

# St. Cuthbert's Catholic Primary School, Sunderland.

## Pupil premium strategy statement 2025-26

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	St. Cuthbert's Catholic Primary School, Sunderland
Number of pupils in school	209 (+30 Nursery)
Proportion (%) of pupil premium eligible pupils	26.8% (56 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/2025 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Jane Ward Head Teacher
Pupil premium lead	Alex Steele Head of School
Governor / Trustee lead	Sharon Miller

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,325
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding,	£81,325

# Part A: Pupil premium strategy plan

## Statement of intent

St. Cuthbert's Catholic Primary School is committed to meeting the requirements of the primary National Curriculum and the requirements of the Bishops of England and Wales as our pupils pass through each key stage.

The curriculum will be taught with the consideration of the needs of all learners, irrespective of their background or the challenges they face so that they make at least good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal, including those who are already high attainers. Our curriculum will be exciting and will inspire all children to nurture a passion for learning.

Our broad and balanced curriculum is designed to ensure that pupils recognise their unique skills and talents have a passion for learning, are equipped to contribute positively to the community, achieve well and have high aspirations. We will consider the challenges faced by vulnerable pupils, such as those who are known to children's social care and young carers. Those whose family backgrounds are challenging and not as supportive as they should be. High quality teaching and learning will be available for all children, whether they are disadvantaged or not.

Our curriculum ensures that academic success, creativity and problem solving, reliability, responsibility and resilience, as well as physical development, well-being and mental health are key elements that support the development of the whole child and promote a positive attitude to learning, supporting pupils for their next stage in their educational journey

### **We have designed a fully comprehensive curriculum framework which ensures that:**

- Our children's learning is both meaningful and benefits from a specific focus on the core requirements of the English and Mathematics curriculum.
- Learning is sequenced and progression is carefully planned for.
- It is based on an analysis of how it can benefit the needs of our specific children and their community.
- It is designed to ensure that children can become upwardly socially mobile.
- It supports children in developing Global and the fundamental British Values.
- Children are given opportunities to actively engage on their learning through meaningful and applied contexts.
- Children know that there are no limits on their ability.

All children are challenged, appropriate to their capabilities; children who find aspects of their learning more difficult are appropriately supported so that they too are enabled to experience success.

Our strategy is also integral to wider school plans for education recovery, for pupils whose education has been worst affected, including non- disadvantage pupils.

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- early identification is key

- 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	Delays in Early Language and communication development. Assessments, observations and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. Evident from Nursery through to KS2.
2	Through assessments, observations, and discussions with pupils it appears that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Assessment and data analysis highlights children requiring further support and regular intervention to diminish the difference in reading
4	Internal assessments indicate that writing attainment among disadvantaged pupils is lower than that of non-disadvantaged pupils.
5	Assessments, observations, and discussions with pupils indicate underdeveloped mathematical skills among some disadvantaged pupils, resulting in low progress. The pandemic and lockdowns have further magnified these underdevelopments.
5	Attendance issues. In 2024-25, our attendance data indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils by 1.6%. Evidence suggests that absenteeism impacts even more negatively on disadvantaged pupils progress 11 out of 56 disadvantaged pupils were persistently absent for the academic year 2024-25. (19.64%)
6	Teacher observations and SENDCO assessments identify that disadvantaged pupils have a higher incidence of difficulties with social and emotional issues than other pupils.
7	Social deprivation and cost of living crisis means that for many of our disadvantaged families the only way of accessing broader enrichment activities will be through the school offer. Ensuring equity of experience and access to cultural capital is therefore key.
8	Less effective prior learning experiences.

## 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 ensure that Pupil Premium Pupils achieve accelerated progress and achieve age related expectations through quality first teaching and structured measurable intervention programmes in reading, writing & maths	Pupils eligible for Pupil Premium (regardless of ability) make good to outstanding progress throughout the school year. Results and progress are consistent across all groups in all year groups. The gap between Pupil Premium Pupils and Non Pupil Premium Pupils will diminish as pupils move through the school
To diminish the differences between pupil premium children and non-pupil premium children at Greater Depth	Pupils eligible for Pupil Premium identified as high ability make as much progress as other pupils identified as high ability across all key stages.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations 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 on-going formative assessment.
Disadvantage pupils with a communication and interaction need will be able to maintain sensory regulation across the day	Pupils with these needs will have access to resources to promote sensory regulation, including resources in their classrooms, practical areas and dedicated sensory spaces. Access to school counsellor.  Educational Psychologist assessments for children with specific difficulties
To ensure that our disadvantaged pupils move closer towards the expected standard in phonics	Whole school approach to the teaching of phonics (Sounds Write)  Continued Phonics update training for all staff  100% of PP children passing the PSC by the end of KS1  Educational Psychologist assessments for children with specific difficulties
Improved reading attainment among disadvantaged pupils. That disadvantaged pupils move closer towards the expected standard in reading	Whole school story/book approach to reading.  Whole school fidelity to the Sounds Write phonics scheme.  Educational Psychologist assessments where necessary
To ensure that our disadvantaged pupils move closer towards the expected standard in writing	Whole school approach to the teaching of writing.  Educational Psychologist assessments where necessary

Improved maths attainment for disadvantaged pupils at the end of KS2.	Whole school approach to teaching of maths Educational Psychologist assessments where necessary
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2023/24 demonstrated by: <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> Access to school counsellor
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 3.0%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to less than 1.0%.</li> </ul> the percentage of all pupils who are persistently absent being below 4% and the figure among disadvantaged pupils being no more than 1% lower than their peers.
Disadvantaged pupils will have enhanced access to capital culture	Subsidised Breakfast/After-school clubs Music Tuition Subsidised school trips Subsidised residential visits (Moorhouse/Robinwood/Derwent Hill/ Youth Village) Uniform subsidies

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 19,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching.	DfE guidance on Quality First Teaching and Personalised Learning. EEF guide to the Pupil Premium – Autumn 2021	1, 2, 3, 4
Effective Feedback	Very high impact based on very low cost. EEF Teaching & Learning Toolkit (+6 months impact)	1,2,3,4
Developing oral activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.  Vocabulary displays in every classroom & use of VIPERS.	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. EEF Teaching & Learning Toolkit: +6 months	1
Whole-class reading activities, 3-5 times per week.	Very high impact based on very low cost. EEF Teaching & Learning Toolkit: +6 months	2
Purchase of further resources for our <a href="#">DfE validated Systematic Synthetic Phonics programme</a> (Sounds Write) to secure stronger phonics teaching for all pupils. (Adding resources to our reading scheme)  Attendance at further update training as released.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>  EEF Teaching & Learning Toolkit: +5 months	2
Staff CPD- including Maths/English Leader Forums.  Lead Maths Mastery Teacher in school as part of the Great North Maths Hub.	High Quality CPD is essential to follow EEF principles. This is followed up by training all staff. EEF evidence states that PP eligible children will fall further behind when they have less effective learning experiences, therefore all staff need to provide quality first teaching which has the	5

English Lead part of an Oracy Research Action Group  Taking part in Trust wide moderation sessions.	most impact on pupil achievement and progress	
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.  We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).  Use of White Rose resources & BCCET support.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>  The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	3
Reading, Writing & Maths Training- Supporting the lowest 20%	Staff training by Together for Children. Activities to support children with Quality First Teaching	2,3,4,5
Improve the quality of social and emotional (SEL) learning.  SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	5
Specialist support from our Educational Psychologist to ensure appropriate interventions are in place and relevant referrals have been made to other agencies	Children swiftly identified. Assessments carried out in a timely manner. Parental engagement. Regular SEN reviews.	6

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

Budgeted cost: £65,930

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistants in classes every morning to support disadvantaged pupils in developing oral, listening, reading, writing and mathematical skills.	Moderate impact for moderate cost.  EEF Teaching & Learning Toolkit: +4 months	1, 2, 3

Following St. Cuthbert's Marking & Feedback policy, children receive same day interventions and scaffolds to support their work in Reading, Writing & Maths	Moderate impact for moderate cost. EEF Teaching & Learning Toolkit: +4 months	5
Whole school approach to the teaching of Maths using the Mastery approach.  TA to support in class for disadvantaged children.  TA support in classes for lower ability/disadvantaged children	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	5
After school booster groups to deliver catch up sessions for Y6	Pupils make accelerated progress. The average impact is approximately four months progress	2,3,4,5
Early SEND Intervention. Children at risk of dyslexia are identified early using a screening tool delivered by our trained SENDCO.	Children identified as at risk have support systems and scaffolds implemented swiftly	2
TA support in class for the teaching of spelling through phonics.  TA x 5 (1 per class)	'The Art and Science of Teaching Primary Reading' Christopher Such	2,4

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

Budgeted cost: £ 11,470

Activity	Evidence that supports this approach	Challenge number(s) addressed
Close working partnership with External Attendance Service- AStar Attendance Pupil Premium Pupils' attendance monitored closely and school working closely with parents to ensure increased attendance	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  Poor attendance is the main barrier to learning for any child. Pupils need to be in school to enable them to meet their full potential.	5



Mental Health Training	<p>The <a href="#">Learning outcomes for senior mental health lead training</a> are aligned with the principles of Public Health England (PHE) and the Department for Education's <a href="#">promoting children and young people's emotional health and wellbeing</a>.</p> <p>Research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn. Schools and colleges which have taken this approach often report improved attendance, attention, behaviour and attainment.</p>	3,4,5,6
Pastoral Support worker to support targeted disadvantaged pupils with SEMH issues.	<p>Pupils achieve well if they and their families are emotionally supported. The British Association of Counselling and Psychotherapy (BACP) continues to campaign for the expansion of school-based counselling services to every school and FE college in England. They argue that the country is behind other UK nations in terms of Government financial support: Speaking to a school counsellor can be a transformative experience for children and young people. It can help them cope with the difficult circumstances they face in their lives - and to go on and flourish in the future.</p> <p><a href="https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges">https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</a></p> <p><a href="https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing">https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing</a></p>	3,4
<p>Access to cultural Capital activities and experiences</p> <p>Music Provision</p> <p>Theatre visits</p> <p>Derwent Hill</p> <p>Youth Village residential</p> <p>Breakfast &amp; Afterschool Club</p> <p>Museum Gallery Visits</p>	<p>Every child has the right to experience the same school offer as their peers and attend school trips/residentials- experiencing cultural activities as well as outdoor and adventurous activities so that their horizons are broadened and their aspirations are developed appropriately.</p> <p><a href="https://www.early-education.org.uk/cultural-capital">https://www.early-education.org.uk/cultural-capital</a></p>	8
Contingency fund for acute issues.	Contingency fund for acute issues.	All

**Total budgeted cost: £ 97,040**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

We have analysed the performance of our schools disadvantaged pupils during the 2024/25 academic year using statutory performance data and our own internal assessments

End of KS2 2024-25- Pupil Premium-13 children (5 also SEND)

- Reading- 69.2% (30.8% GDS) Average Scaled Score- 105.23
- Writing- 76.9% (GDS 7.7%)- Moderated by the LA
- Grammar & Spelling- 76.9% (23.1% GDS) Average Scaled Score- 104.62
- Maths- 62.9% (15.4% GDS) Average Scaled Score- 101.85
- Combined 61.5%

Pupil Premium- Non-SEND (7 children)

- Reading 85.7% (57.1% GDS) Average Scaled Score- 109.14
- Writing 85.7% (14.3% GDS)
- Grammar & Spelling 85.7% (42.9% GDS) Average Scaled Score- 107.43
- Maths 85.7% (14.3% GDS) Average Scaled Score- 104.29
- Combined 85.7%

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
N/A	

## Further information (optional)

The progress of **all** our children, including our Pupil Premium children is monitored regularly by the Senior Leadership Team, phase leaders, subject leaders, SENCo & class teachers. Formal monitoring happens termly and pupil progress meetings highlight appropriate necessary actions to prevent any child from falling behind and to ensure that high achievers remain challenged. Intervention programmes are evaluated termly and impact measured- these groups are fluid. The overarching aim of all we do is to strive to diminish the difference for all groups of children (Pupil Premium, SEN, EAL, Summer born, ...) to ensure that every child attains and achieves their absolute best so that they leave us well prepared for the next steps in their learning. Educational inequality will leave children from the most disadvantaged homes struggling to keep up throughout their school years. The work we do here at St. Cuthbert's aims to ensure that no such inequality exists for our children.