

Pupil premium strategy statement St Cuthbert's C of E Academy Infants and Pre-School

School overview

| Detail | Data |
|--|----------------------------------|
| Number of pupils in school | 120 |
| Proportion (%) of pupil premium eligible pupils | 21% 25 pupils |
| 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 | September 2025 |
| Date on which it will be reviewed | July 2026 |
| Statement authorised by | Sheryl Cooper Headteacher |
| Pupil premium lead | Sheryl Cooper Headteacher |
| Governor / Trustee lead | Christine Raphael |

Funding overview

| Detail | Amount |
|--|---------|
| Pupil premium funding allocation this academic year | £31,080 |
| 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> | £31,080 |

Part A: Pupil premium strategy plan

Statement of intent

At St Cuthbert's C of E Academy Infants and Pre-School our vision is to Inspire the Hope of the Future. We aim to remove barriers to learning so all children aspire to reach their full potential. Our curriculum is planned to engage all learners so that no child is left behind.

The focus of the Pupil Premium Strategy is to support disadvantaged pupils to make good progress and achieve high standards across all subject areas, including those who are already high attainers. We also recognise that not all pupils that are socially disadvantaged are eligible for pupil premium; we know our best practice benefits all of our pupils. Our strategy runs alongside our School development Plan to have better outcomes for disadvantaged pupils.

High quality teaching is at the heart of pupil premium strategy, balanced with targeted interventions from teachers, our HILTA and teaching assistants to ensure all children are reaching their full potential with a particular focus on our disadvantaged children. As a school we continue to assess all of our children, especially our disadvantaged children to identify gaps in their knowledge and skills to provide timely, targeted interventions to master key concepts and ensure progress in their learning, relationships and life skills.

The Pupil Premium Strategy will be a whole school approach and everybody in the school community plays a part in successfully improving the outcomes for disadvantaged children.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Lower attainment in reading, phonics and writing. |
| 2 | The impact of social, emotional and mental health needs on pupil's self-regulation and readiness to learn. |
| 3 | Children's oracy and vocabulary is poor, which has a negative impact on their learning and achievement in all areas of the curriculum. |
| 4 | Poor attendance or lateness where children are missing all or part of the school day |

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 improve attainment in Reading, phonics and writing for all pupils particularly disadvantaged pupils. | Quality first teaching will raise attainment of all pupils in reading, phonics and writing. Timely intervention will be in place for pupils with gaps in their knowledge so they are able to reach their expected outcomes. |
| To support pupil's Social, Emotional, Mental Health and Well-being. | Improved behaviour and pupils that are able to self-regulate and are ready to learn. |
| To improve vocabulary and language development of all pupils. | Pupil's learn in a language rich environment both in the inside and outside of the classroom. |
| To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils. | Overall attendance to be at 95% or above. The attendance gap between all pupils and disadvantaged pupils is reduced ensuring the attendance of disadvantaged pupils is in-line with national or above. |

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: £2,095

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| To improve reading, phonics and writing through quality first teaching planned | Quality first teaching is vital for all children to make good progress as identified through Sutton Trust as being a high impact area for progress. https://educationendowmentfoundation.org.uk/education | 1,2,3,4 |

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| <p>interventions and moderation.</p> <p>English subject lead released for training with Somerset Literacy Network x3.</p> <p>Twinkl Phonics CPD and updates.</p> <p>English Hub Training throughout the year.</p> <p>English lead ongoing CPD for staff.</p> <p>Release time for Pupil Progress meetings x 6</p> <p>Assessment and data analysis will allow early identification of those pupils who may need further interventions or small group work.</p> | <p>Research indicates that teacher’s subject knowledge and high-quality instructions are evidence as having a strong impact on pupil progress. Classroom management and classroom climate are evidence as having moderate impact on progress. Therefore, regular professional development take place to help ensure all teaching is at least good.</p> <p>What happens in the classroom makes the biggest difference: improving teaching quality generally leads to great improvements.</p> <p>http://educationendowmentfoundation.org.uk/files/Annual Reports/EEF Key lessons learned.pdf</p> <p>The Rose Review (2026) states teaching synthetic systematic phonics is the most effective method to teach children to read.</p> | |
| <p>ECT has an Induction Tutor and Mentor to support them alongside Five Counties tutoring programme.</p> | <p>EEF: Effective professional development and effective mechanisms of professional development.</p> | <p>1,2,3</p> |
| <p>Raising Achievement</p> | <p>https://educationendowmentfoundation.org.uk/education</p> | <p>1,2,3,4</p> |

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| Visits from Wessex Learning Trust | | 1,2,3,4 |
| ELSA staffing, training and resources. | ELSA supports pupils' social skills, communication skills, self-esteem, well-being and removes barriers to learning. | 1,2,3 |
| Early Literacy Support | 10 weeks or interventions x 3 matched by pupils needs and linked to classroom teaching. | 1 |
| Mental Health Lead training | School based Mental Health Lead to support pupils SEMH and well-being. | 2 |

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

Budgeted cost: £26,372

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Targeted phonics interventions delivered by Higher Level Teaching Assistant, teaching assistants and Teachers. | Twinkl Phonics allows pupils to build skills progressively over time. Giving pupils a secure base from which to develop. Twinkl Phonics is a DfE validated full systematic, synthetic phonics programme. Phonics toolkit strand Education Endowment Foundation. | 1,2,3 |
| One-to-one reading sessions and targeted reading interventions. | Rhino Readers Core scheme reading books. DfE validated reading scheme. Improving Literacy in Key Stage 1. EEF Toolkit One -to -one and small group tuition. | 1,3 |
| Purchase higher level Rhino Readers. | Education Endowment Report Improving Literacy Key stage 1. | 1,2 |
| Targeted writing interventions | https://educationendowmentfoundation.org.uk/education | 1 |
| Deployment of teaching assistants. | To ensure priority pupils are targeted for phonics, reading and writing interventions. | 1 |
| Bramble reading dog | One-to-one session where pupils read to Bramble the dog. Supports pupil's well-being and improved reading. | 1,2 |
| Data tracking system Tapestry. | To effectively track and analyse the attainment and progress of all learners including pupil premium children | 1 |

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| | in order to inform quality first teaching. To support home learning and communication with parents. | |
| Use of effective feedback. | Providing feedback has high impact on learning outcomes. Both written and verbal feedback has an impact but verbal feedback shows slightly higher impact of 7+. Low attaining pupils tend to benefit more from explicit feedback EEF. | 1 |
| Funding staff release for pupil progress meetings. | Staff attending 6 pupil progress meetings across the year with 2 meetings per term. | 1 |

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

Budgeted cost: £2,130

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|--------------------------------------|
| Jigsaw Scheme of work for PSHE | EEF Improving SEMH in Primary Schools | 2 |
| Referrals to ELSA and PSFA. | EEF toolkit Social and Emotional Learning and Behaviour strands. | 2 |
| Enrichment weeks | Enrichment week resources | 1,2,3,4 |
| Fortnightly Attendance meetings to support improvement in attendance and lateness. | The DfE guidance. | 1,2,3,4 |
| My Concern | Behaviour, attendance and safeguarding log. | 2,4 |

Total budgeted cost: £ 31,167

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The school became part of the Wessex Learning Trust in April 2025.

English Lead engaged with the English Hub and all staff completed 3 x training sessions on Twinkl Phonics. Maths CPD, English CPD and EYFS CPD cascaded to all teaching staff, Teaching Assistants and HLTA.

All teachers taught phonics lessons and teaching assistants took pupils for catch up interventions. Regular assessments were carried out.

Phonics lessons were streamed in phonics phases which worked well.

100% of children who receive PP passed the Phonics Screening retake in Year 2 and 50 % of the Year 1 pupils who receive PP passed the Phonics Screening Test. 87% of all the Year 1 pupils passed. This was a much better result than the previous year.

ELS 10 weeks sessions for Year 1 pupils as a booster for Phonics and English. This was carried out three times with different groups and had a positive impact on these Year 1 pupils.

Rhino readers were purchased for Guided Reading and for reading at home. A reading Challenge was initiated at school for pupils to read more at home. This was very popular with the children and parents engaged by signing the pupils reading log every time they read at home. There were very few families that did not engage in this challenge for rewards for pupils.

English Lead attended 6 x Language Acquisition training courses and this was cascaded down to teaching staff through staff meetings. This has enabled staff to use the ShREC approach to support children with their language. The children have access to a rich language environment and staff are extending sentences when speaking with pupils and pupils are having to reply in extended sentences.

Attendance was 1% better this year at 93%.

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 |
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