

Pupil premium strategy statement – St Cuthbert Mayne School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	1003
Proportion (%) of pupil premium eligible pupils	39.5%
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)	2025 - 2028
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	J Down
Pupil premium lead	S Toohey
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£417,531
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>	£417,531

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

At St Cuthbert Mayne school we believe that all children are gifts from God and, therefore, our disadvantaged strategy is fundamental in ensuring we are fully inclusive. Our mission statement is “Educating for Life is all its Fullness” and that means **all** students.

At STCM, all students are able to achieve outstanding progress and outstanding attainment. We have high expectations for all student groups and individuals. We do not equate deprivation and challenge with low ability.

Not all students who qualify for Pupil Premium are socially disadvantaged and not all socially disadvantaged students qualify for Pupil Premium. We, therefore, focus on the needs, progress and attainment of all students.

All teaching and learning strategies are designed to meet the needs of individual groups. Additional support and intervention is integrated into our daily teaching programmes.

Research, trialling and self-evaluation are used in order to allocate funding to activities that are most likely to have an impact on achievement.

In providing support we will not socially isolate students. Therefore, it is likely that all groups receiving additional support will be a mix of Disadvantaged and non-Disadvantaged students.

The overall strategy looks at tackling the challenges below through a combination of High Quality Teaching, Targeted Support and Wider Strategies; details of these are listed in the sections below.

Challenges

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

Challenge number	Detail of challenge
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1	Ensuring students can access the full curriculum and make good progress with learning Our assessments and observations show that our Disadvantaged students are more passive in lessons and less likely to engage verbally requiring additional adaptive teaching strategies. Their breadth of language is often more limited. The resulting outcomes for disadvantaged students are lower
2	Attendance and persistent absence At present our attendance gap for our Pupil Premium pupils is 9.22%. Many are at risk of falling into the 'persistent absenteeism' category.
3	Relationships and Behaviour for Learning The data shows that engagement and participation in their learning appears to be an issue for some of our disadvantaged students leading to higher incidents of poor behaviour resulting in more behaviour consequences.
4	School stability STCM has a high ratio of pupil movement, including local school transfers. Many of these children are eligible for pupil premium. School instability can make it difficult for some students to feel a sense of belonging.
5	Children with a SEND 30% of children eligible for pupil premium also have a SEND. In comparison to 18% of the wider population. SEMH is the primary area of concern however many have cognitive barriers affecting working memory, literacy and numeracy.

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
Higher attendance for all our disadvantaged students	97.3% + attendance. (This is an ambitious target, we are currently working to exceed current data 0.5% year on year)
Fewer incidents of disadvantaged students exhibiting poor behaviour and being more engaged in their learning.	Observations, diagnostic analysis and behaviour data will show that: • The average number of lesson removals has decreased. • Learner Score increases demonstrating more engagement with learning. • The number of fixed term suspensions has decreased.

Improve the self -regulation skills of our disadvantaged pupils.	Observations and student attainment will show that: • All students will develop a greater awareness of their learning and their personal strengths and weaknesses with a particular process. • Students will be aware of how they plan, monitor and evaluate their own learning, across all subjects. • They will be able to think deeply about their learning and become comfortable and familiar with the metacognitive elements of learning to the point where it is habitual. • Children will seek trusted adults when unable to self regulate
Ensure all mobile students with disadvantage transition well, are inducted well and gaps in knowledge and curriculum are quickly closed	Observations and student voice show that • Students are assessed quickly and given immediate support • Student have a sense of belonging • Student learning gaps are closed quickly
Improved Oracy and Engagement	Observations, diagnostic analysis and student attainment will show that: • Students will be able to use the vocabulary in a variety of contexts, both within subjects and across different subject areas. • Students will be able to read fluently across all subjects, which will enable them to fully access the curriculum. • Students will have increased engagement and reduced passivity
Improve overall attainment	Achieve national average for attainment of all pupil groups. Average A8 disadvantaged grade of 4 or more so as to increase the number of overall qualifications passed and, therefore, improve life chances.

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: £ 189912

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils. • This will be achieved through monitoring by SLT, Curriculum Leaders and a team of Lead practitioners. • This process will then be moderated through external reviews including ESW review days. • The use of technology will enhance QFT supported by Google Apps for Education and our blended learning strategy.	The EEF's <i>Pupil Premium Guide</i> draws on a key summary research report to justify its emphasis on high-quality teaching (QFT). It notes that effective teaching is a major driver of pupil attainment and progress, citing the Sutton Trust's 2011 report, which found that high-quality teaching has particularly strong effects for pupils from disadvantaged backgrounds. The Sutton Trust report (2011) in turn synthesises evidence from five influential studies on teacher effectiveness (Aaronson et al., 2007; Hanushek, 1992; Rivkin et al., 2005; Rockoff, 2004; Slater et al., 2012). Each of these studies investigates how much variation in pupil test scores can be explained by differences between teachers. Across this body of work, the researchers estimate that a one standard deviation increase in teacher effectiveness is associated with a 5–20% of a standard deviation improvement in pupil test scores. Even at the lower end of this range, the research of the 2000s reinforced a clear conclusion: teacher quality matters. These findings made a notable contribution to the long-standing debate about the relative importance of school-level factors—such as leadership and whole-school effectiveness—compared with the impact of teachers in the classroom. In several (though not all) of the studies, comparisons with school-level effects suggested that the influence of an individual 'good teacher' on pupil outcomes is greater than the effect of attending a 'good school'.	1, 3, 4, 5
Professional development on evidence-based	A review by UCL's Institute of Education found that a strong sense of	1,2,3,5

approaches. • This extensive CPD Programme will focus on: ○ Student belonging and inclusion ○ Strong consistent classroom routines and practice through the pedagogical principles to improve implementation of the curriculum • It will be delivered through whole school TeachMeets, Partnership work with other local schools, in addition to National College training	belonging is linked to better academic achievement, improved behaviour, and greater wellbeing for pupils. University College London The British Council argues that belonging should be embedded in school leadership and pedagogy: inclusive practices (safety, voice, connection, agency) help create equitable school cultures. British Council According to the Education Endowment Foundation, building a school community/ belonging is especially important for more vulnerable pupils. Making sure students feel “seen, understood, and safe” supports attendance and engagement. EEF Empirical research into classroom management also links “teacher caring and support,” “peer connection,” and “positive behaviour management” to improved school connectedness. PMC In the context of inclusion, Teach First’s “Belonging Schools” research (UK) found that the most inclusive schools emphasise relationships, shared values, and belonging — students feel known, cared for, and supported, which underpins inclusion. teachfirst.org.uk	
Mentoring and coaching. • Dedicated directed CL Leadership time has been increased to allow them to focus on coaching. • This will use the StepLabs platform to facilitate this instructional coaching.	Instructional coaching uses expert teachers to deliver one-to-one, recurring, sustained, classroom-practice focused sessions, which use observation and feedback cycles and encourage teachers to engage in the deliberate practice of specific skills. However, there is a lack of evidence on the use of instructional coaching in an English schools context. Four reasons instructional coaching is currently the best-evidenced form of CPD A pilot evaluation by the EEF was designed to run from June 2019-July 2020. However, both delivery and evaluation were modified due to the COVID-19 outbreak and this report covers the initial set-up period until February 2020. This means that we only saw the very early stages of	1,3,5

	programmes, which limits the evaluation and its findings. With these limitations in mind, the pilot evaluation suggests that all three programmes show some evidence of promise. In particular, the online materials provided by Ambition and the Chartered College of Teaching, and subsequent coaching sessions delivered in schools, were perceived to be high quality and impactful by participants	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £109362

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to support language development, literacy and numeracy. • Interventions run by English learning coach overseen by the Literacy lead. • Interventions run by Maths learning coach overseen by the Numeracy lead. • Mayne Reads guided reading programme used to support language development.	Small group tuition has an average impact of four months' additional progress over the course of a year. It is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. Providing training to the staff that deliver small group support is likely to increase impact. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy. Small group tuition EEF Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practise the skills,	4,5

	desire to engage with the text and enough challenge to improve reading comprehension. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently. It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects. Reading comprehension strategies EEF Significant Benefits of Guided Reading: Specific Instructions on How to Use Guided Reading to Help Your Child or Student Advance Reading Skills	
Activity and resources to meet the specific needs of disadvantaged pupils with SEND. • Specific fortnightly training given to teachers by SENCO to target need. • Learning Support to focus on disadvantaged students.	Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals. Special Educational Needs in Mainstream Schools EEF Studies showing that TAs have a positive impact on pupil attainment list a variety of benefits for pupils. Wilson et al. (2003) found that TAs improve pupils' learning experience, boost pupil motivation and self-esteem, establish good relationships with children and are largely favoured by parents. Do teaching assistants improve pupil outcomes in mainstream schools?	5

Induction programme, assessment and intervention for all mobile students ● Pupil induction into the routines and consistencies of the school ● Vulnerabilities assessment ● Knowledge and curriculum gap assessment	There is strong evidence that pupils need dedicated support when transitioning between schools, especially from primary to secondary. Systematic reviews show that such transitions are often associated with declines in wellbeing, belonging, and engagement, as well as increased anxiety and depression, particularly for pupils with additional support needs. Scottish Government+2Scottish Government+2 Research also links lower mental-health outcomes after transition with weaker school connectedness beforehand, suggesting that building relationships and a sense of belonging before and after the move is critical. SpringerLink+1 Empirical studies	4

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

Budgeted cost: £ 118256

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils' social, emotional and behavioural needs ● Support provided by: ○ SEMH champion ○ Behaviour support team ○ Student Welcome and induction coordinator	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings. The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. While targeted approaches to SEL learning seem to have greater impacts on average, approaches should not be viewed in opposition, as most schools will want to use a combination of whole class SEL learning, and targeted support	2,5

	for pupils with particular social and emotional needs. The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils. Social and emotional learning EEF	
Supporting attendance • Raise the profile of good attendance to students • Support other whole school attendance strategies e.g. Year lotteries	A pupil's attendance will directly affect their achievement in school. Evidence shows that a pupil's progress and attainment is affected if their attendance falls below 90% and statistics show that if pupils miss just 17 days (34 sessions) of school, their GCSE attainment is likely to drop by an entire grade. Working together to improve school attendance - GOV.UK https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1671042449	2
Extracurricular activities, including sports, outdoor activities, arts, culture and trips • Programme and strategy in place to increase disadvantaged student participation. • Monitored and tracked by SLT lead. • Financial support to support access to trips and other activities	See section 2 of the following document from the Social Mobility Commission: Extra-Curricular Activities, Soft Skills and Social Mobility	3,4
Breakfast clubs and meal provision • Wider roll out to double disadvantaged student	Breakfast consumption in children has been found to: • Improve cognitive function, particularly memory, attention, and executive function • Improve academic performance, including school grades and achievement test scores • Increase on-task behaviour in the class	1,2,3,

	The impact of breakfast on learning in children - Family Action Magic Breakfast's 2015 survey, of headteachers, school business managers and breakfast club coordinators at its partner schools, found overwhelming evidence of the positive impact that eating a nutritious "magic" breakfast has on school children. Of those who responded to the survey (345 schools): 84% reported improved educational attainment among pupils who attend breakfast club with 96% reporting increased energy levels/alertness and 95% reporting improved concentration levels among pupils.	
Reduce additional barriers to learning ● These include: ○ Home learning ○ Uniform issues ○ Equipment gaps	Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils). Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning. It is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area). Homework EEF	1,2,5

Total budgeted cost: £ 417531

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The DfE strongly discourages comparing a school's 2022 performance data with previous years due to the ongoing impact of COVID-19 and adaptations to GCSE and A-level exams in 2022, including advance information and grading that reflected a midpoint between 2021 and 2019. Nevertheless, we have compared our results with national figures to gauge the performance of our disadvantaged pupils, with caution.

Nationally, the Attainment 8 score for pupils with disadvantage in 2023/24 was 34.6, at St Cuthbert Mayne children that were disadvantaged scored 27.9. The current Disadvantaged gap compares to the National non-disadvantaged figure which was 50.0 therefore the current disadvantage gap is -22.1. (For comparison St Cuthbert Maynes Non-disadvantage attainment 8 was 37.8 compared to 45.9 Nationally)

Disadvantaged pupils' absence was 9.22% higher than their peers, with persistent absence 27 % higher than their peers. Raising attendance is therefore a key focus. While pupil behaviour improved in 2024/25, seeing a 23.04% reduction in disadvantaged pupils being removed from lessons, as well as a 41.9% reduction in the number of suspensions issued to disadvantaged pupils when compared to 2023/24 data. Wellbeing and mental health challenges remain significantly above pre-pandemic levels, with disadvantaged pupils disproportionately affected.

The school is committed to raising the average Attainment 8 grade for disadvantaged pupils to 4 (a GCSE pass), increasing life chances regardless of starting point. The current attainment figures for 2024-25 are showing improvement across year groups. Our strategy plan and budget allocation have been reviewed and updated to better support disadvantaged pupils, with further details outlined below.

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

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.