Cubitt Town Primary School:

Pupil Premium Strategy statement 2025/26

This statement outlines our school's use of Pupil Premium 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 had within our school.

School overview

Detail	Data
School name	Cubitt Town Primary School
Number of pupils in school	684
Proportion (%) of pupil premium eligible pupils	56%
Academic year/years that our current pupil premium strategy plan covers	2025/26
Date this statement was published	14.10.2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Robyn Bruce
Pupil premium lead	Nicky Pear
Governor / Trustee lead	Margaret Davies

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£499,920
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£499,920

Statement of Intent

Our core intention is to ensure that all disadvantaged pupils at Cubitt Primary School achieve their full potential, closing the attainment gap relative to their peers nationally. We are specifically focused on reversing the recent 'Relative Decline' trend observed in attainment banding and building upon our history of strong multi-year progress for disadvantaged pupils, while addressing the complex needs of our Well Above Average FSM6 (56.59%) and Well Above Average EAL (63.10%) population. High-quality teaching is the cornerstone of our approach, underpinned by the school's core principle of Communication (Oracy) to unlock access to the full curriculum and enhance social mobility.

We will use the Pupil Premium funding strategically, following the tiered approach recommended by the Education Endowment Foundation (EEF), to address academic gaps, social and emotional barriers, and limited access to enrichment opportunities. Our goal is not only to improve attainment in core subjects but also to develop confident communicators and resilient, engaged learners.

School Characteristics (2025 DfE Census)

The school serves a highly deprived community with specific complex needs, justifying the tiered strategic funding:

Characteristic (2025)	School Rate (%)	National Banding
FSM6 (Ever 6)	56.59%	Well above average
EAL (English as an Additional Language)	63.10%	Well above average
EHC Plan (High Needs)	10.09%	Well above average
CIN (Child in Need)	4.61%	Above average
SEN Support	8.36%	Below average
Location Deprivation	N/A	Above average
Stability	88.68%	Close to average

Challenges and Barriers to Learning (Data-Informed)

Challenge/Barrier	Description of Impact on Disadvantaged Pupils	EEF Tier Addressed
A: Low Oracy and Vocabulary	Pupils start with lower levels of language and vocabulary, impacting reading comprehension, writing quality, and ability to articulate complex thoughts across all subjects. This is compounded by Well Above Average EAL (63.1%) and is a primary driver of the attainment gap.	1 & 2 (Teaching & Targeted)
B: Social, Emotional, and Mental Health (SEMH)	Higher levels of anxiety, low self-esteem, or trauma impact school readiness. This is evidenced by Above Average CIN (4.61%) and Well Above Average EHC Plan (10.09%), necessitating high levels of pastoral and therapeutic intervention.	3 (Wider Strategies)
C: Gaps in Core Subject Knowledge	Attainment data shows a 'Close to average' national banding but with a 'Relative Decline' trend for 2024/25. Specific gaps require structured intervention to arrest this decline and accelerate progress, especially in maths, which is typically the weakest progress measure.	2 (Targeted Support)
D: Limited Cultural Capital & Enrichment	Financial barriers prevent full participation in enrichment, educational visits, sports, and music, limiting aspiration and exposure to a wider range of vocabulary and experiences. The school's above average location deprivation compounds this barrier.	3 (Wider Strategies)
E: Family Engagement & Attendance	Low attendance/punctuality for some families, and a need for earlier intervention and stronger home-school links, particularly in Early Years.	3 (Wider Strategies)

Tiered Strategy and Planned Expenditure

We will allocate funding across the three tiers of the EEF framework: High-Quality Teaching, Targeted Academic

Support, and Wider Strategies.

Tier 1: High-Quality Teaching (£ Estimate - Core Investment)

Focus: Embedding Oracy and Data-Driven Practice across all classrooms.

Activity	Intended Outcome (Success Criteria)	Specific Action	Link to Barriers
Oracy Focus CPD & Resources	Pupils will use subject-specific and Tier 2/3 vocabulary more effectively in spoken and written work, leading to improved outcomes in Reading and Writing.	Whole-school CPD on effective Oracy strategies (e.g., structured talk, dialogic teaching). Provide dedicated Oracy resource packs for all staff. New oracy progression document to support teachers subject knowledge	A, C
Data Analysis & Gap Closing	Rigorous use of assessment data ensures timely, bespoke intervention for every disadvantaged pupil.	Investment in staff time (SLT/Phase Leaders) for forensic data analysis to identify *specific* gaps (e.g., online learning platforms like Maths/Literacy software for gap-closing).	C, A
Teaching Support & High-Quality Resources	Teachers are equipped with high-impact resources to reduce workload and ensure all children have the correct curriculum materials.	Purchase of high-quality Learning Books (workbooks, subject guides) tailored for core subjects. **Additional teaching assistants in targeted lessons** to support teachers and disadvantaged pupils. Focus on **small-group or in-class support**, particularly in literacy and numeracy.	C

		High-quality texts, manipulatives, and learning resources for disadvantaged pupils. Digital platforms that provide differentiated learning opportunities and formative assessment.	
Professional Development	**Teachers are supported in known and tested strategies** **Teachers consistently using high-impact teaching strategies across all year groups.**	**Training in high-impact teaching strategies** (e.g., Rosenshine's Principles, metacognition, formative assessment). **Subject-specific CPD**: Focused on English, maths, and science for teachers with high numbers of disadvantaged pupils. **Oracy and language development training**: Supports literacy across the curriculum. **Coaching and mentoring programs**: Experienced staff or external coaches working with teachers to embed HQT practices.	

Tier 2: Targeted Academic Support (£ Estimate - Intensive Intervention Costed)

Focus: High-impact 1:1 and small group work to rapidly address identified academic and developmental needs.

Activity	Intended Outcome (Success Criteria)	Specific Action	Link to Barriers
Specialist SaLT Provision	Disadvantaged pupils with identified Speech and Language Needs (SaLT) receive rapid, targeted intervention, significantly improving their ability to access the curriculum.	Purchase of dedicated hours from a qualified Speech and Language Therapist (SaLT**)** for assessment and small group/1:1 intervention.	A
Small Group Work & Boosters	Disadvantaged pupils who are below age-related expectations in Reading, Writing, or Maths make at least 4-6 months' additional progress.	Fund additional Teaching Assistant or Teacher time for structured small group work and boosters (e.g., Phonics catch-up, KS2 SATs preparation, precision teaching).	C
Learning Mentor Academic Support	Pupils requiring high-level pastoral support are also supported in returning to curriculum content, minimising academic loss following SEMH intervention.	Deployment of a Learning Mentor to run short-term, intensive academic support groups linked to current classroom learning, focusing on re-engagement.	B, C
Online Learning Platforms	Homework engagement and independent learning are increased, allowing pupils to close specific knowledge gaps outside the classroom.	Subscriptions to high-quality, adaptive online learning platforms (e.g., Times Tables Rock Stars, Accelerated reader) with licenses ring-fenced for PP pupils. (Cost: £1,500)	C

Tier 3: Wider Strategies and Pastoral Support (£ Estimate - £52,000+ Wellbeing & Enrichment)

Focus: Removing non-academic barriers, improving wellbeing, and enhancing cultural capital.

Activity	Intended Outcome (Success Criteria)	Specific Action	Link to Barriers
SEMH/Pastoral Support Team	Reduction in internal referrals and behavioral incidents. Pupils demonstrate improved self-regulation and emotional literacy.	Employment of a dedicated Learning Mentor to deliver 1:1 and small nurture group support (e.g., ELSA, drawing and talking). (Cost: £42,000)	B, E
Art Therapy/Creative Wellbeing	Provide a therapeutic outlet for pupils with complex needs or those struggling to communicate emotions verbally, improving overall school readiness.	Commissioning of a qualified Art Therapist for targeted 1:1 and small group sessions (Cost: £10,000). At The Bus	B
Early Help Hubs & Stay and Play	Increased parental engagement, especially in EYFS. Attendance and punctuality for targeted families will improve.	Running accessible Early Help Hubs and focused **S**tay and Play sessions to build early relationships, offer practical support, and promote high attendance and school readiness .(£2500)	E
Enrichment & Cultural Capital	All PP pupils will participate fully in the wider life of the school, increasing aspiration and widening exposure.	Subsidise costs for trips, residentials, sports clubs, and music tuition/instruments for PP pupils. Funding for specialist coaches or tutors.	D

Pupil Leadership Roles	Increased confidence, self-esteem, and communication skills for disadvantaged pupils through genuine leadership opportunities.	Develop a robust Pupil Council, Eco-Council, or Digital Leaders programme, actively encouraging and supporting disadvantaged pupils to take on Pupil Leadership Roles. Oracy skills are explicitly taught and practised within these roles.	A, D

Review and Evaluation of PP outcomes - 2024/2025

Intended outcome	Success criteria
% of disadvantaged children reaching expected standard in R,W and M combined is higher than national average for pupil premium children	CTPS outcomes are higher than the national equivalent

Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	Year group context
3-year	158	55%	46%	Above (sig+)	68%	-13	Not applicable	Not applicable
2025	53	57%	47%	Close to average (non-sig)	69%	-12	Widening	High - FSM
2024	56	59%	46%	Above (sig+)	67%	-8	Narrowing	High - FSM
2023	49	49%	44%	Close to average (non-sig)	66%	-17	Not available	High - FSM

Data context - KS2 SATs

Disadvantaged pupils - EGPS expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	Year group context
3-year	158	69%	59%	Above (sig+)	78%	-9	Not applicable	Not applicable
2025	53	70%	60%	Close to average (non-sig)	79%	-9	Widening	High - FSM
2024	56	71%	59%	Above (non-sig)	78%	-7	Narrowing	High - FSM
2023	49	65%	59%	Close to average (non-sig)	78%	-13	Not available	High - FSM

Disadvantaged pupils - Reading expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	Year group context
3-year	157	69%	62%	Above (non-sig)	80%	-10	Not applicable	Not applicable
2025	52	71%	63%	Close to average (non-sig)	81%	-10	Widening	High - FSM
2024	56	73%	62%	Close to average (non-sig)	80%	-7	Narrowing	High - FSM
2023	49	63%	60%	Close to average (non-sig)	78%	-15	Not available	High - FSM

Disadvantaged pupils - Writing expected standard

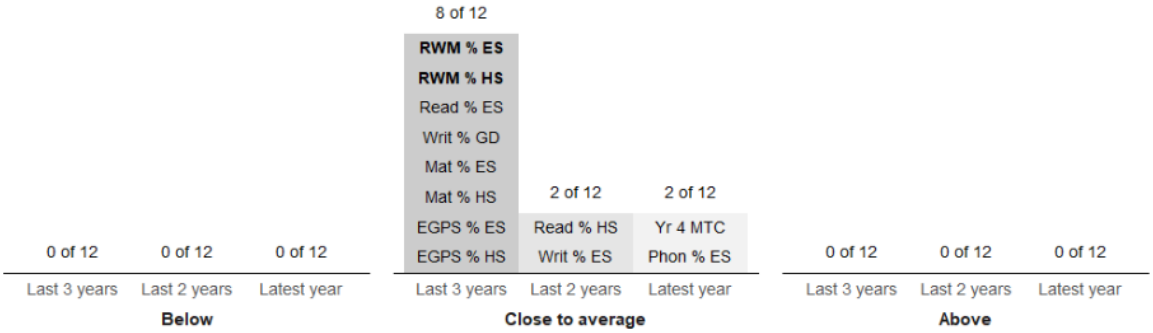
Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	Year group context
3-year	158	70%	59%	Above (sig+)	78%	-8	Not applicable	Not applicable
2025	53	66%	59%	Close to average (non-sig)	78%	-12	Widening	High - FSM
2024	56	68%	58%	Close to average (non-sig)	78%	-10	Widening	High - FSM
2023	49	76%	58%	Above (sig+)	77%	-2	Not available	High - FSM

Disadvantaged pupils - Mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	Year group context
3-year	158	70%	60%	Above (sig+)	80%	-10	Not applicable	Not applicable
2025	53	66%	61%	Close to average (non-sig)	80%	-14	Widening	High - FSM
2024	56	75%	59%	Above (sig+)	79%	-4	Narrowing	High - FSM
2023	49	67%	59%	Close to average (non-sig)	79%	-12	Not available	High - FSM

Multi-Year Progress (Disadvantaged Cohort Size 97-98): Our disadvantaged pupils show a strong history of performance, with 4 out of 5 progress measures typically falling in the 'Above National Disadvantaged Average' category, demonstrating the effectiveness of past targeted interventions in Writing, Maths, and EGPS. The primary focus for acceleration remains Reading progress.

	Key stage 2 (Year 6)		MTC (Year 4)		Phonics (Year 1)	
Year	Cohort	Context	Cohort	Context	Cohort	Context
2025	83	High - FSM	89	High - FSM	84	High - FSM
2024	90	High - FSM	87	High - FSM	90	High - FSM
2023	88	High - FSM	87	High - FSM	88	High - FSM



Disadvantaged pupils' performance

Disadvantaged pupils reaching the expected standard in reading, writing and maths

Year	This school	National average	Compared with national average
Latest 3 year average	55%	46%	Above
2024/25	58%	47%	Close to average
2023/24	59%	46%	Above
2022/23	49%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

Year	This school	National average	Compared with national average
Latest 3 year average	69%	62%	Above
2024/25	71%	63%	Close to average
2023/24	73%	62%	Close to average
2022/23	63%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher assessed writing

Year	This school	National average	Compared with national average
Latest 3 year average	70%	59%	Above
2024/25	67%	59%	Close to average
2023/24	68%	58%	Close to average
2022/23	76%	58%	Above

Disadvantaged pupils reaching the expected standard in maths

Year	This school	National average	Compared with national average
Latest 3 year average	70%	60%	Above
2024/25	67%	61%	Close to average
2023/24	75%	59%	Above
2022/23	67%	59%	Close to average

The school's disadvantaged pupils generally perform **better** than the national average for disadvantaged pupils, with a statistically significant lead over the three-year period. However, the most recent year (2025) shows a slight dip, moving the comparison to "Close to average" in all three areas.

1. **Strength:** The school's disadvantaged pupils generally achieve the expected standard at a rate above the national average for disadvantaged pupils (58% vs 46% over the three-year period).
2. **Concern:** The most recent year (2025) shows a significant widening of the attainment gap against national non-disadvantaged pupils (from -11 to -16 percentage points) and a drop to a "Close to average" rating when compared to national disadvantaged peers.
3. **Context:** The school operates in a challenging context, indicated by the High - FSM cohort.

Success Criteria and Targets for 2025/2026

The Pupil Premium Lead will review the strategy termly in collaboration with the Senior Leadership Team and Governors. Impact will be measured using:

- Attainment Data Target: Reverse the 'Relative decline' trend and aim to secure the national distribution banding of 'Above average' (moving up from the current 'Close to average').
- Progress Data Target: Sustain or improve performance in all measures that are currently 'Above National Disadvantaged Average' and ensure the Reading progress measure moves into the 'Above National Disadvantaged Average' banding.
- Pastoral/SEMH Data: Reduction in fixed-term exclusions, internal referrals, and improved attendance for targeted pupils (target 95%+).
- Qualitative Data: Pupil voice surveys showing increased sense of belonging, confidence in speaking, and participation in enrichment activities.

TARGETS and FUNDING USAGE 2025 – 2026					
Priority / Intervention	**Target Group**	**Funding (£)**	**Success Criteria**	**Review Milestones**	**RAG Status**
1: 1:1 & Small Group Tuition (Extra maths teacher , Reading Recovery)	Pupils below ARE in RWM	£257,400	↑ % achieving ARE; fewer pupils narrowly below ARE	Autumn: Identify target pupils Spring: Review & refine interventions Summer: End-of-year outcomes	Amber
1.2 Improving early reading skills - phonics	Pupils below expected in phonics RWI platform and support from a specialist 1:1 and small group tuition		Increase % of children achieving ARE in phonics	Autumn - identify children who are falling behind - support in place Spring review outcomes and interventions	Amber
2: Oracy & Writing (Voice 21 / NELI/ Talk Boost, Writing CPD, Curriculum Workshops)	Disadvantaged pupils		Improved writing quality & stamina; ↑ % achieving ARE	Autumn: CPD & oracy embedded Spring: Book scrutiny Summer: Improved outcomes	Amber
3: Maths Fluency & Reasoning (White Rose / NCETM,s, TTRS, Small-Group work, books for home learning , extra maths teacher in KS1 ,EY maths support)	Pupils just below ARE		Improved fluency & reasoning; ↑ % achieving ARE	Autumn: Target pupils identified Spring: Progress review Summer: Gap reduction	Amber
4. RWM KS2 - booster groups and extra teacher	Pupils just below ARE		Improve KS2 results in RWM	Autumn: Target pupils identifiedSpring:	Amber

				Progress reviewSummer: Gap reduction	
4: Instructional Coaching & QFT CPD - Walkthrus	All staff teaching disadvantaged pupils	£4,500	Consistent high-quality teaching; ↑ engagement & progress	Autumn: Baseline monitoringSpring: Coaching cyclesSummer: Confirm impact	Amber
5: SEMH & Pastoral Support (Learning Mentor, Y5/6 After-School Club)	Pupils with SEMH needs Out of Reach Learning mentor	£42,000	↑ attendance, engagement, resilience; ↓ behaviour incidents	Termly: Case reviewsHalf-termly: Mentor logs	Green
6: Early Help Family Support (Dedicated Worker)	Families of disadvantaged pupils	£20,000	↑ family engagement & stability; early welfare issue resolution	Termly: Case reviews Half-termly: Attendance & engagement impact	Green
7. Stay and Play	Supporting transition into school	£3500	Family engagement Transition School readiness SaLT support	Termly : case reviews	Green
8: Additional SaLT (Speech & Language Therapy)	Pupils with SLCN 5 x week EYFS SLCN support	£14,500	Improved communication & literacy participation Early intervention to support children with SLCN	Termly: Progress monitoringSummer: End-of-year evaluation	Amber
9: Enrichment Activities (Residentials, Trips, Music Tuition, Clubs)	All disadvantaged pupils	£35,000	↑ engagement, confidence, cultural capital; ↑ attendance & participation	Termly: Participation & feedback review	Green
10: Transition Support & Workshops (Y6–Y7 & KS transitions)	Pupils moving key stages	£2,000	Smooth transition; pupils ready academically & socially	Termly: Workshop feedbackSummer: Transition review	Amber

11: Sharpening Evaluation & Tracking (PP Impact Tracker)	All disadvantaged pupils are tracked using Arbor tracking	£3,500	Clear evidence of impact; funding decisions informed by outcomes	Autumn: Framework implemented Spring: Mid-year review Summer: Full evaluation	Amber
12. AWA - buy in attendance support	All disadvantaged pupils who are below 90% in attendance	£12,000	Improved attendance Families see school attendance	Half termly : Attendance review	Amber
13. Music tuition	Targeted music tuition is used as a barrier-removal strategy for disadvantaged pupils who experience low engagement, poor attendance, or reduced confidence in core learning."	£28,000	Improve engagement , cultural capital	Termly review	Green
14. Forest school	Targeted Forest School provision is used as a barrier-removal strategy for disadvantaged pupils experiencing difficulties with emotional regulation, engagement, attendance, or behaviour."	£4500	Improve engagement , cultural capital	Termly review	Green
15. Art Therapy/Creative Wellbeing	Provide a therapeutic outlet for pupils with complex needs or those struggling to	£10,000 - therapist	Provide a therapeutic outlet for pupils with complex needs or those struggling	Termly review	Green

	communicate emotions verbally, improving overall school readiness.	£2500 resources	to communicate emotions verbally, improving overall school readiness.		
16. Inclusion teachers /support staff	Provide high quality teaching and support for our most vulnerable - many who are PP as well as SEND	£52,000	Lead specialist provision to ensure our children with high needs are taught by specialists	Half termly review	Green
17. Specialist teachers to support SEND teaching across Science, PE and music	Specialist teachers in Science, PE and Music are deployed to improve the quality of inclusive teaching for disadvantaged pupils with SEND. This provision removes barriers to learning, increases access to the full curriculum, and supports improved engagement, behaviour, and attendance.”	£45,000	Curriculum equity Preventing curriculum narrowing for disadvantaged pupils Ensuring SEND pupils can succeed in foundation subjects Protecting entitlement, enjoyment, and aspiration	Termly review	Green

Area	Rationale	Key Outcome
Specialist teaching in Science, PE, Music	Inclusive access + staff capacity	Increased engagement + progress
Oracy CPD + oracy boosters	Underpins reading/writing success	Talk and reasoning gains
Attendance & mentoring	PP pupils disproportionately absent	Attendance up
Forest School interventions	SEMH + engagement support	Behaviour + confidence
Targeted speech & language support	Barrier removal for language gaps	Improved communication
Behaviour support / inclusion mentoring	Keeps pupils in learning time	Reduced incidents
Targeted music tuition	Confidence + cultural capital	Engagement gains
Curriculum and learning resources	Equity of access	Resource-enabled progress