

Pupil premium strategy statement – Cutthorpe Primary 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	110
Proportion (%) of pupil premium eligible pupils	6.36%
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	J Dowse
Pupil premium lead	S Kane
Governor / Trustee lead	D McBoyle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,640
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>	£24,640

Part A: Pupil premium strategy plan

Statement of intent

Our Vision

At Cutthorpe Primary School, we are committed to ensuring that all pupils, regardless of their background or circumstances, have access to a high-quality education that enables them to achieve their full potential. We believe that every child deserves the opportunity to succeed academically, socially, and emotionally.

Our pupil premium strategy is integral to our whole-school approach to raising standards and narrowing any attainment gaps between disadvantaged pupils and their peers. We are determined that our disadvantaged pupils will achieve at least as well as other pupils nationally and will be equipped with the knowledge, skills, and confidence to thrive in their future lives.

Key Principles

Our approach to using pupil premium funding is underpinned by the following principles:

Quality-First Teaching: We recognise that excellent teaching is the most important factor in improving outcomes for all pupils, including those who are disadvantaged. Our priority is to ensure that all pupils have access to high-quality teaching every day.

Evidence-Based Practice: We use research and evidence, including guidance from the Education Endowment Foundation, to inform our decisions about which interventions and approaches are most likely to have impact.

Individualised Support: We understand that disadvantaged pupils are not a homogeneous group. We identify the specific barriers faced by individual pupils and tailor our support accordingly.

High Expectations: We maintain the same ambitious expectations for all pupils. Being disadvantaged will never be an excuse for lower achievement at Cutthorpe Primary School.

Whole-School Responsibility: Supporting disadvantaged pupils is the responsibility of all staff, not just those directly involved in delivering interventions. We foster a culture where every adult in school is committed to the success of every child.

Areas of Focus

Our pupil premium strategy focuses on three key areas:

1. Teaching and Learning

We invest in high-quality professional development for all staff to ensure consistently excellent teaching across the school. This includes training in effective feedback, adaptive

teaching, and evidence-based pedagogical approaches. We also ensure that disadvantaged pupils have priority access to small group teaching and targeted support where needed.

2. Targeted Academic Support

We provide carefully planned interventions to address specific gaps in learning, particularly in reading, writing, and mathematics. These interventions are delivered by skilled staff and their impact is rigorously monitored to ensure they are making a difference.

3. Wider Strategies

We recognise that barriers to learning are not always academic. We provide support for attendance, behaviour, and social and emotional wellbeing. We also ensure that disadvantaged pupils can access the same enrichment opportunities as their peers, including educational visits, extra-curricular clubs, and music tuition, removing financial barriers where they exist.

Measuring Impact

We regularly monitor and evaluate the impact of our pupil premium spending through:

- Termly analysis of pupil progress data
- Regular book scrutiny and lesson observations
- Pupil voice and parent feedback
- Attendance and behaviour monitoring
- End of Key Stage outcomes

Our governors hold leaders to account for the effective use of pupil premium funding and the progress of disadvantaged pupils.

Our Commitment

We are ambitious for every child at Cutthorpe Primary School. Through our pupil premium strategy, we will ensure that disadvantage is never a barrier to success and that all our pupils leave our school as confident, capable learners ready for the next stage of their education.

Challenges

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

Challenge number	Detail of challenge
1	Language and Literacy Development - Underdeveloped oral language skills and vocabulary gaps are evident from Reception through to Key Stage 2 and are more prevalent among disadvantaged pupils. Many pupil premium children enter school with weaker communication skills, which impacts their ability to access the curriculum.
2	Reading and Phonics Disadvantaged pupils generally have greater difficulties with phonics than their peers, which negatively impacts their development as readers. This creates a cumulative disadvantage as reading underpins learning across all subjects.
3	Maths attainment among disadvantaged pupils is typically below that of non-disadvantaged pupils. Prior attainment, particularly numeracy and literacy skills, has been identified as a key barrier
4	Behaviour and Social-Emotional Wellbeing Difficulties with behaviour and social and emotional wellbeing are a common barrier. These can stem from challenging home circumstances, trauma, or lack of access to support services.
5	Aspiration and Self-Belief Pupil premium children have lower aspirations or lack confidence in their ability to succeed academically, sometimes influenced by family circumstances or limited exposure to further education and career opportunities.

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
1. Language and Literacy Development	- Pupils develop age-appropriate vocabulary and confident oral communication skills - Children can articulate their thoughts clearly and engage in discussions - Language gaps are closed by the end of EYFS/Key Stage 1

	• Pupils can access texts and curriculum content independently
2. Reading and Phonics	• All pupils pass the Year 1 phonics screening check • Pupils achieve age-related expectations in reading by end of Key Stage 1 and 2 • Children become fluent, confident readers who read for pleasure • Reading comprehension skills match those of non-disadvantaged peers nationally
3. Mathematics Attainment	• Pupils achieve at least age-related expectations in maths at the end of each key stage • The attainment gap between disadvantaged and non-disadvantaged pupils is eliminated • Children develop strong number sense and mathematical reasoning skills • Pupils can apply mathematical knowledge across the curriculum
4. Behaviour and Social-Emotional Wellbeing	• Pupils demonstrate positive behaviour and attitudes to learning • Children develop resilience, self-regulation, and emotional literacy • Mental health needs are identified early and appropriate support is provided • Exclusion and behaviour incident rates for disadvantaged pupils are reduced • Pupils feel safe, valued, and ready to learn
5. Aspiration and Self-Belief	• Pupils demonstrate high aspirations for their future education and careers • Children show confidence, growth mindset, and belief in their ability to succeed • Disadvantaged pupils access opportunities for leadership and responsibility • Pupils can articulate their goals and the steps needed to achieve them • Career awareness and understanding of different pathways is developed

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: **£13,720.20**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Classroom Support (20hrs per week)	Teaching Assistant interventions are targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils TA interventions can add: +4 months progress on average, with most evidence relating to reading and literacy, though impact is lower for mathematics in primary schools (+3 months)	1,2

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

Budgeted cost: **£ 6174.09**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths and Reading intervention (KS1&KS2). 4hrs per week	Individual sessions would have a clear purpose. Sequential sessions would connect together. Time out of class would be minimised. And all of the learning would link back to what was happening in the classroom. Pupils would recognise their teaching assistant as an expert. Someone who knows precisely what they are doing, can communicate this in clear terms,	1,2,3
Phonics Support 5hrs per week		2

	and who is always well-prepared and well-planned	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 686.01

Activity	Evidence that supports this approach	Challenge number(s) addressed
Positive Play Sessions (1hr per week)	Positive Play gives them a safe, supportive environment to express feelings, work through emotions, and develop self-awareness. Over time, this improves emotional regulation and reduces incidents of frustration or withdrawal. When children feel calmer and more secure, they're better able to focus, concentrate, and engage in lessons. Positive Play sessions help remove emotional barriers to learning — a key goal of Pupil Premium funding. Structured play encourages cooperation, sharing, turn-taking, and empathy. For children who struggle socially, these sessions provide guided opportunities to practise positive interactions in a safe, low-pressure space.	4,5

Total budgeted cost: £20,580.30

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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None	

Service pupil premium funding (optional)

<i>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</i>
The impact of that spending on service pupil premium eligible pupils