

CUTENHOE HILL PRIMARY SCHOOL

Pupil Premium Strategy: Academic Year 2025 – 2026



This statement details our school's use of pupil premium and recovery premium funding for the 2024 to 2025 academic year 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	Cutenhoe Hill Primary School
Number of pupils in school	350
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers	2023/2024 to 2025/2026
Date this statement was published	October 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Full Governing Body
Pupil Premium Lead	Sarah Jackson, Headteacher, Greg Iszchak, Assistant Headteacher
Governor Lead	Carolyn Doherty, Pupil Premium Lead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 185,379
Recovery premium funding allocation this academic year	£ 0
LAC pupil premium allocation	£5,260
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£ 190,639

Part A: Pupil premium strategy plan

Statement of intent

Our Vision is for learning for life at Cutenhoe Hill where the social, emotional, spiritual, physical and learning needs of every member of the school community are met. Our intention is that all pupils, irrespective of their background or the barriers to learning that they face, become independent, confident, self-motivated and enthusiastic learners, having the self-esteem to both evaluate and extend their learning to achieve their full potential, within a secure, caring, happy environment.

Through this strategy, we will consider the challenges faced by all pupils identified as belonging to vulnerable groups, including ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

In line with the Education Endowment Foundation (EEF) Guide to the Pupil Premium, the school will adopt a tiered approach, recognising that high-quality teaching is key to the success for all children regardless of their level of vulnerability. For some children, further targeted academic support will be provided, especially for those children whose progress or attainment has been most adversely impacted by the legacy of the pandemic. Finally, we recognise that many of our disadvantaged children face further, non-academic, barriers to learning, such as those relating to behaviour, attendance, social and emotional needs, and disproportionately fewer life experiences or enrichment opportunities. To ensure that the approaches we have adopted are effective at closing the disadvantage attainment gap, we will:

- Ensure disadvantaged pupils are appropriately supported and challenged to enable them to fulfil their potential
- Closely monitor our pupils' progress, attainment and wellbeing to enable prompt intervention whenever the need arises
- Ensure our disadvantaged pupils attend school regularly so that they fully benefit from the wealth of experiences

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate significant gaps in pupils' foundational learning. This has been further exacerbated by the disruption caused by the pandemic and the high levels of mobility across the school. Children who fail to achieve fluency in foundational learning in primary school face a widening gap in performance thereafter. Key areas identified are:</p> <ul style="list-style-type: none"> • Pupils' oral language skills and vocabulary- • Pupils' phonics knowledge • Pupils' knowledge and use of known number facts • Pupils reading fluency
2	<p>High levels of pupil mobility (42% as at 07.07.25 and already 12% 15.10.25); in previous years 50%+ year on year) in the school, means many pupils joining the school with previously unmet SEND, attendance or social and emotional needs. Late identification of SEND or wider needs is a barrier to learning.</p>
3	<p>Social and emotional issues can create barriers to pupils' learning. Observations of pupils and discussions with them and their parents have identified that pupils' social and emotional wellbeing has been significantly impacted by school closures and the pandemic disruption, and this has disproportionately affected disadvantaged pupils. Particular difficulties have been identified with children in key year groups- in particular Yrs3>6</p>
4	<p>Mobility continues to impact on attendance. The data tells us, the longer the children are at SSPS the better their attendance becomes this can be evidenced by the number of persistently absent children (PA).</p> <p>Persistently absent children currently on role at SSPS:</p> <p>Children on roll=40 Children who have been on roll since the start of September= 20 National data is currently 94.8% on primary schools.</p> <p>All pupils: 95.52 % 95.99%9Non- mobile group)</p> <p>SEND 95.08% 95.87% PA 13.33% 9.09% No of children 6 3 EHCP 94.12% 94.47% PA 18.52% 14.29% No of children 10 7 PP 94.50% 95.01% PA 13.22% 9.80% No of children 16 10 Non-PP 96.02% 96.50% PA 8.76% 4.98% No of children 24 10</p>

5	Many of our disadvantageded pupils lack wider life experiences , which has been further exacerbated by the cost of living crisis and the reduction in educational visits and in-school workshops and events during the pandemic. This impacts negatively on pupils' confidence, social skills, breadth of ideas to draw upon and aspirations.
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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
Pupils demonstrate strong foundational learning which impacts positively on their confidence, self-esteem, and their progress and attainment across the curriculum.	<ul style="list-style-type: none"> • Assessments and observations indicate significantly improved oral language among disadvantageded pupils. • Phonics outcomes in KS1 remain at least at National levels with no discernible gap in performance between disadvantageded and non- disadvantageded pupils • Assessments and observations indicate pupils are fluent in their number facts which impacts positively on their calculation skills. • Assessments and observations indicate that there is none discernable gap between disadvantageded and none disadvantageded learners in the multiplication check at the end of year 4.
Mobile pupils with SEND, or other barriers to learning, joining the school are identified rapidly and make good progress.	<ul style="list-style-type: none"> • Baseline assessments are completed within 2 weeks of mobile pupils joining the school. • Referrals to the SEND, wellbeing or family worker team are made within 1 month of pupils with previously unmet needs joining the school.
Pupils are emotionally and mentally healthy, and able to focus their attention on learning.	<p>Sustained high levels of wellbeing by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, parent and pupil surveys and teacher observations • Reduction in recorded behaviour incidents year-on-year • Reduction in recorded fixed term suspensions year-on-year

Sustained improved attendance is achieved for all pupils, particularly disadvantaged pupils.	<p>By 2025/26 sustained attendance in line with National pre-pandemic attendance:</p> <ul style="list-style-type: none"> • Overall absence rate for all pupils being no more than 3.5%, with no more than 1% difference between disadvantaged and non- disadvantaged • Percentage of pupils who are persistently absent being below 8%, with disadvantaged pupils being no more than 4% lower than their non- disadvantaged peers • Attendance of mobile pupils quickly improves through early intervention support offered by the school's Attendance Officer
Pupils have a wide range of experiences which supports their learning across the curriculum.	There is a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
Pupils will have early intervention to develop their oracy skills in EYFS	<p>By 2025/2026</p> <ul style="list-style-type: none"> • Assessments and observations indicate significantly improved oral language among disadvantaged pupils within EYFS.

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)

Budget cost: **£7,500**

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Provision of high-quality professional development for teachers and teaching assistants focusing on foundational, and social and emotional learning:</p> <ul style="list-style-type: none"> • <i>Phonics & reading</i> • <i>Retrieval and retaining learning- Rosenshine's principles of instruction</i> • <i>Therapeutic Thinking- Trauma,</i> 	<p>High quality professional development, linked to the school improvement plan and emerging needs of the pupils, has a positive impact on outcomes for pupils:</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf</p> <p>Teaching assistants need to receive high quality support and training if they are to have a positive impact when leading structured interventions:</p>	1, 3

<p><i>attachment and behaviour</i></p> <ul style="list-style-type: none"> • <i>Maths Fluency</i> • <i>Oracy</i> 	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>Specific research into using Trauma Informed approaches to improve mental health, well-being and behavior The effectiveness of trauma informed approaches to prevent adverse outcomes in mental health and wellbeing a rapid review (publishing.service.gov.uk)</p>	
<p>Purchase of DfE validated Systematic Synthetic Phonics resources to secure stronger phonics teaching for all pupils; retention of experienced TA to lead phonics groups and fast phonics interventions.</p> <p>Phonics strategic Lead teacher identified.</p>	<p>Effective phonics teaching has a positive impact on the accuracy of word reading, particularly for disadvantaged pupils; Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1
<p>Purchase of a range of tools to support maths foundational learning for whole class approaches, individual pupil practice and interventions:</p> <ul style="list-style-type: none"> • <i>Number Sense</i> • <i>TT Rockstars</i> • <i>NumBots</i> 	<p>The DfE & NCETM non-statutory guidance draws on evidence-based approaches, which include the importance of factual fluency (foundational learning): https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools</p> <p>Number Sense Maths is informed by research into how high and low attaining pupils develop number sense (fluency in foundational learning). Research to support this approach can be found here: https://numbersensematics.com/research-principles</p>	1

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

Budgeted cost: **£46,000**

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Provision of Oral Language Interventions targeted at those pupils with language poverty or specific language needs (targeted towards, but not exclusively, for</p>	<p>Studies indicate that language interventions with frequent sessions over a sustained period may have a larger impact, overall. NELI is a small group intervention, with at least 3 sessions per week, held over a period of</p>	1

<p>disadvantaged pupils):</p> <ul style="list-style-type: none"> • <i>Nuffield Early Language Intervention (NELI)</i> • <i>Speech and Language Therapist support sessions</i> 	<p>20 weeks, through which pupils typically make 3 months of additional progress in language.</p> <p>Oral language approaches that are delivered one-to-one also have larger impacts; the speech and language therapist uses diagnostic assessments and targeted support in 1:1 sessions over an extended period.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>A focus on oral language skills will have benefits for both reading and writing.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</p>	
<p>Provision of 1:1 Fast Phonics and Targeted Reader interventions, targeted towards, but not exclusively for, disadvantaged pupils.</p>	<p>The evidence suggests that children benefit from a balanced approach to literacy that includes a range of approaches. The emphasis of the different approaches will shift as children progress; effective diagnosis can help to identify priorities and focus teaching to ensure that it is efficient. Both Fast Phonics and Targeted Reader interventions are based on diagnostic assessments.</p> <p>Fast phonics supports pupils in learning to read; targeted reading focuses on fluency and a range of comprehension skills identified by diagnostic assessment.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy 1:1 focused support has been shown to be 'very effective':</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	1
<p>Provision of small group Number Sense and Fast Maths interventions to develop pupils' foundational learning</p>	<p>A focus on foundational learning (achieving fluency in addition, subtraction, multiplication and division facts) through Fast Maths, enables pupils' access to conceptual mathematical learning (NAHT aspire Research and Theory that Underpins Pedagogical Practice: NAHT ASPIRE COPYRIGHT © 2014 EDISONLEARNING.) Pupils who fail to achieve foundational knowledge and skills in primary school face a widening gap in later performance.</p> <p>This, together with Number Sense, ties in with the EEF guidance reports relating to primary maths, which identify that maths teaching should help children to:</p>	1

	<p>develop a rich network of mathematical knowledge</p> <ul style="list-style-type: none"> -recognise mathematical connections -develop fluent recall of number facts -enable pupils to consciously choose between mathematical strategies -use consistent representations and manipulatives -encourage discussion about maths <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>These reports also suggest that using an approach or programme that is evidence-based and has been independently evaluated is a good starting point, which is true of both of the chosen approaches.</p> <p>https://numbersensematics.com/research-principles</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

These identified areas represent non-academic challenges which pupils face which negatively affect their education and impact their access to teaching.

Budgeted cost: **£156, 422**

Activity	Evidence that supports this approach	Challenge number (s) addressed
Provision of an attendance officer to monitor and improve attendance, reduce persistent absence/ term time leave and liaise with the EWO.	Government advice identifies that regular attendance monitoring, first day calling procedures (including priority routine for vulnerable children), home visits, and building relationships with parents supports regular attendance. This is central to the intended approach as is close liaison with the Educational Welfare Officer: https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	1, 4

<p>Provision of wellbeing and behavior support to support pupils with their mental health and ensure they are ready to take an active part in their learning.</p> <p>This will be enhanced by an Education Mental Health Practitioner from CAMHs.</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision- making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. A combination of universal programmes (Nurtured Heart and Zones of Regulation) and targeted group or 1:1 interventions has been shown to produce moderate improvements in academic performance as well as a decrease in problematic behaviours.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Being able to effectively manage emotions will be beneficial to pupils even if it does not directly improve academic performance.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1, 3, 4</p>
<p>Ensuring barriers to learning are quickly identified and addressed in a highly mobile school population, where many mobile pupils are disadvantaged or otherwise vulnerable.</p>	<p>The guidance https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability identifies that schools should develop an understanding of any non- academic challenges that pupils face that negatively impact their education and access to teaching, for example high mobility.</p> <p>The National College for School Leadership 2011 report '<i>Managing pupil mobility to maximise learning</i>' : https://www.gov.uk/government/publications/managing-pupil-mobility-to-maximise-learning identifies that '<i>the management of mobile pupils is costly and includes hidden costs. For example, a pupil may arrive and clearly have complex learning needs that would require a statement so that his or her learning can be supported. That process takes time, and provision has to be made in advance of the funding arriving.</i>' This is the experience in this school which is why additional members within the Inclusion Team are employed to enable learning needs to be identified and addressed. <i>Managing Pupil Mobility Guidance (DfES 2003)</i></p> <p>In addition to academic support from teachers and teaching assistants, mobile pupils are provided with an appropriate combination of attendance office, wellbeing team, early acquisition English and family worker support.</p>	<p>1, 2, 3, 4</p>
<p>Provision of family worker support to address issues occurring at home which may adversely impact on pupils' readiness to learn.</p>	<p>A number of pupils arrive at school not ready to learn because of issues experienced at home. For many children these have been exacerbated by the ongoing pandemic, such as lack of routine and stability over an extended period of time due to school closures. The pandemic has also led to greater uncertainty and anxiety with regards to financial security and health for many families. In supporting families to address these issues, pupils' wellbeing (and</p>	<p>1, 3, 4</p>

	<p>potentially attendance) and consequent ability to learn is improved.</p> <p>The DfE Help, protection, education: concluding the Children in Need review June 2019 , identifies the important role that schools play in ensuring equal access to education for children from vulnerable families.</p> <p>The family workers work closely with the attendance officer and wellbeing team to provide an integrated approach to address pupils' social and emotional, and physical needs through wider family support.</p>	
<p>Subsidising of school trips to ensure disadvantaged pupils benefit from a wealth of experiences outside of the classroom.</p>	<p>Learning outside of the classroom (LotC) benefits children in terms of attainment, achievement, behavior, attendance, engagement, wellbeing and personal, social and emotional development:</p> <p>Using the Pupil Premium for learning outside the classroom (Council for Learning Outside the Classroom) : http://www.lotc.org.uk/wp-content/uploads/2013/10/Pupil- Premium-Graham-Lodge-CLOtC-version-for-website-and-newsletter-4-9-13-updated- 12-6-14.pdf</p>	<p>1, 3, 4, 5</p>

Total budgeted cost: £ 209, 992

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 2024 to 2025 academic year.

Attendance Data 2024-25:

Mobility continues to impact on attendance. The data tells us, the longer the children are at SSPS the better their attendance becomes this can be evidenced by the number of persistently absent children (PA).

Persistently absent children currently on role at SSPS:

Children on roll = 40

Children who have been on roll since the start of September = 20

National data is currently 94.8% on primary schools.

All pupils: 95.52 % 95.99%9Non- mobile group)

SEND 95.08% 95.87% PA 13.33% 9.09% No of children 6 3
EHCP 94.12% 94.47% PA 18.52% 14.29% No of children 10 7
PP 94.50% 95.01% PA 13.22% 9.80% No of children 16 10
Non-PP 96.02% 96.50% PA 8.76% 4.98% No of children 24 10

Attainment Charts:

Contextual data

	All	Girl	Boy	SEN	Non-SEN	EAL	FLE
Non-PP	32	17	15	4	28	20	12
PP	23	14	9	5	18	13	10

	SA	SA+	EHCP	Total
Non-PP	0	2	2	4
PP	2	3	0	5

Reading ARE+

Nat'l non-PP

75%

	All	Girls	Boys	SEN	Non-SEN	EAL	FLE
Non-PP	88%	82%	93%	50%	93%	85%	92%
PP	78%	71%	89%	80%	78%	69%	90%

Reading GD

Nat'l non-PP

33%

	All	Girls	Boys	SEN	Non-SEN	EAL	FLE
Non-PP	41%	41%	40%	0%	46%	40%	42%
PP	30%	29%	33%	20%	33%	38%	20%

Writing ARE+

Nat'l non-PP

74%

	All	Girls	Boys	SEN	Non-SEN	EAL	FLE
Non-PP	87%	81%	93%	50%	93%	85%	91%
PP	70%	64%	78%	60%	72%	85%	50%

Writing GD

Nat'l non-PP

13%

	All	Girls	Boys	SEN	Non-SEN	EAL	FLE
Non-PP	16%	25%	7%	0%	19%	25%	0%
PP	17%	29%	0%	20%	17%	23%	10%

Maths ARE+

Nat'l non-PP

72%

	All	Girls	Boys	SEN	Non-SEN	EAL	FLE
Non-PP	84%	76%	93%	25%	93%	80%	92%
PP	70%	64%	78%	60%	72%	77%	60%

Maths GD

Nat'l non-PP

31%

	All	Girls	Boys	SEN	Non-SEN	EAL	FLE
Non-PP	28%	24%	33%	0%	32%	30%	25%
PP	22%	21%	22%	20%	22%	23%	20%

RWM ARE+

Nat'l non-PP

62%

	All	Girls	Boys	SEN	Non-SEN	EAL	FLE
Non-PP	77%	63%	93%	25%	85%	70%	91%
PP	61%	50%	78%	60%	61%	69%	50%

RWM GD

Nat'l non-PP

8%

	All	Girls	Boys	SEN	Non-SEN	EAL	FLE
Non-PP	13%	19%	7%	0%	15%	20%	0%
PP	13%	21%	0%	0%	17%	23%	0%

Summary of Outcomes KS2:

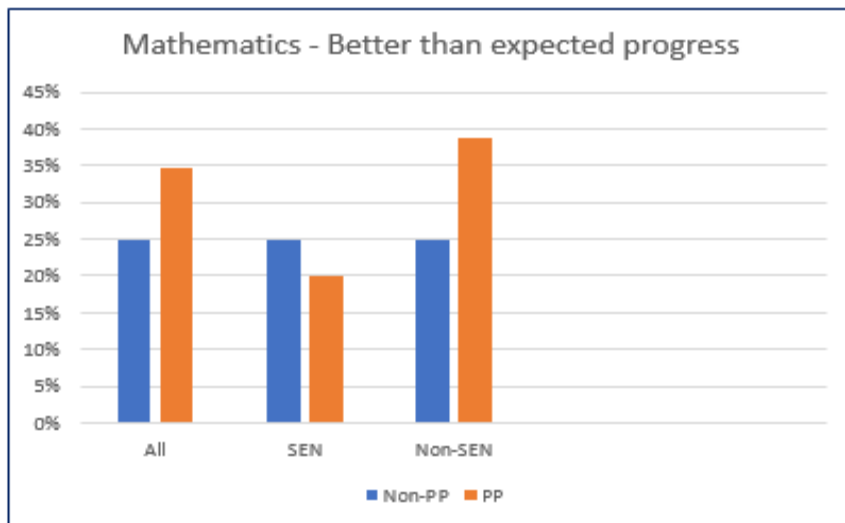
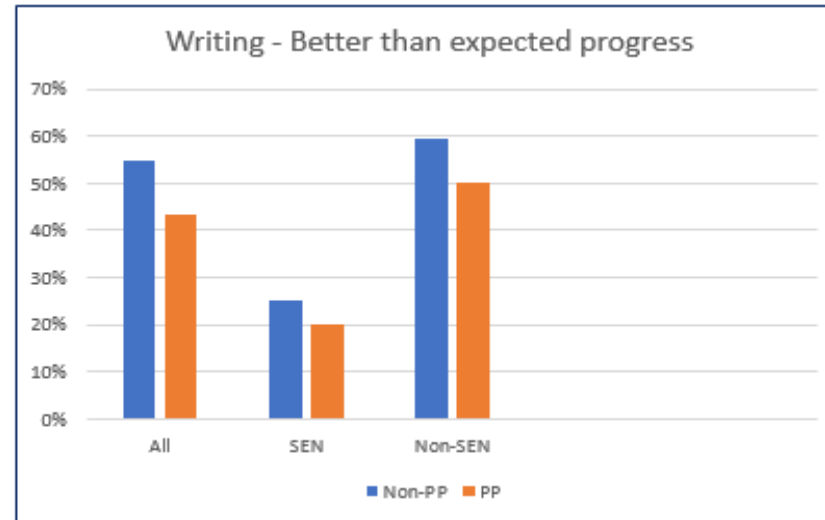
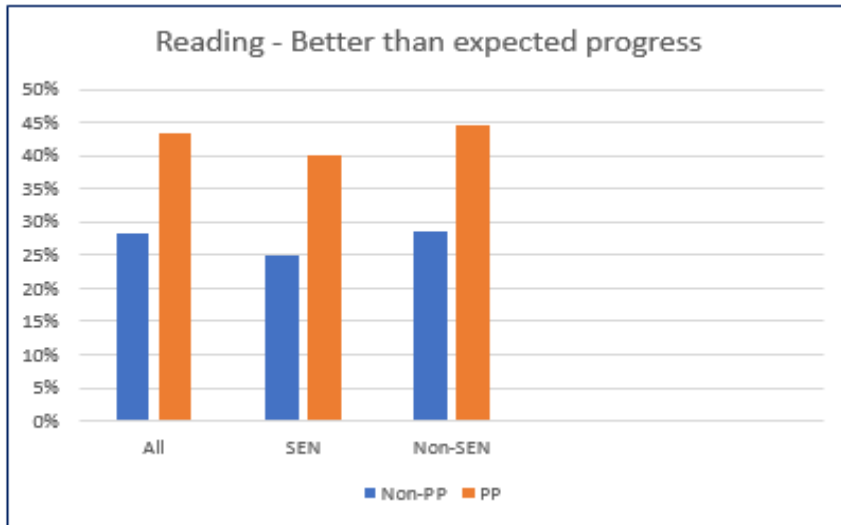
Attainment Trends

In almost all areas, non-pupil premium children achieved better than their pupil premium peers.

This is true for most groups but not all. SEND pupil premium children outperformed their SEND non-pupil premium peers.

Greater depth writing does not follow this trend with pupil premium and non-pupil premium children performing similarly.

Progress Charts:



Summary of Progress KS2:

Although pupil premium children did not outperform their non-pupil premium peers in many cases, a high percentage of pupil premium children made better than expected progress in both reading and maths.

In writing, non-pupil premium children made more rapid progress than their pupil premium peers.

Summary of Outcomes: Phonics Year 1:

Phonics outcomes for disadvantaged learners have dropped from the previous year. Phonics outcomes for Pupil Premium children in Summer 2025 – 33%. The non-disadvantaged group achieved 86%. However, it is important to consider the context of these two groups. 67% of the Pupil Premium children in year 1 were also SEND compared to 16% of the non-disadvantaged group. However, mobility in this year group was 50% and there is a large proportion of children who are SEND and did not sit the screening but are still counted in the data.

In Year 1 there are currently 56 children on roll (9 children currently access our SEND provision Redwood or the school-based provision, Otters). 47 children accessed phonics teaching during year 1. All 56 children are included in the reported data.

Reported data including all pupils:

School Phonics Report : Year Taken (2025), Entry Date before (07/07/2025), Cohort (all), Year (1)

Percentages represent those who are 'working at', calculated from a total of all students with marks for the Phonics Assessment.

All	62.5	Boys	52.0	Girls	70.97	SEN	14.29	Not SEN	91.43	EAL	73.53	Not EAL	45.45	FSM	31.25	Not FSM	75.0	Pupil Premium	21.43	Not Pupil Premium	76.19	Autumn Born	57.14	Spring Born	83.33	Summer Born	56.52
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Data excluding provisions:

	Total No of children passed (scored 32 +)	Percentage
All children	35/47	74%
SEND	3/12	25%
Pupil premium	3/9	33%*

*PP group skewed by SEND 6/9 children in PP group SEND

Phonics Year 2:

Only three children took the year 2 phonics screening. Two children were pupil premium children and one was non-disadvantaged. None of the children achieved the working at standard. Two of these children are SEND and were part of the Otters provision.

Summary of Outcomes EYFS:



EYFS outcomes are up from last year where GLD was 43%. Further breakdown of results per aspect of the Early Learning Goals has been uploaded onto Governorhub.

Again, this data has only just been provided so we will provide further group analysis in the Autumn term.

Summary of outcomes MTC:

Analysis of average scores suggests that there is consistent improvement from both pupil premium and non-disadvantaged pupils. The average score for Pupil Premium has increased from 22/25 in 2024 to 23/25 in 2025. Likewise, the non-disadvantaged pupils average score has increased from 23/25 to 24/25 so the gap remains the same as the previous academic year.

Externally Provided Programmes

Non-DfE programmes that you purchased in 2024-25

Programme	Provider
Number Sense	Number Sense

Further Information

As a school, we are very grateful to the generous donations of food from staff and pupils' families which have enabled our family workers to offer food parcels to those in need at very short notice. Our family workers also signpost parents to agencies providing financial support and charities, such as the Luton Foodbank and those providing uniform, winter coats and shoes. The school also works with Luton's Level Trust charity which provides support for disadvantaged families especially during the school holidays.

We are also grateful to the staff who give up their time to provide before and after school sports clubs at no cost to the school, which enables all pupils to attend without charge. Additionally, staff give up their time to lead overnight camping experiences and some also run after school clubs voluntarily.