-first teaching** supported by ongoing professional development to train staff with the skills to deliver the highest standards.

### How we will achieve this:

We believe that excellent teaching is the paramount to improve outcomes for all, particularly those who are disadvantaged. To ensure this, we:

- Invest in **Quality First Teaching**, where teachers use evidence-based strategies to deliver lessons that meet the needs of every child.
- Implement **adaptive teaching strategies** to ensure all children, including those with additional needs, can access the curriculum and achieve their best.
- Embed a strong focus on the development of **core skills** in literacy and numeracy.

We also know that some of our children's barriers to learning expand outside of the classroom. Our wider strategies aim to support the whole development of every child by:

- **Providing enrichment opportunities:** We offer a wide range of activities, trips, and events to broaden children's life experience, build confidence, and allow them to aspire.
- **Supporting social, emotional, and mental health:** Our dedicated ELSA and safeguarding team provide individual support to help children build resilience and develop positive working relationships.

- **Engaging families and communities:** We work closely with parents and carers to strengthen the home-school partnership, ensuring that children receive consistent support and praise.
- **Offering targeted interventions:** small group sessions and one-to-one tutoring are used to address specific academic or personal development needs.

Through these efforts, we are determined to narrow attainment gaps and support all our pupils, particularly those eligible for Pupil Premium, to thrive academically, socially, and emotionally.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b><u>Attendance</u></b></p> <ul style="list-style-type: none"> <li>• Our pupil premium attendance is below non pupil premium data and there is a 27% gap of pupil premium children with persistent absenteeism compared to our non-pupil premium.</li> <li>• Absence for our pupil premium children is 8% compared to our non-pupil premium whose absence is 4.6%.</li> <li>• 32% of our pupil premium children are persistently absent compared to 4.8% of non-pupil premium children.</li> </ul>
2	<p><b><u>Low combined attainment</u></b></p> <p>Our assessment data shows that pupil premium children are not attaining ARE in combined maths, reading and writing in comparison with their non-pupil premium peers.</p> <p>Absence rates has resulted in lack of access to the curriculum as well as 14% of our pupil premium cohort having additional SEN needs.</p>
3	<p><b><u>Maths attainment</u></b></p> <p>Attainment data shows that across the year groups, a higher percentage of pupil premium children are achieving below age-related expectations in maths in comparison to their non-pupil premium peers.</p> <p><b>Year 1-</b>25% of pupil premium children achieved below ARE in maths compared to 10% attainment for non-pupil premium children.</p> <p><b>Year 2-</b> 66% of pupil premium children achieved below ARE in maths compared to 36% attainment for non-pupil premium children.</p> <p><b>Year 3-</b>43% of pupil premium children achieved below ARE in maths compared to 21% attainment for non-pupil premium children.</p> <p><b>Year 4-</b> 21% of pupil premium children achieved below ARE in maths compared to 10% attainment for non-pupil premium children.</p> <p><b>Year 5-</b> 20% of pupil premium children achieved below ARE in maths compared to 11% attainment for non-pupil premium children.</p> <p><b>Year 6-</b>27% of pupil premium children achieved below ARE in maths compared to 20% attainment for non-pupil premium children.</p>
4	<p><b><u>Low level of aspiration</u></b></p>

	<p>County Durham statistics show that within Crook 9.4% of people are on job seekers allowance, 10% have no qualifications. Another study shows that 84.6% of County Durham adults did not want a job at all.</p> <p>Higher levels of depravation lead to low levels of aspirations and access to careers. On observation and pupil voice opportunities, children do not have the knowledge and understanding of how their curriculum, interests and talents can link to a career they can aspire to and use as motivation in their growth as a life-long learner.</p>
5	<p><b><u>Social, emotional issues affect wellbeing and attainment.</u></b></p> <p>62% of our pupil premium children are affected by a range of family/home issues such as witnesses of domestic violence, SGO, that greatly impact their social and emotional wellbeing and therefore directly correlates to their attainment.</p>

## 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
To reduce the percentage of absence for our pupil premium cohort	To reduce the levels of absence within our pupil premium cohort so that it is in line with our non-pupil premium children (12%)
To increase the percentage of pupil premium children achieving ARE or above in combined data.	67% of our pupil premium children achieve combined ARE by the end of KS2.
To increase the percentage of pupil premium children achieving the expected standard in maths in each year group	Maths attainment of pupil premium children will be in line with non-pupil premium data.
To provide all pupils with opportunities to link their curriculum learning with aspirational and varied careers and life experiences	<p>Opportunities are equitable, guaranteeing all pupils, regardless of ability, background, or socio-economic factors, have access to a range of experiences through visits, trips, planned activities and visitors to school.</p> <p>School curriculum shows clear links between the curriculum topics and careers, as reflected in lesson plans, and ASPIRE day activities.</p> <p>Pupil voice and observations show that all children can articulate how their learning connects to future careers and life opportunities with increased awareness of a variety of careers and interests.</p> <p>Children have an enhanced understanding of the skills and qualifications required for various</p>

	careers and are driven to achieve these in the future.
To ensure that pupil premium children develop greater self-awareness and coping strategies to help their confidence and allow them to access their school life fully.	Children can articulate the difficulties they face and demonstrate mechanisms and strategies to cope with challenges.

## 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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI Phonics training for all reading staff	EEF guidance states that implementation of phonics should cover: - 'Training staff to ensure they have the necessary linguistic knowledge and understanding'	2
RWI 1:1 training to be provided to the reading lead and two staff members who will have regular interventions to target below ARE readers in KS1/LKS2	EEF states: The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.	2
Staff CPD to specifically target and monitor adaptive teaching and inclusive teaching practices	<p>The EEF highlights adaptive teaching as a key component of effective classroom management and pedagogical practice. It ensures that teaching meets the needs of disadvantaged pupils and those with SEND, positively affecting their progress.</p> <p>Research by the Teacher Development Trust (TDT) found that effective CPD can increase pupil outcomes by up to two additional months' progress annually.</p>	1,2,3

	<b>Sutton Trust Report (2011):</b> Highlights that improving the quality of teaching, particularly through adaptive strategies, is one of the most effective ways to close attainment gaps for disadvantaged pupils.	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Grouping and setting of children into targeted small group, one to one support and structured intervention programmes in phonics throughout EYFS, KS1 and nurture group support in KS2.	THE EEF state: 1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. 2. Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home.	2
Introduction of key maths skills tuition sessions within every class teaching timetable.	EEF states that tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.  Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be	2, 3

	additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.	
Creation of Key skill maths home learning resource packs for each child to facilitate home learning	EEF toolkit- Parental engagement opportunities are directly improving attendance and attainment	2,3
Timetabling focused intervention sessions throughout the week with teaching assistants- especially targeting maths	TAs are used (after full training) to carry out post and pre teaching activities and delivery of specific interventions.	2,3

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ongoing training for a staff member to become an ELSA lead</p> <p>Time given so ELSA lead can deliver programmes of work</p>	<p>The EEF state: Existing evidence suggests that Social and Emotional Learning strategies can have a positive impact on social interactions, attitudes to learning, and learning itself. On average, children who follow SEL interventions make around three additional months' progress in early years settings and reception classes.</p> <p>Though, on average, all children benefit, there is also some evidence that social and emotional approaches can benefit disadvantaged children more than their peers. Evidence on closing the disadvantage gap states: Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p>	5

	SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	
Increase parental engagement through workshops, initiatives, events, and home resource packs to improve attainment and engagement	<p>The EEF states: Disadvantaged pupils are less likely to benefit from having a space to conduct home learning.</p> <p>Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in.</p> <p>Parent feedback from previous events shows that they enjoy accessing the school and have a well round knowledge of their child's learning through these events and celebrations.</p>	2
Subsidy of school trips, residential and wrap around care	Pupil voice and parent questionnaires show that children enjoy these opportunities offered to them to join their other classmates and gain experiences as a cohort- this has helped with behaviour among cohorts as Year 5 behaviour points decreased when returning from Kingswood residential.	1,4,5
Homework club that targets pupil premium children	<p>The EEF states: Disadvantaged pupils typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits.</p> <p>Homework club can overcome these barriers by offering pupils the resources and adequate support needed to undertake homework or revision and lead to</p>	2,3

	stronger parental engagement and support.	
Continuing the use of Commando Joe's programme	Pupil engagement with the commando Joe's programme is high and vocabulary of resilience and empathy are clear through pupil voice and self-evaluation of sessions from staff and students	1, 5
Visitors in school to enhance and bring clear connection to the curriculum.	Feedback shows that offering all children a variety of trips, visits and other opportunities has had improved benefits to engagement, attendance, and development of the cultural capital of school.	1, 2, 4
ASPIRE days each half term	<b>EEF states</b> <ul style="list-style-type: none"><li>residential activities and trips have a moderate impact (an average of +4 months' progress) on academic outcomes and particularly benefit disadvantaged students.</li></ul> <p>Enrichment activities offer children a context for learning and engages their interest and attendance- this can be seen as school attendance during our APSPiRE day in Autumn 1 was 99%</p>	
Class trips throughout the year		
Residential opportunities for UKS2		
Roll out of a "monetary" based attendance provision	This encourages classes to work alongside each other to gain attendance "money" that can then be saved to vote on a class prize. <p>Durrington Research School review (2023) stated "The underlying concept here is that extrinsic motivators, either rewards for strong attendance or sanctions for poor attendance, will encourage students to sustain good attendance."</p>	1

**Total budgeted cost: £ [insert sum of 3 amounts stated above]**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **Intended outcome 1- Improved attendance rates for PP children.**

Absence percentage for pupil premium children was 8.5 which is in line with the national average of 8%. Persistent absenteeism for our PP children was 32% compared to 4.8% within our non-pupil premium cohort, therefore this target will be continued into this academic year.

#### **Intended outcome 2 – To increase the percentage of pupil premium children achieving ARE or above in combined data.**

58% of disadvantaged pupils achieve the combined ARE at the end of key stage 2. This is 9% lower than the national average for non-disadvantaged pupils and 12% lower than the school average. This target will continue.

#### **Intended outcome 3 - To increase the percentage of pupil premium children achieving the expected standard in maths in each year group.**

67% of the disadvantaged pupils achieved expected standard in maths which is 13% lower than the school average. This target will continue.

#### **Intended outcome 4 - To provide all pupils with opportunities to link their curriculum learning with aspirational and varied careers and life experiences.**

Work began on this target last year with all pupils and parents being invited to our ASPIRE careers development day. This target will continue to ensure maximum impact.

#### **Intended outcome 5 - To ensure that pupil premium children develop greater self-awareness and coping strategies to help their confidence and allow them to access their school life fully.**

ELSA sessions provided targeted children with the opportunities to develop their self esteem. This year we have engaged with TEAM UP to develop children's self awareness and coping strategies. This will be an ongoing project.

## 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.*

Programme	Provider

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*