Pupil premium strategy statement – St Cuthbert's Catholic First 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	80 (including 9 nursery)
Proportion (%) of pupil premium eligible pupils	12.5% (10 inc 1 PP+)
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)**	2024/2025 2025/2026 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Clare McGregor
Pupil premium lead	Katie Dyer
Governor / Trustee lead	Barbara Simpson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,650
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£16,650

Part A: Pupil premium strategy plan

Statement of intent

At St Cuthbert's First School we target the use of the Pupil Premium Grant funding to ensure that our disadvantaged pupils received the highest quality of education to enable them to become socially responsible citizens. Our aim is to close any potential barriers for these children to achieve their full potential.

Our ultimate objectives are to:

• Remove any of the barriers to learning which might have been created by family circumstances and background.

• Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged peers.

• Ensure ALL pupils can read fluently and with good understanding to enable them to access the whole curriculum and wider interests.

• Ensure pupils are fluent mathematicians.

• Develop their self-esteem, well-being and confidence so they have high ambitions for themselves both as learners and future citizens.

• Ensure pupils can communicate effectively in a wide range of contexts.

• Access a wide range of opportunities to develop their knowledge, understanding and interest in the wider world.

Our context: Of the 10 children, 40% have SEND need (4 out of 10), 10% is from the Traveller community (1 out of 10), 10% is previously LAC (1 out of 10).

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

 • Provide all teachers with high quality CPD to ensure all pupils access effective quality first teaching.

• Continue to focus on reading provision and interventions.

• Continue to target phonics interventions.

• Increase the number of teaching assistants to at least one per class to ensure regular

targeted interventions are carried out.

• Fund educational visits, workshops, clubs, residential trips and music provision.

• Fund training of dedicated ELSA in school

This is not an exhaustive list and strategies will change and develop based on the needs of the individuals and be informed by research evidence.

Key Principles:

We will ensure that all staff have high expectations of all pupils and recognise the difference they can make to children of all backgrounds. Quality first teaching will underpin all that we do. Gaps analysis and pupil progress meetings will be used to identify individual needs and plan provision. Provision mapping will be used to record and evaluate specific intervention and provision for individual pupils. Research based pedagogies will be researched and utilised.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in reading, writing, spelling, maths and phonics
2	Social, emotional and mental health
3	Speech, language and communication including Vocabulary knowledge
4	Parental and family needs
5	Attendance and Punctuality
6	Access to wider opportunities / Cultural capital

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
Progress in Reading	To achieve progress in line with non PP pupils
Progress in Writing	To achieve progress in line with non PP pupils
Progress in Mathematics	To achieve progress in line with non PP pupils

Phonics	To continue to ensure 100% of pupil premium with non SEND needs achieve the PSC.
Attendance	To ensure attendance of disadvantaged pupils is in line with non-disadvantaged.

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: £ 4,090

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Writing in EY/ KS1 & LKS2 **COST** £120	Enhance knowledge and understanding of how to teach writing to children in; EYFS; Year 1 and 2 ; Year 3 and 4, by providing a range of experiences that promote tran-scriptional skills and develop imagination and ideas to support composition. This webinar is part of a series which uses the CLPE Writing Scale to focus participants on key attainment expectations for children at different ages and stages of development, then explores the practice and provision that support children's progress towards these goals.	1, 3
'Spelling Shed' online subscription programme **Cost** £70	Spelling continues to be a limiting factor for many of our pupil premium children, so staff need to be supported to continue to develop their skills in this area.	1, 3
Investment in to subscription to CLPE **Cost** £300 subscription	The Centre for Literacy in Primary Education is a UK based children's literacy charity working with primary schools. Our work raises the achievement of children's reading and writing by helping schools to teach literacy creatively and effectively, putting quality children's books at the heart of all learning.	1,3
Purchase annual subscription to Maths	Evidence shows that learning is accelerated by, on average, 18 months in	1,3,4,6

Whizz **COST** £3000	the first year of use when a child accesses just 60 minutes of Maths-Whizz per week. All children have free access at home	
Purchase Purple Mash programme subscription **COST** £600	Purple Mash is an award-winning cross curricular website for primary school children, enabling them to explore and enhance their knowledge in a fun and creative way across all subjects – families will have free access from home also.	1,3,4,6

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

Budgeted cost: £10,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured phonics intervention using AAP resources	EEF research shows that carefully planned, and implement, targeting interventions have strong impact on pupil outcomes. 1:1 or 1:3 small group tutoring, while high in cost, can have significant impact	1, 2
Structured maths intervention Max's Marvellous Maths		
Targeted writing tutoring for specific Y2 pupils		
Colourful semantics intervention		
Precision spelling intervention		
Cost for resourcing; time and CPD £3000		
Teaching assistants **Cost** £4,000	EEF report – Effective use of TA. Key recommendations are that the TA understands their role in the classroom. That they have the key information to support the children (Concepts, facts, information being taught; Skills to be learned, applied, practised or extended; Intended learning outcomes; Expected/ required feedback.)	1, 2, 3
Chromebooks **Cost**	To allow for more pupils to access online intervention and support through the	

£3,800	programmes we have purchased, we will invest in 10 more Chromebooks for 24/25	
Accurate and quality assessments to be used to identify needs and match interventions.	EEF research and wider research identifies the need for assessments to be accurate. Use of standardised assessment resources.	1
1:1 reading time.	Dedicated 1:1 time with an adult reading and discussing texts is vital for children to develop their enjoyment of reading and reading skills. Many of our children do not have the support at home, particularly when they reach KS2. By providing at least 2 weekly 1:1 reading slots with an adult the children improve their reading enjoyment.	1, 3
SENDCo released to target assessment and support for those eligible for PP who are identified as having SEN **COST** HLTA cover	SENDco ensures targeted support is having the required impact and tracking of progress.	1,2,3

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

Budgeted cost*: £ 1,500*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access support for pupils to attend; residential visit in Y4; school trips / enhancements **COST** £500	Access to trips and wider experiences enables children to have access to opportunities, which they might not experience. Widening horizons and interests can improve ambitions. Low ambition and opportunities are a limiting factor for many pupil premium children.	2, 4, 6
Subsidise charges for Breakfast club and Afterschool club **COST** £500	Access to Breakfast club and Afterschool club enables us to support our pupil premium families. By providing this option, those families are more able to balance getting their children to school and collecting them if they have part time jobs,	2, 4, 6

	or other children with needs. Supports attendance for some families	
Sports Crew equipment 7 training **Cost** £500	To support our new 'sports crew' initiative we want to ensure high quality of resourcing for the games which will encourage teamwork and	

Total budgeted cost: £ 16,390

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Published data:

Early Years Foundation Stage Profile: 2024

School: St Cuthbert's Roman Catholic Voluntary Aided First School, Berwick

Headline Figures:

Cohort	Count of Pupils (School)	% Achieving GLD (School)	% Achieving GLD (National)
All Pupils	11	63.6%	67.2%
FSM			
FSM: No	10	60.0%	71.5%
FSM: Unknown	1	100.0%	40.2%
Gender			
Gender: Female	6	66.7%	74.2%
Gender: Male	5	60.0%	60.6%

Percentage of pupils achieving at least expected in:

ELG (Group)	Personal, Social and Emotional Development					
Early Learning Goal	Self-regulation		Managing self		Building relationships	
Cohort	School	National	School	National	School	National
All Pupils	72.7%	85.1%	81.8%	87.2%	81.8%	88.4%
FSM						
FSM: No	70.0%	87.4%	80.0%	89.2%	80.0%	90.3%
FSM: Unknown	100.0%	71.1%	100.0%	74.4%	100.0%	73.9%
Gender						
Gender: Female	83.3%	90.8%	83.3%	92.2%	83.3%	93.0%
Gender: Male	60.0%	79.7%	80.0%	82.5%	80.0%	84.0%

Percentage of pupils achieving at least expected in:

ELG (Group)	Communication and Language				Literacy						Mathematics			
Early Learning Goal	Listening, attention and understanding		Speaking		Comprehension		Word reading		Writing		Number		Numerical patterns	
Cohort	School	National	School	National	School	National	School	National	School	National	School	National	School	National
All Pupils	72.7%	82.2%	72.7%	82.8%	81.8%	80.6%	72.7%	76.2%	72.7%	71.0%	81.8%	78.9%	72.7%	78.3%
FSM														
FSM: Unknown	100.0%	62.0%	100.0%	60.9%	100.0%	57.7%	100.0%	50.8%	100.0%	47.0%	100.0%	56.8%	100.0%	55.9%
FSM: No	70.0%	84.9%	70.0%	85.5%	80.0%	83.9%	70.0%	80.2%	70.0%	75.2%	80.0%	82.5%	70.0%	82.0%
Gender														
Gender: Male	60.0%	77.1%	60.0%	78.2%	80.0%	76.2%	60.0%	71.7%	60.0%	64.9%	100.0%	76.3%	80.0%	75.4%
Gender: Female	83.3%	87.4%	83.3%	87.6%	83.3%	85.3%	83.3%	80.9%	83.3%	77.4%	66.7%	81.6%	66.7%	81.4%

Percentage of pupils achieving at least expected in:

ELG (Group)	Expressive Arts and Design				Physical				Understanding the World					
Early Learning Goal	Creating with materials		Being imaginative and expressive		Gross motor skills		Fine motor skills		Past and present		People, culture and communities		The natural world	
Cohort	School	National	School	National	School	National	School	National	School	National	School	National	School	National
All Pupils	100.0%	87.5%	100.0%	87.0%	100.0%	92.1%	100.0%	86.0%	72.7%	82.1%	72.7%	81.8%	72.7%	85.4%
FSM														
FSM: Unknown	100.0%	71.8%	100.0%	69.0%	100.0%	83.3%	100.0%	75.9%	100.0%	59.7%	100.0%	60.1%	100.0%	63.7%
FSM: No	100.0%	89.6%	100.0%	89.3%	100.0%	93.3%	100.0%	88.2%	70.0%	85.1%	70.0%	84.9%	70.0%	88.0%
Gender														
Gender: Male	100.0%	81.9%	100.0%	81.7%	100.0%	89.3%	100.0%	79.7%	60.0%	78.0%	60.0%	77.6%	60.0%	81.8%
Gender: Female	100.0%	93.4%	100.0%	92.6%	100.0%	95.0%	100.0%	92.7%	83.3%	86.5%	83.3%	86.3%	83.3%	89.1%

National figures have been taken from 2023.

Year 1 Phonics

	2022		2023		2024	
	% EXS+ School	% National	% EXS+ School	% National	% EXS+ School	% National (2023)
	78.6%	75%	62.5%	79%	100.0%	79%

2022

Sex	%	Sex	%
Male	100.0%	Male	72%
Female	70.0%	Female	79%

Disadvantaged	%	Cohort Group	%
Yes	100.0%	Disadvantaged	62%
No	75.0%	Non-Disadvantaged	80%

2023

Sex	%	Sex	%
Male	55.6%	Male	76%
Female	71.4%	Female	82%

Disadvantaged	%	Cohort Group	%
Yes	0.0%	Disadvantaged	67%
No	76.9%	Non-Disadvantaged	83%

2024

Sex	%	Sex	%
Male	100.0%	Male	76%
Female	100.0%	Female	82%

Disadvantaged	%	Cohort Group	%
Yes	100.0%	Disadvantaged	67%
No	100.0%	Non-Disadvantaged	83%

St Cuthbert's Catholic First School
Headline Data per Year group - End of <mark>2024</mark>

Year 1	Reading		Writing		Maths	
Cohort	EYFS 2023 (cohort 14)	Y1 2024 (cohort 14)	EYFS 2023 (cohort 14)	Y1 2024 (cohort 14)	EYFS 2023 (cohort 14)	Y1 2024 (cohort 14)
% Expected or above	86% *(12/14)*	93% *(13/14)*	51% *(9/14)*	78.5% *(11/ 14)*	*93% 13/14*	86% *(12/14)*
PP % Expected + (1)	100% *(1 pupil)*	100% *(1 pupil)*	100% *(1 pupil)*	100% *(1 pupil)*	*(1 pupil)*	100% *(1 pupil)*
% Greater depth	N/A	57% *(7/14)*	N/A	14% (2/14)	N/A	28.5% *(4/14)*
PP % Greater depth	N/A	100% *(1pupil)*	N/A	0	N/A	100% *(1 pupil)*

Each pupil is worth 7%

Year 2	Reading		Writing		Maths	
Cohort	EYFS 2022 (same cohort 12)	Y2 2024 cohort 16	EYFS 2022 (same cohort 12)	Y2 2024	EYFS 2022 (same cohort 12)	Y2 2024
% Expected +	58% *(7/12)*	81% *(13/16)* 83% *(10/12)*	58% (7/12)	57% (9/16) 58% (7/12)	83%	87.5% 92%
PP % Expected +	0%	67% (2/3) 67%		33 (1/3)	67%	67% (2/3)
% Greater depth	N/A	50%	N/A	19% (3/16)	N/A	19% (3/16)
PP % Greater depth	N/A	33% (1/3)	N/A	0	N/A	0

Each pupil is worth 6.25%

Year 3	Reading			Writing			Maths		
Cohort	EYFS 2021 *(cohort 17)* COVID - TA judgements cohort 10	KS1 2023 *(cohort 13)*	Y3 2024 *(cohort 13)*	EYFS 2021 COVID - TA judgements	KS1 2023 *(cohort 13)*	Y3 *(cohort 13)*	EYFS 2021 COVID - TA judgements	KS1 2023 *(cohort 13)*	Y3 *(cohort 13)*

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				cohort 10			cohort 17		
% Expected +	59% (10/17) 60% (6/10	61.5% (8/13) 70% (7/10)	69% (9/13 70% (7/10)	35% (6/17) 40% (4/10)	61.5% (8/13) 80% (8/10)	69% 70% 7/10	59% (10/17) 90% (9/10)	61.5% (8/13) 70% (7/10)	85% (11/13) 80% (8/10)
PP % Expected +		67 (2/3)	67(2/3)		67 (2/3)	67 (2/3)		67% (2/3)	100% (3/3)
% Greater depth		27% (4 pupils)	38% (5 pupils) 33% (4/12)		0	23% (3/13) 17% (2/12)		33%	23% (3/13)
PP % Greater depth		33 (1/3)	33% (1/3)		0	0		0	0

Each pupil is worth 7.6%

Cohort impacted by COVID in Early Years

Year 4	Reading				Writing				Maths			
Cohort	EYFS 2020	KS1 2022 Cohort 15	Y4 2024 Cohort 16	NA Y6	EYFS	KS1 Cohort 15	Y4 2023 Cohort 16	NA Y6	EYFS	KS1 Cohort 15	Y4 2023 Cohort 16	NA Y6
% Expected +	COVID – No data	93% (14/15) 92.8% (13/14)	87.5 (14/16) 92.8% (13/14)	74	COVID – No data	80% 86% (12/14)	81 (13/16) 86% (12/14)	72	COVID – No data	93% 92.8% (13/14)	87.5 (14/16) 86% (12/14)	73
PP % Expected +			50% (2/4)				50% (2/4)				50% (2/4)	

% Greater depth			44% 7				19 3/16				13 2/16	
PP % Greater depth			25% 1				0				0	

Each pupil is worth 6.25%

Cohort impacted by COVID in EYFS –disrupted learning

SCFS Attendance 2023-2024	
FSM 6 School	91.3%
FSM 6 FFT National	91.8%
FSM 6 Difference	-0.5%
Not FSM 6 School	94.4%
Not FSM 6 FFT National	95.2%
Not FSM 6 Difference	-0.8%

In 2023/2024 the following analysis can be made of the data;

- Our PP child succeeded in achieving GLD at the end of EYFS
- At the end of Y1 the PP achieved the expected standard
- At the end of Year 2 the PP 2/3 of the PP cohort achieved EXS with 1/3 achieving GDS in reading
- At the end of Year 3 the PP cohort achieved EXS and above in all; reading, writing and maths compared to non-PP
- At the end of Year 4 half of the PP cohort achieved expected in reading, writing and maths
- Attendance of PP children was slightly lower for 23/24 at 91.3% compared to non-PP at 94.4%

- 100% of PP children passed the Y1 phonics check

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
Maths Whizz	Whizz education
Active Learn	Pearson
Spell Shed	Edshed
Power of Reading	CLPE