

## Pupil premium strategy statement

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 High
Number of pupils in school	1306
Proportion (%) of pupil premium eligible pupils	34.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024- 2027
Date this statement was published	31 <sup>st</sup> December 2024
Date on which it will be reviewed	1 <sup>st</sup> November 2025
Statement authorised by	Local Governing Committee
Pupil premium lead	Mr David Swindells
Governor / Trustee lead	Dr C. Jones

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£372,750.00
Recovery premium funding allocation this academic year	£0
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, state the amount available to your school this academic year	£372,750.00

## Part A: Pupil premium strategy plan

### Statement of intent

At St Cuthbert's it is our intention to provide an educational experience that is more than just an academic education. We strive to challenge our pupils to become young men of integrity, educated in faith and for justice. In keeping with the finest traditions of Catholic education, we strive to form young men of competence, conscience, compassion, and commitment. We want our young men to feel they belong at St Cuthbert's.

Our ultimate goal is that no child is left behind socially, or academically, because of disadvantage. We aim to raise lifelong aspirations and focus on removing barriers to learning and achieving excellence. At the heart of our approach is high quality teaching and pastoral care.

Common barriers to learning for disadvantaged children can be that they are less supported at home, have weak language and communication skills, lack confidence, have more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all."

To ensure that no child is left behind we will involve all teaching staff in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school. We will also put in place teaching and learning opportunities to meet the needs of all the pupils. Alongside this, we will also provide appropriate provision for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

When making provision for socially disadvantaged pupils we recognise that not all pupils who receive free school meals will be socially disadvantaged and recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups, or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Attainment</b></p> <p>The attainment of disadvantaged pupils is generally lower than that of their peers when considering the Attainment 8 Key Performance Indicator. In 2023 47% of disadvantaged pupils achieved E&amp;M 4+ compared to 74% of their non-disadvantaged peers. 24% of disadvantaged pupils achieved E&amp;M 5+ compared to 46% of their non-disadvantaged peers. 10% of disadvantaged pupils achieved five GCSEs graded 7-9 compared to 21% of their non-disadvantaged peers. Narrowing the attainment gap will be a priority so that increasing numbers of pupils can access their preferred post-16 destination, including Sixth Form.</p>
2	<p><b>Literacy</b></p> <p>Lower levels of literacy impede pupil's confidence and access to deep understanding across the curriculum and can lead to disengagement and poor behaviour. Out of 220 pupils in Year 7, 65 were identified as having a reading need (word recognition, fluency, comprehension, vocabulary) through NGRT testing. 54% of pupils with a reading need are disadvantaged which is disproportionate to the percentage number of disadvantaged pupils in the school (34%).</p>
3	<p><b>Attendance</b></p> <p>Our data for 2023-2024 indicates that attendance among disadvantaged pupils has been between 2% to 5% lower across Years 7-11 than for non-disadvantaged pupils. It also indicates that the mean range of pupils who were Persistent Absentees across Years 7-11 that were also disadvantaged was 56% with three Year groups averaging over 60%. Evidence shows that the overall objective of closing the attainment gap is dependent on good school attendance.</p>
4	<p><b>Behaviour</b></p> <p>Our 2023-2024 data indicates that some disadvantaged pupils are more likely to display behaviour issues that require internal isolation in Damascus, suspensions, or permanent exclusion. The number of disadvantaged pupils receiving these sanctions is disproportionate to the percentage number of disadvantaged pupils in the school (34%). 49% of pupils internally isolated are disadvantaged. 60% of pupils receiving suspensions are disadvantaged with 66% having more than one suspension. 100% of pupils permanently excluded were disadvantaged.</p>
5	<p><b>Aspirations</b></p> <p>Low-aspirations and self-esteem for a number of disadvantaged pupils. This indicates a lack of aspiration and progress. Teacher feedback suggests that disadvantaged pupils are less likely to engage in co-curricular activities and cultural capital opportunities.</p>

## 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
<p><b>Attainment</b> Improved attainment among disadvantaged pupils across the curriculum at the end of KS4.</p>	<ul style="list-style-type: none"> <li>▪ Narrow the attainment gap between disadvantaged pupils and their non-disadvantaged peers.</li> <li>▪ Increase the numbers of disadvantaged pupils entering St Cuthbert's Sixth Form</li> </ul>
<p><b>Literacy</b> Improve literacy and numeracy skills of targeted disadvantaged pupils. Aim to address a lack of engagement amongst a significant proportion of disadvantaged pupils and encourage them to make more rapid academic progress.</p>	<ul style="list-style-type: none"> <li>▪ Greater fluency in the use of subject-specific vocabulary, reading, writing and oracy of disadvantaged pupils based on formative and summative teacher assessments.</li> <li>▪ Greater participation in lessons by disadvantaged pupils based on formative and summative teacher assessment.</li> <li>▪ Reduction in number of classroom demerits for disadvantaged pupils and an increase in house points.</li> </ul>
<p><b>Attendance</b> To achieve and sustain improved attendance for all pupils, particularly the disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>▪ Percentage of PA pupils who are disadvantaged is reduced.</li> <li>▪ That attendance of disadvantaged pupils is improved to be 96% or higher.</li> </ul>
<p><b>Behaviour</b> To improve and sustain the behaviour of disadvantaged pupils, so that they are more engaged in learning and school life.</p>	<ul style="list-style-type: none"> <li>▪ To reduce the number of disadvantaged pupils being suspended.</li> <li>▪ That behaviour records show that the number of disadvantaged pupils requiring internal isolation is reduced.</li> <li>▪ That behaviour records show that the number of negative recorded incidents are proportional to non-disadvantaged pupils.</li> </ul>
<p><b>Aspiration</b> Increased self-esteem, resilience, and ambition of the future.</p>	<ul style="list-style-type: none"> <li>▪ Pupils are confident, independent learners, with positive attitudes to learning as evidenced in quality assurance (pupil &amp; staff voice and work scrutiny).</li> <li>▪ Increased participation in extra-curricular activities so the same proportion of disadvantaged pupils attend as non-disadvantaged.</li> <li>▪ Increased proportions of pupil premium pupils progress to a range of higher education establishments, employment or training in line with non-disadvantaged pupils.</li> </ul>

## 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: £145.370

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Curriculum Changes:</b></p> <p>Pupils are no longer in the same KS3 class in the majority of their lessons. This will allow pupils to mix in a wider range of friendship groups raising aspirations through their peers.</p> <p>KS3 pupils will now be set in Maths and English according to their ability in the subject as opposed to being streamed.</p> <p>Smaller Core KS4 class sizes.</p> <p>Period 6 lessons for Year 11 pupils included in teacher's directed time calculation. Disadvantaged pupils to be targeted to attend.</p>	<p>Evidence suggests that disadvantaged pupils may suffer from lower teacher expectations which increases their chances of being placed in lower sets or streams. Mixed ability classes reduces this and raises expectations and aspirations.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/setting-and-streaming">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/setting-and-streaming</a></p> <p>International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p> <p>There is evidence to suggest that disadvantaged pupils might benefit more from additional school time.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p>	<p>1, 2, 4, 5</p>
<p><b>High Quality Teaching, Training and Staffing:</b></p> <p><i>Learning at St Cuthbert's</i> (what a St Cuthbert's lesson should include) has been created, launched and embedded with staff. Key features of this include high expectations of all pupils, lessons are inclusive and carefully planned to</p>	<p>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding</p>	<p>1, 2, 4, 5</p>

<p>maximise the potential of all pupils, modelling and scaffolding are used regularly, teacher instructions are clear and explicit, lessons are rich in assessment and feedback, lessons begin with knowledge recall and end with knowledge summary.</p> <p>Rich and varied CPD is delivered to all staff twice weekly through briefings on both pastoral and academic topics.</p> <p>Appointment of Assistant Head Pastoral with responsibility for Behaviour.</p> <p>Sharing best practice on strategies to support disadvantaged pupils to be calendared for Academic Board and Department meetings.</p> <p>Pupil Premium to be a focus for action in data review meetings.</p>	<p>of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p>Behaviour interventions have an impact through increasing the time that pupils have for learning. This might be through reducing low-level disruption that reduces learning time in the classroom or through preventing exclusions that remove pupils from school for periods of time.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p>	
<p><b>Reading for Pleasure:</b></p> <p>Each pupil in KS3 has a library lesson timetabled as part of their English curriculum once a fortnight.</p> <p>Appointment of Librarian.</p> <p>Several author visits have been scheduled to take place across the year.</p> <p>Disadvantaged pupils receive a reading book.</p> <p>Calendared events such as World Book Day, National Poetry Day and Reading Festival.</p> <p>Half Termly publication of Reading Newsletter as a way of encouraging parental engagement, promotes how</p>	<p>Research shows that children who read for pleasure are more likely to achieve highly in academic subjects and beyond. Also, studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>1, 2, 5</p>

<p>reading has been celebrated in school, interviews staff and pupils about their reading and provides a half termly recommended read for every year group.</p>		
<p><b>Improving Literacy:</b></p> <p>Appointment of Literacy coordinator.</p> <p>NGRT data shared with staff, alongside strategies to support the individual reading needs of pupils.</p> <p>Use of Accelerated Reader with Years 7-9 as an incentive to read regularly.</p> <p>SPARX Reader being trialled with Year 8 as an alternative to Accelerated Reader as a way of developing careful reading, equipping pupil with the close reading skills needed to succeed at GCSE and beyond.</p> <p>Tier Two Vocabulary booklets completed weekly in form time.</p> <p>Word of the Week is shared and discussed by tutors weekly and displayed on posters around school following a weekly update. This is also shared with parents in the Families Update so promote learning vocabulary together in the home.</p> <p>Holding of Year 7 Supporting Your Son Evening with a focus on Literacy. Parents/Carers were given a copy of the vocabulary booklet, practised strategies they could adopt in the home, parental engagement with reading strategies, recommended reading lists and were shown how to use the eBook system on the school website.</p>	<p>Improved pupil literacy re-engages pupils with their curriculum and removes a barrier to learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>1, 2, 4, 5</p>

<p>Implementation of the Freyer Model across Departments and Tier 3 vocabulary identified in programmes of study.</p> <p>Sixth Form literacy/reader mentors from those identified from NGRT with weakest reading ability focussing on fluency and engagement.</p>		
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £126.740

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Year 7 Speech and Language Screening.</p> <p>We subscribe to secondary language link which provides access to assessment and intervention resources to provide identification of any SLCN unidentified needs.</p>	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	2
<p>Year 7 Literacy Fresh Start. Phonic intervention programme through 'Read Write Inc'. Targeted intervention based on initial screening for pupils with delayed phonological awareness.</p>	<p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	2
<p><b>Beyond St Cuthbert's- school is more than a transaction:</b></p>	<p>Whilst pupils eligible for the pupil premium are likely to have lower academic attainment compared to their more advantage peers, the assumption</p>	5



<p>Comprehensive careers programme supports future choices- strong emphasis on supporting disadvantaged pupils to achieve their potential leading to few NEETS.</p> <p>Creation of partnership with local construction company with emphasis on improving academic attainment alongside learning practical workplace skills for disadvantaged pupils.</p>	<p>that poorer pupils have lower aspirations for their education and adult life is less clear. Given the broad range of attitudes, behaviours and beliefs surrounding aspirations in communities with higher rates of poverty, schools should avoid generalisations. Aspiration interventions without an academic component are unlikely to narrow the disadvantaged attainment gap.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p>	
<p>HWK Club for pupils who struggle to access tasks due to lack of access to relevant technology.</p>	<p>Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils. Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p>	1
<p><b>Focus on Disadvantaged pupils in Year 11:</b></p> <p>Our Academic Mentoring Programme aims to identify disadvantaged pupils in need of support in their studies, revision, next steps and identification and removal of barriers to success. This relational approach will help to focus pupils on achieving their potential.</p> <p>Purchasing of Revision Guides for disadvantaged pupils.</p>	<p>Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p> <p>By designing and delivering effective approaches to support parental</p>	1, 3, 4, 5

<p>Encourage parental attendance at Supporting your son and Parent's Evenings through phone calls and invitations to help ensure parents are in the best position to support their son and to strengthen relationships with home.</p>	<p>engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	
<p>Our Sixth Form Mentoring Programme enables Sixth Form students, who have been trained by Newcastle's EP Service, to support their younger disadvantaged peers with their studies and aspirations post-16.</p>	<p>Studies have shown that pupils who are low attaining typically receive additional benefits from peer tutoring. Peer-led tutoring approaches may help pupils to close gaps in their learning by offering targeted, peer-led support to consolidate within class learning, practice skills, and identify and overcome misconceptions. There is also some evidence to suggest that peer-led tutoring can offer tutors the chance to revisit and revise skills, prior knowledge, and develop metacognitive understanding of topics.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</a></p>	<p>3, 4, 5</p>

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

Budgeted cost: £100.640

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>SEMH support:</b></p> <p>Continue use of a counselling service to support pupils experiencing issues both within and outside of school.</p> <p>Appointment of HLTA Behaviour Rewards and Inclusion who predominately works 1-1 with disadvantaged pupils to identify barriers to learning and intervene.</p> <p>Pastoral staff trained by Newcastle EP Service on EBSNA and 'Think Good,</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEMH skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEMH skills are linked with poorer mental health and lower academic attainment. SEMH interventions in education are shown to improve SEMH skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may</p>	<p>3, 4, 5</p>

<p>Feel Good' to identify barriers in school/lesson attendance.</p> <p>Continued close engagement with locals services such as TAS, VRU, EP service, Inclusion Key Workers and more to support disadvantaged pupils holistically.</p>	<p>subsequently increase academic attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>Evidence suggests that supporting young people's social and emotional skills can reduce symptoms of anxiety and depression.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/adolescent-mental-health">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p>	
<p>Increased focus on disadvantaged pupils in co-curricular activities through careful monitoring of attendance, pupil voice and engagement.</p>	<p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p> <p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	<p>3, 4, 5</p>
<p>Pupils in Year 7 will complete two PASS (Pupil Attitude to School and Self) surveys which will enable us to identify any hidden barriers to learning, plan interventions and inform teaching staff. By completing</p>	<p>Given the high number of disadvantaged pupils in the school, the hidden barriers of those who do not necessarily cause concern still need to be identified and supported.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/hidden-barriers">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/hidden-barriers</a></p>	<p>3, 4</p>

<p>two surveys, we will be able to monitor improvements.</p>	<p><a href="#">learning-toolkit/teaching-assistant-interventions</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p>	
<p>Attendance is a key whole-school priority. Pastoral staff are working to embed principles of good practice set out in DfE's <a href="#">Working Together to Improve School Attendance</a> advice. Pastoral staff are working closely with Attendance Officers and Newcastle City Council to improve overall attendance, to reduce the number of persistent absentees and to reduce the number of severely absent pupils.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. Well established research concludes that poor attendance is linked to significantly reduced academic progress (Balfanz and Byrnes, 2012; London et al, 2016).  <a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</a></p>	3
<p>St Cuthbert's is first and foremost a Catholic school. Disadvantaged pupils are supported through many pastoral initiatives linked to our Catholic ethos such as our uniform store.</p>	<p>Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Schools intending to change their school uniform policy should therefore consider what provision can be made to cover the costs of uniform changes for disadvantaged pupils.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</a></p>	3, 5
<p>Appointment two HLTAs with a particular focus on behaviour. The HLTAs will work under the direction of the Deputy Heads Pastoral to support vulnerable pupils and improve their engagement with learning.</p>	<p>The deployment of Teaching Assistants in a targeted way can provide a high impact in learning.  <a href="#">Teaching Assistant Interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	4
<p>Our Summer School is aimed at increasing a sense of belonging for our pupils and raising aspirations. Extra efforts are made to encourage</p>	<p>There is some evidence that pupils from disadvantaged backgrounds can benefit from summer schools, where activities are focused on well-resourced, small group or</p>	1, 3, 4, 5

<p>disadvantaged pupils to attend. We week is focussed around Marcus Rashford's book 'You are a champion' and all pupils receive a copy of the book.</p>	<p>one to one academic approaches. Including additional non-academic activities such as sports, arts or cultural enrichment are valuable in their own right and can offer opportunities to pupils from low-income households who may not otherwise be able to afford them.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</a></p>	
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

**Total budgeted cost: £372,750.00**

## 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 2023 to 2024 academic year.

Our Catholic School Inspectorate Report 2024 recognised the efforts St Cuthbert's has made to improve the lives of its disadvantaged pupils: *'Pastoral care and inclusion are exemplary. Staff go the extra mile for the most vulnerable and those from disadvantaged backgrounds. Every decision is made in service to and in the best interests of the boys.'* Improving the lives of our disadvantaged pupils is at the core of our school's mission.

The percentage difference between disadvantaged boys achieving 5+ English and Maths in St Cuthbert's and nationally was negligible (24.1% and 23.1%), however, this is an area that we will continue to work to improve.

Despite the progress of disadvantaged pupils being lower than their non-disadvantaged peers in school at -0.46 compared to 0, disadvantaged boys at St Cuthbert's have significantly outperformed their counterparts nationally by -0.22% as the P8 score for disadvantaged boys nationally is -0.68%.

The attendance of disadvantaged pupils continues to be a concern as the percentage of disadvantaged pupils who are persistently absent has increased from 48% in 2021-2022 to 56% in 2023-2024 following the continued impact of the pandemic. Attendance is a key pastoral priority and work continues to be undertaken to improve it and our overall attendance is amongst the best in the city. OFSTED 2024 noted that *'Pupils' attendance is high compared to national and local averages. This reflects pupils' positive engagement with their school.'* This is also reflected in the number of pupils staying in education or employment when leaving St Cuthbert's as at 94% we are significantly higher than the local average of 89% and higher than the national average of 93%.

Another key pastoral priority has been to continue to improve the behaviour climate of the school. OFSTED 2024 stated that, *'Pupils, including sixth-form students, are clear that behaviour has improved significantly. They enjoy a culture of clear expectations. Pupils are proud of the journey of improvement since the last inspection. Pupils behave well in lessons and around school during social times. They show respect for others...Suspensions in the school are reducing.'* Whilst the percentage of disadvantaged pupils being suspended from school has remained the same in 2023-2024 from 2022-2023 at 58%, there has been a significant reduction of 24% in the number of disadvantaged pupils having one or more suspensions during the same period of time. This has been possible due to the significant investment in staffing and training.