

## Pupil premium strategy statement (1<sup>st</sup> year of 3 year plan 2025-2028)



# St Nicholas CE Primary School



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

Our Pupil Premium strategy is underpinned by our school motto:

'Exploring Possibilities Together'

'Love one another, as I have loved you' – John 13 v 34

## School overview

Detail	Data (updated July 2025)
Number of pupils in school	123 (Sept 25)
Proportion (%) of pupil premium eligible pupils	20.3%
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)	3 Year Plan – Sept 2025 – July 2028 <b>Sept 2025 – Year 1 of 3-year plan</b>
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Jill Watson
Pupil premium lead	Jill Watson
Governor (ACR) / Trustee lead	Lauren Radburn

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41, 211.00
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0

Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£41, 211.00
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## Part A: Pupil premium strategy plan

### Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, 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”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

#### ***Principles***

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate 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 means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

#### ***Ultimate Objectives***

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of KS1 and KS2 and thus achieve GCSE's in English and Maths.

**The range of provision the Governors consider making for this group include and would not be limited to:**

- 1-1/small group support including specific tutoring programmes
- Additional teaching and learning opportunities provided through trained TAs or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations - for example Forest School provision /ELSA support for MHWB to be able to engage in learning.
- Transition from primary to secondary and transition internally and into EYFS.
- Additional learning support in all areas of the curriculum
- Financially subsidising all activities, educational visits and residentials and music lessons. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software - for example laptops and computing equipment to support home learning activities.
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote school values and thus enhance learning.

## Challenges

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

Challenge number	Detail of challenge
1	Continued lower attainment due to covid lockdowns, including baseline for Reception year group.
2	Emotional needs of children - periods of dysregulation, worry and anxiety for children across the school.
3	Weak Language and Communication skills meaning extra phonic and reading/spelling/writing support is needed.
4.	Around 55% of our PP children are also on the SEND register

## 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
<b>1.Closing the attainment gap</b>	Disadvantaged pupils' attainment in all areas continues to improve in line with averages and the gap between these pupils and non-PP continues to close. This will focus particularly on Writing, Maths and starting points for children in EYFS. Pupils to achieve in line with national average for writing and maths.
<b>2.Emotional Needs of children</b>	For children's emotional needs and poor home lives to not affect their learning and outcomes in school. We will make sure no children are disadvantaged due to their background or home life.
<b>3.Language and Communication including phonics/spelling/writing support</b>	For children across the school to develop better, language, reading and phonic skills and therefore have better attainment in phonics, reading and writing. Pupils to achieve in line with the national average in phonics screening and GLD.

## 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.

[Pupil-Premium-resource-evidence-brief-Poster \(1\).pdf](#)

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£6,627.25**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Phonics and Reading</b> <i>To continue to support the development of language, phonic and reading skills</i>	As a school we are continuing with the RWI phonics scheme and resourcing this effectively, training teachers and TAs in implementing this with a particular focus on EYFS/Yr1 children. We have been working with the Cornerstones English Hub since September 2023, this allows us to continually review and support provision for PP children	1, 3, 4

	(90.5%-(2025) 89%-(2024) pass rate supports our continued work on this)	
<b>SEN Support</b> <i>To continue to provide SEND training for all staff to improve attainment of all SEN children</i>	As a school we seek to provide regular SEND training (CPD) to all staff to support the needs of the children within our school. We also take opportunities for staff to attend external training to further develop their skills. By upskilling staff, this will enable them to get the best out of our children and therefore improve academic outcomes.	1,2,3, 4
<b>Oxford Owl</b> <i>To improve spelling across the school from Year 1-6</i>	Results in the previous year showed that spelling was a weakness that impacted on writing standards. Oxford Owl has shown good results and provides us with the structure and coverage we require to improve spelling across the school for pupils as they move from RWI in year 2, including Fresh Start Phonics (RWI)	1,3,4
<b>Improving writing for across the school</b> <i>To improve skills in writing across the school, to raise standards for Y6 pupils.</i>	Writing is not yet good enough. There is a need for developing key skills and improving the standards for our disadvantaged pupils for whom early language development has been lacking and an immersion in good quality literature has been missing.  As a school we are using Write Stuff and resourcing this effectively, training teachers and Tas, going to other schools to observe best practise.	1,3,4
<b>Improve overall academic outcomes across the school</b> <i>To support high quality teaching and learning.</i>	Professional development to support the implementation of high-quality programmes, developing key skills and improving the standards for our disadvantaged pupils.	1,3,4

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

Budgeted cost: **£26,511.85**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Supporting Mental Health and Wellbeing</b> <i>To provide support for our children</i>	Many of our children in school are still struggling with the social and mental effects of the covid lockdowns. We need to support many children including those that are disadvantaged to continue to thrive and enjoy all aspects of school life.  This support will be provided via our trained ELSA and other support staff through small group or 1:1 intervention as appropriate.	2,4

<b>SEN Support</b> <i>To continue to improve attainment of all SEN PP children</i>	To enable many of our PP children with SEN needs to improve their academic outcomes we have provided pupils with targeted support through specific small group and 1:1 interventions.	1, 2, 3, 4
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

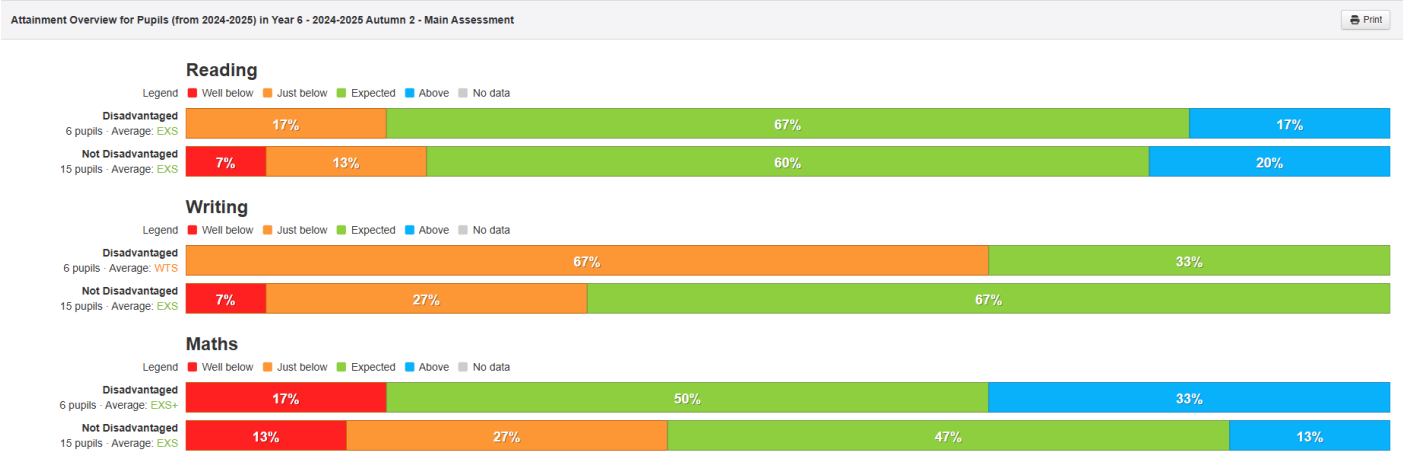
Budgeted cost: **£8071.90**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Financial support for clubs, trips, music tuition, sporting events and uniform</b> Further support for all disadvantaged families to ensure children have access to everything they need and are encouraged to develop talents and skills.	Our children will ALL be invited and encouraged to try out different opportunities in the ARTS, music, sports and adventurous activities that they might otherwise not be able to access – all of these aspects contribute to wellbeing, confidence and self-worth which in turn lead to better outcomes.	1,2,3
<b>Forest Schools to support wellbeing and pupil mental health</b>	Providing pupils with opportunities to combine outdoor learning and holistic development. Spending time outdoors reduces stress and anxiety by promoting calmness and mindfulness. Nature-based activities help regulate emotions and lower cortisol levels, which supports mental health. Activities often require collaboration, fostering communication skills, empathy, and positive peer relationships. This sense of belonging combats isolation and improves emotional resilience.	2, 3, 4
<b>Stormbreak- providing mentally healthy movement every day for every child.</b>	Stormbreak integrates short, purposeful movement with mental health frameworks to deliver measurable benefits—enhancing emotional wellbeing, regulating behaviour, and fostering a positive school environment.	2, 3, 4

**Total budgeted cost: £41, 211**

# Part B: Review of the previous academic year 24/25

## Outcomes at Y6 for whole school and for disadvantaged pupils



## Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
RWI Phonics programme	Ruth Miskin
Cornerstones Curriculum	Curriculum Maestro
Oxford Owl (Spelling)	RWI – Ruth Miskin