

Pupil premium strategy statement – St Cuthbert’s Catholic Primary School, Stockton

This statement details our school’s use of pupil premium funding **for the 2025 to 2026 academic year** 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	208
Proportion (%) of pupil premium eligible pupils	38%
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)	2024-2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	S Parnell
Pupil premium lead	S Parnell
Governor / Trustee lead	Mrs M Dowson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,428
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£102,428

Part A: Pupil premium strategy plan

Statement of intent

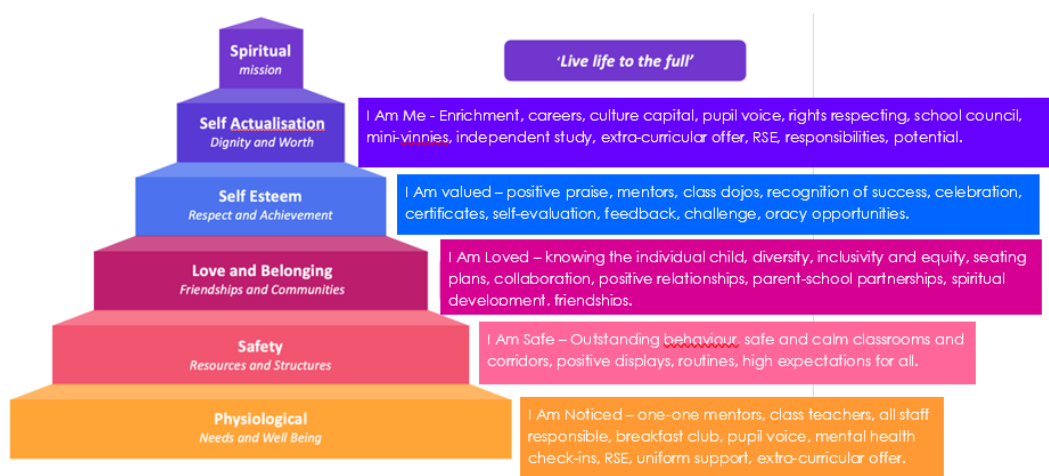
'Delight in the Lord, Delight in the Good' (Psalm 37:4)

At St Cuthbert's Catholic Primary School we have high aspirations for all pupils and as our school serves an area of high deprivation, where 3% of our pupils are eligible for the pupil premium grant, and where more families are advising us that they struggle financially, we understand the importance of enhancing the educational experience for all children. We aim to improve outcomes for all children at St Cuthbert's and funds are allocated accordingly.

Educationally we aim for all children to leave St Cuthbert's ready for secondary school with solid foundations in core subjects and key knowledge in foundation subjects to help them make wise choices in studies and careers options. Early reading is key to success for all children and at St Cuthbert's we aim for all children to be fluent readers by the time they leave Key Stage One. We further aim for all children to have full access to the curriculum regardless of ability ensuring key skills and knowledge are in place ready for the next steps of learning.

We encourage extra-curricular activities and provide a variety of extra-curricular activities which are available to all or identified groups of children – for example, those with English as an additional language. The school aims to engage 100% of those children eligible for PPG in extra-curricular activities. No one child is the same and this is reflected in the variety of ways the Pupil Premium is utilised. The provision provided encompasses both direct approaches to and other more creative interventions which influence academic achievement and, importantly, enhance the child's social and emotional well-being.

Our routines and expectations are grounded in the 'hierarchy of needs in education' model created by Maslow and developed here at St Cuthbert's Catholic Primary School. Christ is at the centre of all that we do here at St Cuthbert's and is a place where care and respect for all is reflected in all that we do.



'Live life to the full'

At St Cuthbert's Catholic Primary School, we want to ensure that all children receive the required support to become successful learners and reach their full potential. We are prioritising –

- providing support to families to improve attendance*
- ensuring teachers and teaching assistants are experts in the teaching of phonics (Sounds Write)*
- emotional behaviours and well-being to ensure all children are ready to learn*
- structured interventions for vulnerable learners*

Challenges

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

Challenge number	Detail of challenge
1	Overall attendance is below national average and persistent absent rates remain higher than national.
2	Reading needs to be at least inline with national figures.
3	Emotional, social and wellbeing of children (including behaviour for learning). Ensuring children are ready to learn by stabilising emotional behaviours.
4	Learners who struggle with retention and recall. Structure intervention or one to one support where necessary.

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
Attendance improves.	The attendance figures are in line or above national and persistent absences are below national average.
Reading at least in line with national figures.	Reading strand in EY to be above national figures alongside phonics in KS1 and reading in KS2.
Social and emotional resilience is improved and has a positive impact on their learning.	Support from Learning Mentor to ensure children feel supported socially and emotionally. Children able to demonstrate strategies to cope with challenges and are ready to learn.
Children are supported in KS1 and KS2 to make good progress and reach ARE	To close the gap between disadvantaged and non-disadvantaged and results to be above national

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: £65,733

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 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. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. 3. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). 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. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.	2
Additional teacher in KS2 (am). Quality First Teaching	EEF evidence: Reducing class size has a positive impact of 2 months+ on average where reductions are 10 pupils or more	1,2,3,4

	The EEF state: 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them'	
Sounds Write training for staff. Aiming to ensure all staff fully trained. Reading Leadership time. MyOn subscription to continue across school.	EEF guidance states that implementation of phonics should cover: 'Training staff to ensure they have the necessary linguistic knowledge and understanding	1,2

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

Budgeted cost: £21,105

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pre-teaching and gap-getting.</i>	The EEF stage: On average, pre-teaching/gap getting approaches have an impact of 4 months additional progress	1,2
<i>Deployment of staff to ensure planned interventions and post teaching sessions in place where needed to ensure accelerated progress.</i>	Where TAs are given precision interventions, the gaps close and children stay at age related – monitored in school. Same day intervention.	1,2

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

Budgeted cost: £ 15,590

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning mentor to support in class and 1-1 sessions removing barriers to learning	Children whose home arrangements are chaotic can be pre-occupied and need a voice before settling to work. (Louise Bomber –know me to teach me) Learning mentor ‘picks up’ children who enter school distracted by other issues to listen and remove barriers wherever possible	2,3,4
<i>Parent support advisor Supporting attendance, supporting socioeconomic issues including language barriers, housing, food shortages, attendance</i>	<i>Families where children are eligible for PPG have told us they need support in other areas which leads to children being distracted from and unable to focus on school and education. PSA works with families directly, with local agencies to signpost. Further work in the social care arena eg. Early Help to support families</i>	2,3,4
<i>Poverty proof trips – school subsidise extracurricular activities to poverty proof for all</i>	<i>EEF All children cannot access trips etc. if school do not subsidise the cost</i>	3
<i>Breakfast Club</i>	<i>EEF ‘Our updated evaluation found that supporting schools to run a free of charge, universal breakfast club before school delivered an average of 2 months’ additional progress for pupils in Key Stage 1 with moderate to low security’</i>	3,4
<i>A variety of extra-curricular activities (including sports).</i>	<i>Report from Sutton Trust indicates disadvantaged children are less likely to participate in extra-curricular activities.</i>	3,4

Total budgeted cost: £ 102,428

Part B: Review of the previous academic year (2024-2025)

Outcomes for disadvantaged pupils

- *Pupils achieving Good Level of Development in Early Years has increased from 2024 data, is inline with national FSM figures and shows the in school and national gap is closing.*
- *Pupils achieving expected in mathematics strand shows an increase from the previous year's data and is above national FSM figures. The gap is closing for in school and national data.*
- *KS1 Y1 Phonics – pupils achieving expected standard was in line with FSM national figures.*
- *Multiplication Tables Check – In school gap and national gap closing for mean average score, percentage of pupils scoring 25 and percentage of pupils scoring 20 or higher. More disadvantaged pupils scored 25 than non-disadvantaged pupils. Twice as many as national disadvantaged.*
- *KS2 Reading – Increase in average score – closing in school and national gap.*
- *KS2 Writing – Disadvantaged pupils in line with national disadvantaged data.*
- *KS2 Maths- Closing in school gap for pupils achieving higher standard.*

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
Accelerated Reader	Renaissance
Spelling Shed, Literacy Shed, Vocabulary Ninja	ED Shed

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

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.