

Pupil premium strategy statement

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

Detail	Data
School name	St Nicholas C of E Primary
Number of pupils in school 2025	413
Proportion (%) of pupil premium eligible pupils	8.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans recommended)	September 2024 to July 2027 Last update December 2023
Date this statement was published	December 2025
Date on which it will be reviewed	Annually – December 2026
Statement authorised by	Amy Mitro Headteacher
Pupil premium lead	Amy Mitro Headteacher
Governor lead	Aimee Poote

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2025 to 2026	£49,607
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£11,629
Total budget for this academic year	£61, 236

Part A: Pupil premium strategy plan

Statement of intent 2024- 2027

- To provide a safe and secure environment, where education is valued and there is a belief in abilities and potential of all to meet high expectations.
- To ensure that PP children make at least positive progress across the curriculum, achieving well irrespective of background or challenges and barriers faced to become aspirational learners. This includes seeing positive progress for those already achieving well.
- Quality first teaching and learning, as outlined by the EEF Guide to Pupil Premium, is at the core of our strategy to support disadvantaged students by promoting high expectations for teaching and learning. At St Nicholas C of E Primary, we work hard to ensure that teachers are secure in their subject knowledge and therefore provide all children with the best opportunities for each subject. This is proven to have the greatest impact on closing the attainment gap between disadvantaged and non-disadvantaged learners.
- We also understand the importance of supporting pupils through direct and targeted intervention to ensure that any gaps in key academic learning are addressed. Structured learning intervention enables accelerated progress for pupil premium children to close the attainment gap particularly in core areas of Reading, Writing, Spelling / Phonics and Maths. This supports and supplements our quality first approach to teaching and learning
- To support children's health and wellbeing to allow them to flourish by further development of systems that support our very good understanding of individual pupils within our setting, ensuring clarity of awareness regarding challenges and barriers faced by vulnerable pupils and their families, for example those on the Early Help pathway, with a social worker, are Young Carers or have family members with additional needs, are looked after or post looked after. This statement of intent outlines support for these wider needs, which extends beyond those who are disadvantaged.
- In addition to the high-quality teaching and learning, we recognise the importance of providing timely and appropriate intervention to support pupils in their social, emotional and mental health development. We aim to build their emotional resilience and equip all pupils with the strategies to manage their emotional well-being needs, so that they are settled; emotional barriers are reduced and individuals show a readiness to learn when in school. To ensure that all children demonstrate highly positive attitudes, commitment and resilience to learning and life.
- To ensure that all staff recognise their responsibilities to support, monitor and adapt as necessary.
- Leaders are informed and updated of family situations, academic attainment and progress data, which includes teacher assessment and outcomes of targeted support.

The plan has the flexibility to be adaptable in response to the changing needs of our school community. To make certain that this strategy remains effective we will:

- Ensure that disadvantaged pupils are challenged within their learning and that high expectations are made of them in the work they are set.
- Ensure that disadvantaged pupils remain high profile and that all staff are fully committed to striving for the best outcomes for this group
- Further develop knowledge and skills to ensure all staff are responsible for the attainment and progress of disadvantaged pupils, and this group remains high profile during the pupil progress cycle
- Ensure any interventions is timely and appropriate, and has a clear impact focus regarding learning outcomes and time frame
- Monitor the effectiveness of strategies at regular points and adapt as necessary

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils for our current 3-year plan.

Challenge number	Detail of challenge
1	Assessment data, observations and informed teacher assessment shows that many disadvantaged students attain lower than non-disadvantaged pupils in RWM combined, across the school.. Addressing this gap remains a primary focus for our strategy.
2	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, particularly around managing feelings, showing emotional resilience and dealing with anxieties. These challenges particularly affect disadvantaged pupils, including having an impact on their attainment. Teacher referrals for SEMH and well-being support have increased. There has been an increased need for whole class support for wellbeing as well as demand for targeted intervention with a well-being focus, including external counsellors.
3	Attendance data has shown that attendance among the majority of disadvantaged students is markedly lower than non-disadvantaged students. Current attendance data shows clear issues around attendance for a significant number of disadvantaged pupils. Whilst there are additional factors to be considered, assessment data and observations indicate that this has negatively impacted on pupil progress for the vulnerable group.
4	Our discussions with families show that the socio-economic challenges faced by them, limits access to educational resources and enrichment opportunities. This can sometimes affect the expectations and aspirations for disadvantaged children within their families and communities. However, St Nicholas C of E Primary School has high aspirations for all children, regardless of their background, and works to inspire ambition and achievement for every pupil.

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
To ensure all children are challenged and provided with opportunities to develop skills resulting in more achieving EXS+ progress with a key and sustained focus on progress of PP children from their starting points.	<ul style="list-style-type: none"> • Staff coaching and instruction to further develop quality first teaching and learning provision with support from SLT and subject leads/ champions • Staff share and evaluate progress regularly – next steps identified and implemented including interventions so data shows PP pupils making expected

	<p>progress at least</p> <ul style="list-style-type: none"> • Discussion in pupil progress meetings supports high expectations and aspiration for all pupils including PP children • Work scrutiny and other monitoring indicates PP children are making good progress, comparisons with non-PP work/books
To improve attainment for disadvantaged pupils in reading and especially in maths and writing to close gaps in end of KS2 data	<ul style="list-style-type: none"> • Development of quality first teaching alongside adaptive teaching and appropriate training to improve staff knowledge and skills to support accelerated pupil progress for disadvantaged pupils
PP – monitor, support behaviour and attitudes to learning – including those with additional or complex need	<ul style="list-style-type: none"> • Rigorous monitoring of CPOMS and other school systems to ensure timely and appropriate intervention, in close partnership with SENCo for those with additional needs • Working in partnership with parents to address needs and issues as identified
Work with parents to improve attendance for all pupils in particular disadvantaged pupils.	<ul style="list-style-type: none"> • Where there are persistent absence/attendance concerns, parents engage with school through regular meetings (including Attendance Action Plans, pre-EH or Early Help processes). Key children who are both pupil premium and persistent absentees will be offered an Attendance Action Plan, where parents engage in a supportive process of improving their child's attendance. Attendance strategies are led by our AHT
PP children to be encouraged and supported to participate in wider school curriculum and additional enrichment activities.	<ul style="list-style-type: none"> • PP children given 50% towards the costs of an extra-curricular club and music tuition. • Monitoring clubs for PP uptake, pupil voice led by PP lead
To continue to support social and emotional need within whole school approach to mental health and well being	<ul style="list-style-type: none"> • Thrive training across the whole school • Thrive practitioner • Children's wellbeing monitoring in progress meetings and pupil voice questionnaires • Monitoring CPOMS regularly and responding in timely and appropriate manner • Continued focus on wellbeing through weekly assemblies, wellbeing journals as morning work, focus on check ins, worry boxed, use of emotion coaching and other school wide strategies to support wellbeing. • Continued development of role of Wellbeing pupil ambassadors

Activity in this academic year 2024 to 2025

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 from PP funding:

£

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

Budgeted cost from PP funding: £26,259

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group interventions for learning	<p>There is strong evidence that where teaching assistants are deployed to deliver targeted evidenced-based interventions, the attainment gap is narrowed. Our observations and assessment data also indicate that these interventions have a positive impact for our disadvantaged children's academic progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	1, 2 & 4

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

Budgeted cost from PP funding: £34,977

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enrichment opportunities</p> <p>School support/ contribute to costs of enrichment and extra curricula activities for individual PP children who request this. Aspects covered include: Music tuition, dance & sports clubs and swimming</p>	<p>Support for readiness and self-motivation for learning – access to further rich activities to support - for example, music lessons, some access to after school activities/ clubs, Young Voices, residential etc.</p> <p>Children are provided with opportunities which they may not otherwise have access to. Evidence suggests that this leads to increased levels of confidence and engagement in the classroom.</p>	1,2 & 4

<p>Counselling Professional 1:1 counselling once per week for 30 minutes for identified individuals in need of targeted support</p>	<p>To nurture resilience, independence, self-motivation and perseverance skills and understanding of feelings. This has a positive impact for pupil premium children, enabling them to effectively process their emotions and therefore demonstrate a readiness for learning in the classroom.</p>	<p>2,3 & 4</p>
<p>Embedding principles of Thrive approach</p>	<p>Schools implementing Thrive have observed benefits such as fewer classroom disruptions, reduced exclusions, and improved academic results. Ofsted have noted that schools using Thrive manage behaviour more effectively, particularly through early intervention, resulting in pupils becoming more open to learning.</p>	<p>1,3</p>

Total budgeted cost: (£26,259 + £34,977 = £61,236)

Part B: Review of outcomes in the previous academic year 2024 to 2025

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

EYFS

The data indicates that disadvantaged pupils in EYFS made steady progress, with most working within expected developmental ranges by the end of the year. However, fewer disadvantaged pupils achieved Level of Development compared with their peers, particularly in language, communication and early literacy. This highlights the continued need for high-quality talk, vocabulary enrichment and early reading support. Strengthening adult–child interaction, embedding consistent language scaffolds and ensuring early intervention remain key priorities for closing the gap as pupils enter Year 1.

Key Stage 1

In Key Stage 1, disadvantaged pupils generally maintaining expected standards across reading, writing and maths, but the gap to non-PP pupils widens in writing and in the proportion achieving greater depth. The data suggests that disadvantaged pupils benefited from structured routines and guided practice but require more sustained opportunities to develop independence, stamina and secure basic skills. Continued focus on phonics application, sentence construction and number fluency—matched with high-quality adaptive teaching—will help ensure these pupils keep pace with the curriculum as expectations rise in KS2.

Key Stage 2

Across Key Stage 2, most disadvantaged pupils are working at expected standards, but the gap in higher attainment remains the most significant barrier to improved outcomes. While progress was broadly positive, fewer PP pupils converted secure understanding into deeper mastery, especially in maths and reading comprehension. This indicates a need to strengthen reasoning, problem-solving and the use of metacognitive strategies. Targeted intervention, consistent feedback routines and better development of pupils' confidence and independence will be essential for raising attainment, particularly for those who are just below or borderline expected.

This year we have strengthened our pastoral offer through the continued use of counselling provision and the Thrive approach. Counselling has provided structured, individual support for pupils experiencing emotional or social difficulties, helping them to regulate, build confidence and re-engage with learning. Alongside this, Thrive has enabled staff to identify underlying needs more accurately and respond with targeted strategies within the classroom. Together, these approaches have supported improved behaviour, stronger relationships and better readiness to learn, particularly for vulnerable and disadvantaged pupils.

We continued to use a portion of our Pupil Premium funding to support access to music tuition and extracurricular opportunities for eligible pupils. For some children, these experiences have had a significant impact on their confidence, motivation and sense of belonging in school. Music lessons, clubs and wider enrichment activities provide structured opportunities to develop resilience, teamwork and self-expression, helping pupils engage more positively with school life.

