

St Cuthbert Mayne Catholic Primary School

Pupil Premium Strategy Statement 2025-2026

School Overview

Detail	Data
School Name	St Cuthbert Mayne Catholic Primary School
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	8.2%
Academic year/years that our current pupil premium strategy plan covers	2023-2024 to 2026- 2027 Reviewed and updated annually
Date this statement was published	September 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Amy O'Donovan (Headteacher) and Neil Lewin (Chair of Governors)
Pupil premium lead	Olivia Wilkin (Assistant Headteacher)
Governor / Trustee lead	Claire Pickens (Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 34,330
Recovery premium funding allocation this academic year	£nil
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£nil
Total budget for this academic year	£ 34,330
<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>	

Part A: Pupil Premium strategy plan

Statement of intent

At St Cuthbert Mayne, our intention is that all pupils, regardless of background or challenges, make good progress and achieve at least expected progress in all areas. The focus of this Pupil Premium Strategy is to realign the life chances for these children in order that they achieve as well as their non-Pupil Premium peers and enjoy the same breadth of experiences. We recognise the importance of attendance at school in order to achieve this.

Our strategy reflects our commitment to working closely with our parents to support the children's attendance, emotional health and wellbeing and learning outcomes.

We recognise that high quality teaching is the best lever to improve outcomes for pupils and this strategy is designed with it at the centre. Additionally, it recognises the need for targeted academic and pastoral interventions that will be implemented rigorously to improve outcomes for all. Wider strategies to support pupils eligible for Pupil Premium funding are also embedded with the plan.

We recognise that Quality First Teaching has the greatest impact on closing the disadvantaged attainment gap and will benefit all pupils. The use of robust diagnostic assessments, qualitative assessments and careful monitoring of progress is central to this strategy.

Challenges

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

Challenge number	Detail of challenge
1	Ensure disadvantaged children secure good language skills in EYFS so that all children achieve GLD.
2	Ensure disadvantaged children make rapid progress and ensure the teaching of Maths is fully understood so children make expected progress.
3	Ensure disadvantaged children make rapid progress against end of year expectations and reach year group milestones for reading and writing.
4	Supporting poor social and emotional development and regulation, which in turn prevents children maximising progress.

5	Ensuring all children have access to a broad and balanced curriculum and extra-curricular offer to maximise school engagement.
6	Supporting families to minimise the financial impact of school
7	Maximising parental engagement to support children's rapid progress.
8	Attendance for Disadvantaged pupils falls below the school average. Disadvantaged children's attendance was 91% compared to average school attendance of 96%.

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
That all disadvantaged pupils in EYFS meet GLD at the end of the school year.	Observations and formative assessments demonstrate progress and indicate where adaptations to planning should be made. Progress across all areas is reviewed weekly and provision adapted. Early intervention put in place to ensure children keep up instead of catching up.
That all disadvantaged pupils make at least expected progress in reading, writing and maths.	Progress is monitored by class teachers and leaders and adaptations are made to planning. Targeted interventions and Quality First Teaching meet needs and results in progress. Data is analysed at pupil progress meetings termly by Headteacher, Senco and Assessment leader. Progress for pupils are tracked for every subject.
To achieve and sustain improved social and emotional confidence for disadvantaged pupils.	That disadvantaged pupils can demonstrate confidence and use strategies to help them stay regulated and able to learn. Use qualitative data via pupil voice. SEMH assessments and observations to demonstrate progress.
That all disadvantaged pupils have and attendance of at least 95% attendance.	The Headteacher and attendance officer monitors attendance and engages with families. The weekly monitoring system supports improved attendance. Engagement with families to remove barriers to school attendance supports attendance and learning

That disadvantaged pupils are emotionally supported and ready to learn.	That disadvantaged pupils are offered pastoral care provision, enrichment opportunities and family support when needed.
That parents are engaged in their children's reading and are able to support their children.	The parents of disadvantaged children know how to support their children at home and the positive impact that this will make on their children's progress.
Children to have access to extra-curricular clubs and equipment	All children experience more than the National Curriculum requirements and take up opportunities for enrichment activities.
Parents are supported with payments for trips and resources.	Financial barriers for families are removed.

Activity in this academic year

Teaching

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

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching in every year group providing Quality First Teaching approach for all.	Targeted CPD for teacher and LSAs supports to meeting needs of all. Early Years EEF Teaching and Learning Toolkit EEF Special Educational Needs in Mainstream Schools EEF The reading framework The writing framework	1,2
Teachers and LSAs to work with small groups targeting identified gaps in knowledge and skills.	Increased pupil confidence when tested indicates good impact of this approach. Planning to be adapted in line with need.	1, 2

	<p>Class teachers are working collaboratively with staff delivering interventions to ensure maximum impact.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	
Support a strong start in EYFS for disadvantaged pupils	<p>Baseline assessments to show starting points in Communication and Language identify vocabulary. Language interventions (WellComm and NELI) to identify vocabulary and language gaps.</p> <p>Weekly observations showing progress in vocabulary use, sentence length and structure, listening and attention.</p> <p>Planning adapted weekly in line with need.</p> <p>High- quality adult- child interactions.</p> <p>Exit data from language interventions (WellComm and NELI) shows that children are keeping up rather than requiring catch up intervention.</p> <p>Early Years Evidence Store EEF</p> <p>Strong foundations in the first years of school - GOV.UK</p>	1
Revisit prior learning via 'flashback' sessions in lessons (Core and Foundation subjects)	<p>Evidence of positive impact on securing knowledge 2020-22</p> <p>Cognitive load theory: Research that teachers really need to understand</p> <p>Teaching for mastery – Mark McCourt</p> <p>Effects of preteaching on Maths Achievement - Lally and Miller 2006</p>	1,2
Maths sessions focusing on number fluency (KS1) and times tables (KS2)	<p>To enable children to access key vocabulary, practice key strategies and embed knowledge.</p> <p>Use planning, strategies from NCTEM (KS1) and Number Sense (KS2)</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>EEF evidence on EYFS mathematics</p>	2
Enable all children to be confident, fluent, accurate readers	<p>Read, Write Inc. to support early phonics and reading Interventions to support individualised learning needs.</p> <p>Evidence of significant impact on early phonics and reading. Systematic Synthetic Phonics programmes have a strong evidence base and demonstrate a positive impact on word reading</p>	1,2

	Phonics Teaching and Learning Toolkit EEF# Research review series: English - GOV.UK The reading framework	
<p>Focused CPD on sharing best practice – improve knowledge, motivate staff, develop teaching techniques and embed practice</p>	EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)	1,2,3
<p>Professional development based on instructional coaching method using Steplab</p>	<p>Good quality coaching encourages teacher to become more reflective, articulate, exploratory and metacognitive in relation to their work and its impact on learners. As such they are more aware of themselves and their capacities as teachers, more knowledgeable about the activity of learning, and more confidence to deploy a wide pedagogic repertoire suited to the job. They also develop heightened metacognitive skills of planning, monitoring and refining, all of which ensure that teaching quality keeps improving.</p> <p>Coaching for teaching and learning: practical guide for schools</p>	1,2,3,4,5,7
<p>Implement Oracy Strategy across the school</p>	<p>Research by the EEF shows that structured oral language support can boost academic progress by up to six months, enhancing literacy and confidence. Pupil premium children who may have fewer language-rich experiences outside school, benefit significantly from Oracy development, as it helps bridge attainment gaps and fosters social skills. Studies such as those by Robin Alexander and the Cambridge Primary Review, highlight that dialogic teaching can effectively support these children by promoting active engagement and deeper thinking.</p> <p>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:</p> <p>Oral language interventions EEF Dialogic Teaching EEF Metacognition and Self-Regulated Learning EEF</p>	1,2,3,4,5

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

Budgeted cost: £8,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Personalised Speech and Language support	<p>Evidence of positive impact in previous years on early language development. Previous engagement in programme based on EEF research</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Use of CELF 5 assessments to provide targeted approach</p>	1,2
<p>Increase opportunities for disadvantaged pupils to read with an adult in school e.g. Fast Track Tutoring.</p> <p>Inclusion in Read Write Inc groups.</p>	<p>Reading progress regarded as the key to access all areas of learning.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	1,2
LSAs to lead a high impact intervention based on evidence and need.	<p>Impact evidenced using EEF MITA Report and Internal Data</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	1,2,3
Teacher led small group intervention to support arithmetic skills	<p>Data evidence from EEF impact of 1-1 tuition targeted at specific needs and data resulting from when approach was used 2024-2025</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p>	1,2
Teacher led small group intervention to support comprehension skills	<p>Data evidence from EEF impact of 1-1 tuition targeted at specific needs and data resulting from when approach was used 2024-2025</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p>	1,2

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

Budgeted cost: £9,830

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appropriate nurture support to help pupils with their emotional and social development. We aim to improve their resilience and ability to emotionally regulate which will lead to a better engagement in learning.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement. Efforts to promote SEL skills may be especially important for children from disadvantaged backgrounds, who on average have weaker SEL skills at all ages than their better off peers. This matters for a range of outcomes, as lower levels of SEL skills are associated with poorer mental health and academic attainment. There is also evidence to suggest that the benefits of SEL may extend to teachers and to the school environment, including a less disruptive and more positive classroom climate, and teachers reporting lower stress levels, higher job satisfaction, better relationships with their children, and higher confidence in their teaching.</p> <p>The EEF Toolkit and Nurture Groups</p>	<p>1,2,3,4</p>
<p>Adopt a whole school approach to attendance</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>EEF supporting attendance toolkit Working together to improve school attendance - GOV.UK</p>	<p>8</p>
<p>Emotional Literacy Support Assistant (ELSA) to run individual and group sessions to emotional resilience and develop social skills.</p>	<p>Previous experience indicates that those with low self-esteem, lack of confidence or social difficulties benefit, and the impact is seen in their overall academic progress.</p>	<p>4</p>
<p>Establishing clear behaviour expectations</p>	<p>Adults consistently model and explicitly teach what respectful, safe, and ready-to-learn behaviour looks like in classrooms, corridors, and shared spaces. Expectations are simple,</p>	<p>1,2,3,4</p>

enabling all children to learn and thrive.	<p>visible, and referred to daily, so children know exactly what is expected of them and why it matters. Positive behaviour is noticed and reinforced, creating a calm, predictable environment where pupils feel valued and motivated to do the right thing. When behaviour falls short, staff respond calmly and consistently following the behaviour policy, using restorative conversations to support children to reflect and improve. As a result, classrooms are purposeful and inclusive, enabling all children to feel secure, focus on their learning, and thrive both academically and socially.</p> <p>Behaviour interventions Teaching and Learning Toolkit EEF</p>	
Using Zones of Regulation	<p>EEF: Improving Social and Emotional Learning in primary Schools identifies positive impact</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/primary-sel</p>	4
Ongoing monitoring of attendance and follow up actions. HT and attendance officer to monitor attendance.	<p>Excellent level of attendance ensures maximum learning opportunities. Engagement improves outcomes.</p> <p>Working together to improve school attendance.</p>	8
The Senco provides support for children with barriers to happiness and progress.	<p>The Senco has a strong record of high impact on children who are in emotionally difficult places.</p> <p>Recovery during a pandemic: the ongoing impacts of Covid-19 on schools serving deprived communities - NFER</p>	4
Provide a broad support offer to support emotional wellbeing e.g. Zones of Regulation	<p>Prior experience shows that this enables children to develop emotional resilience and feel more confident with learning.</p> <p>Children who are emotionally regulated are ready to learn. These intervention strategies have demonstrated impact for pupils previously</p> <p>EEF Social and Emotional Learning demonstrates evidence of improved outcomes for learners.</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	4
Provide targeted speech and language support	<p>Evidence that the SALT targets are met effectively.</p>	1,3
Support families when parental literacy is a barrier to learning	<p>Enable all children to continue to learn at home. Engage parents and support progress.</p>	3, 7

<p>Children are provided with enrichment opportunities to broaden their educational experiences and develop confidence</p>	<p>Previous experience indicates to us that these experiences build confidence, improve social skills and have an impact on pupil engagement and over all academic success.</p>	<p>2,3,4,5</p>
<p>Provide financial support for breakfast, after school club, school clubs and enrichment days for children who would not otherwise have these experiences.</p>	<p>Children have a richer educational experience and the opportunity to nurture talent. The impact of relieving the financial pressure felt by parents is apparent. The ability to respond to need has been highly valued by families.</p>	<p>5,6</p>
<p>A percentage of costs for the residential trips in Year 6 and all the costs for other trips are paid for.</p>		

Total budgeted cost: £34,330

Part B: Review of the previous academic year Outcomes for disadvantaged pupils

2024-2025

In EYFS, 75% of disadvantaged pupils achieved a Good Level of Development (GLD), compared with 83% overall. While progress was evident, communication, language and engagement with learning was a barrier. Targeted interventions, including STIPS and ELKLAN, supported steady progress for disadvantaged pupils. These approaches have been effective and will continue into Year 1 to further strengthen early language development.

In Year 1, 67% of disadvantaged pupils passed the Phonics Screening Check, compared with 90% overall. Although progress was made, SEMH needs continued to present a barrier to learning. Targeted support through Zones of Regulation and nurture provision led to gradual improvements in engagement and readiness to learn. The use of the Boxall Profile, alongside support from external agencies (including STIPS and the Educational Psychologist), demonstrated positive impact and will continue into Year 2. In addition, Read Write Inc. 1:1 Fast Track Tutoring will remain in place to further accelerate progress in reading.

In KS1, 50% of disadvantaged pupils achieved the expected standard in Reading (compared to 82.1%), while 66.7% met the expected standard in Maths (against 82.1% overall). In Writing, 66.7% of disadvantaged children achieved the expected standard compared with 78.6% overall. These outcomes indicate the need for continued targeted academic and pastoral support, particularly in reading.

In KS2, disadvantaged pupils performed strongly and in some areas outperformed non-disadvantaged peers. 80% of disadvantaged pupils achieved the expected standard in SPaG (compared to 75% overall), and 80% in Maths (compared with 79.2% overall). In Reading, 80% of disadvantaged pupils achieved the expected standard, compared to 83.3% overall. In Writing, 80% of disadvantaged pupils achieved the expected standard, compared to 83.3% overall, which is significantly above the national average of 59%.

Disadvantaged pupils made significant progress in the combined SATs measure, with 80% achieving the expected standard, compared to 70.8% overall and the national average of 62%. This represents a significant improvement compared with the previous year and reflects the effectiveness of targeted academic and pastoral support.

Our focus for 2025-2026 will be to maximise progress for all pupils, with a particular emphasis on Writing. Writing development will be strengthened by ensuring we are using engaging, cross curricular texts, a consistent planning structure focused on grammar and sentence progression and the explicit teaching of editing and redrafting. There will be a specific focus of writing in EYFS and Year 1, using Colourful Semantics and the Ark Progression Writing Framework to secure early sentence construction and language development. To further support writing outcomes, we will implement a whole-school Oracy strategy, recognising the strong link between spoken language, confidence and writing attainment.

Disadvantaged pupils will remain central to pupil progress discussions, supported by additional moderation across hub and trust schools to ensure consistency and high expectations.

Attendance remains a high priority. Attendance for disadvantaged pupils was 91%, compared to the whole-school average of 96%. When attendance falls below 95%, pupils are closely monitored and parents are invited to meet with the Headteacher to identify and address barriers to attendance. Guidance on illness and school attendance is regularly shared through newsletters, alongside clear messaging about the impact of low attendance on learning. Breakfast Club and After-School Club places are offered where appropriate to further support attendance and punctuality.

The Year 6 residential had a positive impact on the emotional development and wellbeing of all pupils. Funding and grants were used to support families, ensuring that financial barriers were mitigated and all pupils were able to participate. Educational visits and enrichment activities were highly valued, and families were financially supported to ensure equitable access. Observations and feedback from both pupils and parents strongly indicated that trips, wider school activities and the Year 6 residential had a positive impact on pupils' wellbeing and confidence, which in turn supported their engagement with learning.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
RWI- ensuring excellent phonic understanding leading to quicker ability to read.	Read Write Inc.
ELSA intervention for PP pupils especially at transition points.	

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**

The service pupil premium was used to support the challenges identified and intended outcomes. Small group support and access to wider strategies including ELSA were seen as having impact on children's wellbeing and outcomes.

The impact of that spending on service pupil premium eligible pupils

Service children achieved expected progress in Reading, Writing and Maths.