



Pupil premium strategy statement Nenthead 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 effect that last year's spending of pupil premium had within our school.

School overview

<i>Detail</i>	Data
<i>School name</i>	Nenthead Primary School
<i>Number of pupils in school</i>	16
<i>Proportion (%) of pupil premium eligible pupils</i>	6%
<i>Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)</i>	2025/2026 to 2028/2029
<i>Date this statement was published</i>	October 2025
<i>Date on which it will be reviewed</i>	October 2026
<i>Statement authorised by</i>	Rob Dawson, Headteacher
<i>Pupil premium lead</i>	Claire Reed, Deputy Headteacher/ SENDCo
<i>Governor / Trustee lead</i>	Pat Sharples



Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1515
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£1515



Part A: Pupil premium strategy plan

Statement of intent

Nenthead Primary School is a small and friendly school that offers a family feel environment where everyone knows each other's name. We take pride in our flexible approach to teaching, providing a curriculum that is tailored to meet the needs of all our learners.

Our school prides itself on the strong relationships built between staff, students and parents. We believe that success is a shared responsibility, and so we work collaboratively with parents to provide the best educational experience for our students. Our school is committed to providing a safe and nurturing environment where students are supported to become confident and independent learners. The school has strong community links and is very much a central part of life in the area and has been for many years. We have strong links to the church and various other community groups and are privileged to have a team of local volunteers who also come in and work with our children. Our active PTA organises any number of activities and events for the children – both in and out of school. We are a small and unique setting and pride ourselves on our close, family feel.

We have a strong ethos of inclusion and crucially a compassionate approach towards engaging and supporting our children and parents. There is a collective understanding of the impact of disadvantage on pupils' learning and staff at every level speak with one voice about our ambition for all our pupils and they all fully understand part they play in addressing educational disadvantage.

Kate Bainbridge, is the main teacher in our school. There is a sharp focus on the quality of pupils' learning experiences. Mrs Bainbridge plays a significant role in evaluating progress through ongoing, and crucially, supportive monitoring and quality assurance. She devotes time to our staff for collaborative team planning, teaching, and modelling by spending time in classrooms to provide on the spot coaching, training, and immediate feedback to develop practice.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.



The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils need the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge																																								
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils throughout the school generally have greater difficulties with reading than their peers. This negatively impacts their development as readers.																																								
2	The 2024/2025 attendance data shows the following. Disadvantaged children have a significantly higher proportion of absences. Viewing attendance statistics between 03/09/2024 and 18/07/2025 <table><tr><th></th><th>Attendance</th><th>Authorised</th><th>Approved</th><th>Unauthorised</th></tr><tr><td>All</td><td>93.06</td><td>5.14</td><td>2.56</td><td>1.79</td></tr><tr><td>FSM</td><td>86.24</td><td>13.76</td><td>0.0</td><td>0.0</td></tr><tr><td>EAL</td><td>0</td><td>0</td><td>0</td><td>0</td></tr><tr><td>SEN</td><td>84.13</td><td>12.04</td><td>9.39</td><td>3.84</td></tr><tr><td>Pupil Premium</td><td>86.24</td><td>13.76</td><td>0.0</td><td>0.0</td></tr><tr><td>Boys</td><td>93.12</td><td>4.89</td><td>3.48</td><td>1.98</td></tr><tr><td>Girls</td><td>92.95</td><td>5.64</td><td>0.71</td><td>1.41</td></tr></table>		Attendance	Authorised	Approved	Unauthorised	All	93.06	5.14	2.56	1.79	FSM	86.24	13.76	0.0	0.0	EAL	0	0	0	0	SEN	84.13	12.04	9.39	3.84	Pupil Premium	86.24	13.76	0.0	0.0	Boys	93.12	4.89	3.48	1.98	Girls	92.95	5.64	0.71	1.41
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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
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2025/2026 will show that disadvantaged pupils will meet the expected standard.
To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2025/2026 demonstrated by: • The overall absence rate for all pupils will be no more than 4%. • The overall punctuality of disadvantage pupils will reduce to be in line with non-disadvantaged pupils.



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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of digital standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional class reading sessions targeted at disadvantaged pupils who require further reading support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted reading interventions have been shown to be more effective when delivered as daily sessions. Phonics Toolkit Strand Education Endowment Foundation EEF	1

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. Our school SENDCo will take on a wider role and focus on attendance and lateness to school. This will be supported by the Local Authority attendance officer. A more robust system will be in place to identify poor attendance. Strategies will include a robust attendance action plan with actions including communication with parents, attendance panel meetings and closely monitored attendance action plans.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2
Contingency fund for acute issues.	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.	All
Breakfast club offer for disadvantaged children to encourage attendance and punctuality	Based on our experience those with lower attendance have improved their attendance when encourage to come to breakfast club and given roles and responsibilities. This has also improved self-esteem and wellbeing.	2



Total budgeted cost: £1515



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 2024/2025 academic year.

Assessments suggest that the performance of disadvantaged pupils has been more accelerated than children who are not disadvantaged. Disadvantaged children are still working towards age related expectations but have achieved that from a lower starting point.

2024/2025

EYFS – 100% achieved GLD

KS1 0% PP. Reading 20% achieved standard, writing 50% achieved standard, maths 50% achieved standard

KS2 % PP. Reading 80% achieved standard, writing 40% achieved standard, maths 90% achieved standard.

We have continued work on attendance this year through a more robust system and additional capacity was delegated to our SENDCo as part of the disadvantage strategy. Overall attendance figures show that that attendance fluctuates year on year and is affected by the small pupils' numbers however during this period disadvantaged pupil's attendance has been lower than that of non-disadvantaged. Attendance data shows that there has been in improvement in attendance for disadvantage for 2024/2025. In 2022/2023 disadvantage attendance data was 74.93%. In 2024/2025 disadvantage attendance data was 86.24%, an increase of 11.31%.

NFER assessments were used during three checkpoints of the academic year for years 1, 3, 4 and 5. Children in years groups 2 and 6 completed NFER assessments at two checkpoints and the KS1 and KS2 teacher assessments and National Curriculum tests were used as an assessment tool during the summer term as the third checkpoint. Using the NFER data analysis tool we have been able to identify that the majority of disadvantages pupils have made progress which is inline or above national expectations of progress between checkpoints.



Power of Reading has been used as the main tool for literacy planning across the school. Teachers have rewritten the long terms plans to incorporate cross curricular literacy themes which has shown positive results across the school. With the changes in the way literacy is planned and taught alongside enhancements such as literacy leaves and literacy shed and resources, we have been able to tailor the teaching of reading and writing for each cohort. For example, themes such as environmental studies have been designed to appeal to the interests of disadvantaged groups. In KS2 geographical and historical texts have been used to capture the interests of disadvantaged pupils. KS1 use online based programmes such as Lexia and Spelling Shed as a tool to develop spelling. KS2 use Lexia as their main spelling resource due to the personalised provision it creates. Read, Write Inc Phonics continues to be our main method of teaching phonics.

We have continued to use White Rose Maths as a tool to plan maths sessions. We have cross federation links and moderation in place to ensure high quality teaching of maths. This has been supplemented by the use of ten a day which is tailored to the needs of each child focussing on arithmetic through over learning and pre teaching.

Externally provided programmes

Programme	Provider
Oracy Project	Voice 21
Standardised tests	NFER
Power of Reading	CLPE
White Rose Maths	White Rose Hub
Read Write Inc Phonics	Ruth Miskin Training
PHSE	Jigsaw
Spelling Shed	The Literacy Shed
Core 5	Lexia

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.



We are putting in place a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

Finally, as a school, we will focus on keeping things simple, effective, and enjoyable for us all. We will constantly evaluate and refine our practices and approaches and we will do everything we can to improve the life chances of all our pupils through focusing on what we know makes the biggest difference to our pupils: working together to improve the quality of teaching, learning and support daily.