

Pupil premium strategy statement – St Cuthbert’s Catholic Primary (Walbottle) 2024-27 (Year 2- 2025-26)

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 2025-26	173
Proportion (%) of pupil premium eligible pupils	32%
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)	2024-25 2025-26 2026-27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	C Barrett
Pupil premium lead	C Barrett
Governor / Trustee lead	B Bookless

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2024-25 £90, 573 (60 pupils) 2025-26 £92, 773 (56 pupils) 2026-27
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year 2025-26 <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>	£92,773

Part A: Pupil premium strategy plan

Statement of intent

Statement of Intent

At St Cuthbert's Catholic Primary (Walbottle), we have high expectations for all our pupils. Our intention is for all pupils to achieve their full potential irrespective of their background and any additional challenges they may face. We want all pupils to access the full curriculum and make good progress in order that they achieve age related expectations in the Early Years, Phonics, Key stage 1, and key Stage 2. Our long-term aim is for our pupils to leave St Cuthbert's with the knowledge and skills needed for the next step of their learning journey.

We will consider vulnerable children as those with special education needs, those living in poverty, those subject to child protection plans or have social work involvement and those who may be young carers. Quality First Teaching is at the heart of what we do, however we recognise there is no one size fits all and therefore we adapted our strategies to help each child flourish. We understand the importance of early identification of our pupils needs and using adults, resources, and addition intervention to support in reducing the gaps in their learning. We identify barriers to learning through:

- Observation and assessment
- Use of diagnostic tools and testing (NFER, Language Link, Talk boost, NAPA)
- Through professional communication
- Through the relationships with our pupils and their families.

As we move through the academic year, we aim to:

- Improve attendance for our disadvantaged pupils
- Improve outcomes for our disadvantage pupils so that they achieve age related expectations
- Develop oracy skills of pupils across all stages
- Continue to provide pupils with enrichment activities to improve their culture capital, life experiences and raise aspirations.

Challenges

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

Challenge number	Detail of challenge
1	<p><i>Larger percentage of children now eligible for Free School Meals</i></p> <p>The number of children eligible for FSM has risen each year following the COVID 19 Pandemic. This academic year the percentage of children eligible is at 32%.</p>
2	<p><i>Increase attendance of all pupils</i></p> <p>The school is working on increasing attendance for all. This is given a high priority as children not in school cannot learn, and the academic gaps between that of their peers is widening. Currently in 2025-26 whole school attendance is 95.5%, Pupil Premium pupil attendance is 92.7% with Non-Pupil Premium attendance sitting at 97.5%. The pupil premium pupils who are classed as Persistent Absentees is at 25.9%.</p>
3	<p><i>Development of Oracy Skills across school</i></p> <p>Following work with the Speech and Language Team at Bishop Bewick Catholic Education Trust, all children in school were screened and assessed using Language Link or Talk Boost. This identified children that required intervention and these interventions have been put in place.</p>
4	<p><i>Increase attainment outcomes in KS1 and in KS2</i></p> <p>Disadvantaged pupils do not attain the same levels in reading, writing and mathematics as non-free school meal pupils.</p> <p>In 2024-25 reading data at the end of KS2 showed 75% of disadvantaged children achieved expected standard or above compared with 89% of non-disadvantaged pupils. Writing data showed 58% of disadvantaged children achieved the expected standard compared to 79% on non-disadvantaged pupils.</p> <p>In mathematics, 67% of disadvantaged pupils achieved the expected standard compared to 85% of non-disadvantaged.</p>
5	<p><i>Enrichment opportunities</i></p> <p>Many children have limited access to enrichment activities outside of school which can restrict their development in terms of culture capital and life experiences, which can lead to narrowing their outcomes and aspirations.</p>
6	<p><i>Provide pupils with additional support with their social, emotional, and mental health.</i></p> <p>A larger number of pupils within school need additional support over and above what is taught in the PSHE curriculum to manage and regulate their emotions.</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
Improve attendance for all pupils, with the emphasis on improving the attendance of disadvantaged pupils to close the attendance gap.	Disadvantaged pupils will benefit from maximising their access to the curriculum and extra-curriculum activities through good attendance.
Improve language and communication skills for disadvantaged pupils in all year groups.	Disadvantaged pupils will make good progress, and use a wider vocabulary, to improve oracy skills across the school.
Reduce the attainment gap between disadvantaged and non-disadvantaged pupils in reading, writing and mathematics.	Assessment and performance data will show that gaps in learning are diminishing.
Provide enrichment activities to develop pupils culture capital, life experiences and raise aspirations.	Disadvantaged pupils will attend extra-curricular clubs and will be given opportunities through school activities to broaden their life experiences and take part in activities related to raising aspirations.
Pupils will be able to self-regulate their emotions throughout the school day.	Pupils will be regulated and there will be less incidents of dysregulation throughout the school day.

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: £ 8665

Activity	Evidence that supports this approach	Challenge number(s) addressed
To monitor and evaluate the quality of provision for disadvantaged pupils to ensure that lessons are adapted and resourced correctly to match pupils needs.	At the end of primary school, the attainment gap between pupils with identified SEND and their peers has been, on average, more than twice as wide as the gap between pupils eligible for FSM and their peers. Schools should aim to provide the best possible teaching for all pupils. Dedicated SENDCo/PP lead time (half day per week) will be timetabled.	1 2,3

To provide training opportunities for staff on strategies to use to support all learners.	<p>Cost =£2702</p> <p>Special Educational Needs in Mainstream Schools EEF</p> <p>Training will be provided to all staff to support the needs of our pupils based on Rosenshine Principles as well as subject specific training.</p> <p>Maximising the Impact of Teaching Assistants - trial EEF</p> <p>Total = £8665</p>	
<p>Purchase effective resources to support pupil learning.</p> <p>To provide staff with effective resources to support the teaching of pupils.</p>	<p>Ensure effective resources are used to support early reading, writing and mathematics.</p> <p>The writing framework</p> <p>The reading framework - GOV.UK</p> <p>Early years foundation stage (EYFS) statutory framework - GOV.UK</p> <p>Total £1067</p>	4
<p>The SENDCo/PP Lead will work with Social Emotional and Welbeing Team to undertake training of Emotional Based School Avoidance.</p> <p>Time given to Support Assistant each week to hold Check ins with pupils who have social, emotional, or mental health needs.</p>	<p>Dedicated SENDCo time for training.</p> <p>Dedicated Support staff training time.</p> <p>Dedicated time allocated to support pupils.</p> <p>Social and emotional learning EEF</p> <p>Total £1701</p>	2, 6

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

Budgeted cost: £ 61488

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Additional staff in the classroom to support during the teaching of Reading, Writing and Mathematics. Support staff to deliver one to one and small group targeted interventions on Phonics, Reading, Writing and Mathematics.	Support Assistants providing targeted support within the lessons and in delivering to small groups. Maximising the Impact of Teaching Assistants - trial EEF Teaching and Learning Toolkit EEF Total = £57563	3,4
Language Screening using Language Link and Talk boost.	Intervention data, pupil progress, and outcomes. Communication and language approaches EEF Early Talk Boost - trial EEF Infant Language Link - trial EEF Total = £1106	3,4
Educational Psychology Assessment and support	Three days support purchased to provide assessment and professional support for pupils. Special Educational Needs in Mainstream Schools EEF Total = £2819	3,4

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

Budgeted cost: £ 22620

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to provide a Counselling Service for pupils.	Evidence from school supports the benefits to pupils from the 8-week counselling sessions delivered by an external provider. 3 hours per week = £4285	6

Provide check in sessions for pupils to talk through their worries.	Evidence for school supports the benefits of time given to Support Assistant each week to hold Check ins with pupils who have social, emotional, or mental health needs. Total = £1584	2,6
Provide time for pupils who are struggling to come to school to identify the pulls at home and school.	Evidence from school and SEMH Team supports time given to Support Assistant to complete the work with identified pupils on Emotional Based Educational Avoidance. Total = £125	2,6
Purchase through an SLA an Attendance and Family Support Worker to improve school attendance.	Evidence from school supports the use of an Attendance Officer/ Family Support Worker to improve attendance outcomes. Total = £4981	6
Subsidise educational/ extra-curricular activities and residential visits for disadvantaged pupils.	Pupils take part in enrichment activities which contributes to growth in culture capital and social capital. Teaching and Learning Toolkit EEF Total = £7200	5
Subsidise breakfast and after school club for disadvantaged pupils. Provide uniforms Study guides Resources to support mental health and wellbeing	Children who eat breakfast regularly show better concentration, memory, and cognitive performance. Free breakfast club roll out: everything you need to know – The Education Hub Total = £2745	1,5
Provide activities and treats for classes with the highest attendance.	Pupils are encouraged to work together to achieve a common goal of achieving a treat based on their attendance. Total= £1700	2

Total budgeted cost: £ 92773

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The strategy implemented for 2024-25 on having additional support in classrooms as well as targeted interventions saw an overall improvement in attainment.

Reading- PP Pupils, 75% achieved age related expectations at the end of Year 6 compared to 89% of non-PP Pupils. 2023-24 saw 64% of PP achieving age related expectations compared to 88% of non-pupil premium.

Writing – PP pupils, 58% achieved age related expectations compared to 79% of non-PP pupils.

Mathematics – PP pupils, 67% achieved age related expectations compared to 85% of non-PP pupils.

Grammar, Punctuation and Spelling – PP Pupils 66% achieved age related expectations compared to 89% of non PP pupils.

Pupils were provided with a varied programme of enrichment activities including a residential for Year 6 pupils, school visits to museums and extra curriculum clubs.

Attendance data for disadvantaged children at the end of the academic year 24-25 was 93.13%.

Attendance Data for disadvantaged pupils for the Autumn Term 25-26 is 92.62%. As a result of this data, attendance has been identified as a challenge for school.

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***

Not applicable

The impact of that spending on service pupil premium eligible pupils

Not applicable