

Pupil Premium strategy statement 2025-2028

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
School name	St Nicholas C of E Primary School
Number of pupils in school	417
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	C Taylor - Headteacher
Pupil premium lead	C Taylor
Governor / Trustee lead	C Goss

Funding overview 24/25

Detail	Amount
Pupil premium funding allocation this academic year	£ 110,110
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£110,110

Pupil premium strategy plan – St Nicholas C of E Primary School

Statement of intent

St Nicholas Church of England Primary School is a Christ-centred, loving and nurturing learning-community. Uniting home, school and Parish, we strive to support, guide and develop the uniqueness of every individual's God-given gifts and talents.

At St Nicholas Church of England Primary School, we are inspired by Jesus to be the very best we can be. With his influence, we aim to create a calm, happy and purposeful environment for all children and staff. We will ensure all of our children achieve their full potential by developing their skills, talents and interests, within a creative environment.

We promise to provide a stimulating working environment and curriculum, which encourages learning in which children show interest, enthusiasm, and independence. We will facilitate children's achievements and potential by setting high standards and providing a carefully planned programme of work - delivered through high quality teaching.

The school receives funding to ensure we provide additional support to raise the attainment of disadvantaged pupils, this is called Pupil Premium. Every pupil who is eligible for Free School Meals, or who has been in receipt of Free School Meals in the past six years, receives £1515 for the academic year. The numbers on roll, and eligible for additional funding are determined at January census. The number of children who are eligible for funding may differ from the number of pupils who are on roll at the end of each Key stage and are included in assessment data. Pupils who are Post-looked after receive £2630 and service pupils receive £350. All of these pupils are referred to as Ever6.

It is our role to ensure we allocate and spend this funding responsibly in order to have an impact on the progress of these pupils and close the gap between Pupil Premium children and others. Since September 2014, all pupils in KS1 have received Universal Free School Meals (UFSM), meaning all pupils aged 4 to 7 have a hot meal, every day in school. Those pupils in KS1, whose families are classed as disadvantaged, are in receipt of the Pupil Premium funding too.

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. 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 require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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 indicate underdeveloped speech & Language / communication skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Attainment gap
3	Parental support
4	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been 3.15% lower than for non-disadvantaged pupils. Non PP = 95.32 PP = 92.37%</p> <p>30.4% of disadvantaged pupils have been 'persistently absent' compared to 10.1% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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
Gaps in learning are identified and successfully addressed	Gaps in learning are closed and disadvantaged pupils attain highly
Attendance is good and PA is reduced	Attendance is above 96.5% PA is reduced to in line with NA
Improved oracy skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Parents are engaged positively and able to support children in their learning	Pupil achievement remains high and is supported well by parental engagement
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged and vulnerable pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> · qualitative data from student voice, student and parent surveys and teacher observations · a significant improvement in daily 'rate my life' on Zumos · a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2027/28 demonstrated by: the overall unauthorised absence rate for all pupils being no more than 2.8%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%. The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 10% lower than their peers.

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)

Budgeted cost: £84,924

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding dialogic activities across the school curriculum to embed Oracy skills. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF Diagnostic Assessment Tool.pdf	
<i>Develop the use of Forest School</i> £13467.24	Use of the Forest School supports holistic child development. Forest School is an inspirational process that offers all learners regular opportunities to achieve, develop confidence and self-esteem, through hands-on learning experiences in a local woodland or natural environment with trees. Forest School St Nicholas Church of England Primary School	1 4
Teaching Assistants support across the school £71,456.76	Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk) Well planned use of Teaching Assistants in line with EEF guidance has a positive impact on children's ability to access quality first teaching in the classroom and to receive high quality interventions and support.	1 2 4

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

Budgeted cost: £25,816

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Family Support Worker in school to support those families who need it most.</i></p> <p>£25,816</p>	<p>The Family Support Worker is invaluable in ensuring disadvantaged and vulnerable children are supported holistically in school. The role entails: Signposting families to NHS / Children's services; supporting families in financial hardship; conducting home visits; supporting families needing housing arrangements and being an 'ear' at school for anyone needing it. The FSW works to support those families with attendance issues and works alongside the PWS to support / prosecute poor attendance where necessary.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>3 4</p>

Total budgeted cost: £110,110

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that we are below average for the total %FSM compared to National / local averages.

Disadvantaged pupils – Reading expected standard:

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	39	77%	62%	Above (non-sig)	80%	-3	Not applicable	Not applicable
2025	18	89%	63%	Above (sig+)	81%	8	Positive gap	-
2024	11	64%	62%	Close to average (non-sig)	80%	-16	Widening	-
2023	10	70%	60%	Close to average (non-sig)	78%	-8	Not available	-

Disadvantaged pupils - Writing expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	39	64%	59%	Close to average (non-sig)	78%	-14	Not applicable	Not applicable

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2025	18	67%	59%	Close to average (non-sig)	78%	-12	Widening	-
2024	11	73%	58%	Above (non-sig)	78%	-5	Narrowing	-
2023	10	50%	58%	Close to average (non-sig)	77%	-27	Not available	-

Disadvantaged pupils - Mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	39	64%	60%	Close to average (non-sig)	80%	-16	Not applicable	Not applicable

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2025	18	67%	61%	Close to average (non-sig)	80%	-14	Widening	-
2024	11	73%	59%	Above (non-sig)	79%	-7	Narrowing	-
2023	10	50%	59%	Close to average (non-sig)	79%	-29	Not available	-

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The data demonstrates that our disadvantaged children make good progress and our school disadvantaged is higher than national disadvantaged in Reading, Writing and Maths, some significantly above.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The

data demonstrated that our Forest School makes a huge difference to the wellbeing of ALL pupils, and especially those with SEND or those who are disadvantaged. Our FSM attendance is close to the national average.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2027/28, as stated in the Intended Outcomes section above.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.