

Pupil premium strategy statement – 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.

School Overview

Detail	Data
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 – 2026
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	<i>Rebecca Woods</i> , Headteacher
Pupil premium lead	<i>Claire Boyd</i> , Deputy headteacher
Governor / Trustee lead	<i>Cath Creed</i> lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,225
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year.</i>	£22,225

Part A: Pupil premium strategy plan

Statement of intent

At St. Nicholas, our mission is to ensure that every pupil, whatever their background or the challenges they face, makes excellent progress and achieves excellence across all areas of learning. The core purpose of our Pupil Premium strategy is to deliver focused support that enables disadvantaged pupils, including those who are already high achievers, to reach their full potential.

We recognise the unique challenges experienced by vulnerable pupils, such as those supported by a social worker, young carers, or children with social and emotional needs. The actions outlined in this statement are designed to meet the needs of all pupils, not only those identified as disadvantaged.

High-quality teaching forms the foundation of our approach here at St. Nicholas. Targeted support is directed where it can have the greatest impact, particularly in areas where disadvantaged pupils may require additional support through quality first teaching and precision teaching intervention. Our evidence-informed strategy aims to narrow the attainment gap between disadvantaged and non-disadvantaged pupils, while at the same time enhancing outcomes across the entire school.

Our commitment extends beyond academic achievement to the overall well-being and personal development of every child. For the 6% of pupils eligible for Pupil Premium, we have placed particular emphasis on supporting mental health and emotional well-being, recognising these as essential for both academic progress and holistic growth.

This year, our principal investment of Pupil Premium funding is in the role of a Parent Support Adviser (PSA). The PSA works closely with pupils and their families to strengthen connections between home and school, providing consistent guidance and care. This initiative aligns with our Church of England vision of “Belonging, Believing and Becoming,” reflecting our dedication to nurturing a community built on compassion, respect, and shared Christian values.

Our approach is informed by assessment rather than assumptions. It is flexible to address both common barriers and individual needs. The strategies we employ work in unison to help pupils thrive. To ensure our approach remains effective, we will:

- Provide challenging and engaging learning opportunities that promote growth for disadvantaged pupils.
- Act swiftly to identify and address emerging needs through timely intervention.
- Embed a whole-school culture where every member of staff upholds high expectations and plays an active role in improving outcomes for disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Many pupils eligible for Pupil Premium experience significant social and emotional difficulties, which can hinder concentration, resilience, and overall academic progress.
2	A number of disadvantaged pupils also have additional learning needs and are on the SEND register, including those with Education, Health and Care Plans (EHCPs) for Autism Spectrum Condition (ASC) and ADHD. These pupils often require tailored support to access the curriculum confidently, and their social and emotional well-being can be affected, influencing their engagement in learning.
3	The lasting effects of the COVID-19 pandemic have created gaps in early learning, particularly in phonics and early mathematics. This has been especially noticeable among pupils eligible for Pupil Premium, impacting their attainment in reading, writing, and maths.
4	Pupils in Reception and Key Stage 1 who are eligible for Pupil Premium often enter school with lower oral language and vocabulary skills than their peers. This delay continues to affect progress in reading and writing in later years.
5	Some families of disadvantaged pupils experience complex social, emotional, and mental health needs, which can affect pupils' attendance, focus, and readiness to learn.

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
Early identification and targeted intervention for disadvantaged pupils at risk of falling behind, particularly in phonics and early mathematics.	<ul style="list-style-type: none">• Timely Identification:<ul style="list-style-type: none">• Assessment systems identify any disadvantaged pupils at risk of underachievement at the earliest stage.• Progress and Attainment:<ul style="list-style-type: none">• Data shows disadvantaged pupils make accelerated progress, closing the attainment gap with their peers.• Parental Engagement:

	<ul style="list-style-type: none"> • Parents are actively involved in intervention needs, initial concern statements, SEND plans and provide positive feedback on their child's progress. <p>Collaborative Practice:</p> <ul style="list-style-type: none"> • Staff use assessment outcomes, key knowledge and vocabulary documents to adapt teaching approaches and interventions to meet pupils' evolving needs. <p>Monitoring and Evaluation:</p> <ul style="list-style-type: none"> • Regular reviews indicate a reduction in the number of disadvantaged pupils requiring intensive support in core subjects. • SENDCo and Assessment Lead identify children for intervention and assess impact on a regular basis.
Enhanced mental health and emotional well-being for all pupils, including those eligible for Pupil Premium.	<p>Pupil Voice:</p> <ul style="list-style-type: none"> • Pupils report feeling safe, supported, and valued through surveys. <p>Staff Observations:</p> <ul style="list-style-type: none"> • Teachers observe improved engagement, behaviour, and classroom participation. <p>Attendance and Readiness to Learn:</p> <ul style="list-style-type: none"> • Attendance rates improve for disadvantaged pupils, indicating better emotional well-being and school engagement. <p>Parent Feedback:</p> <ul style="list-style-type: none"> • Parents report noticeable improvements in their child's confidence and emotional regulation. <p>Intervention Outcomes:</p> <ul style="list-style-type: none"> • Reduced referrals for external mental health support, as in-school interventions successfully meet pupils' needs with our PSA and our Mental Health Support Team.
Increased resilience, confidence, and sense of belonging among all pupils, in line with our school vision of "Belonging, Believing, Becoming."	<p>Pupil Reflection:</p> <ul style="list-style-type: none"> • Pupils can recognise and celebrate their own strengths and achievements. <p>Behavioural Indicators:</p> <ul style="list-style-type: none"> • Increased perseverance, problem-solving, and positive responses to feedback are evident in class. <p>Peer Relationships:</p> <ul style="list-style-type: none"> • Pupils demonstrate respect, encouragement, and collaboration with peers. <p>Participation:</p> <ul style="list-style-type: none"> • Greater engagement in enrichment and extracurricular opportunities that promote confidence and teamwork.

	Monitoring: <ul style="list-style-type: none"> Regular reviews show sustained improvement in pupils' attitudes to learning and personal development, particularly among disadvantaged pupils.
Improved oral language and vocabulary development across EYFS and Key Stage 1, supporting sustained progress in reading and writing.	<ul style="list-style-type: none"> Assessment Outcomes: <ul style="list-style-type: none"> Disadvantaged pupils demonstrate measurable gains in oral language skills through phonics checks, speech and language assessments, and teacher observations. Classroom Participation: <ul style="list-style-type: none"> Pupils use a broader vocabulary with increased confidence in discussions, questioning, and responses. Writing Development: <ul style="list-style-type: none"> Written work shows enhanced vocabulary and more letter formation and developed sentence construction. Intervention Impact: <ul style="list-style-type: none"> Pupils involved in language enrichment activities meet or exceed individual progress targets, as evidenced through tracking and reviews.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1,614

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sustained, high-quality professional development in early mathematics and phonics, led by our in-house Maths Mastery Specialist and Early Reading Lead.	<p>The <i>EEF Effective Professional Development</i> guidance highlights that impactful CPD is sustained, subject-specific, and closely aligned to school priorities. Embedding professional learning in day-to-day practice—through coaching, co-planning, lesson study, and structured follow-up—has been shown to improve teaching quality over time.</p> <p>The <i>DfE Stronger Foundations</i> documents emphasises that developing staff expertise</p>	4,5

	through ongoing, evidence-informed CPD builds a consistent, high-quality teaching culture, which is particularly beneficial in schools with smaller numbers of disadvantaged pupils, where every teacher's impact is critical.	
Use of high-quality diagnostic and standardised assessment tools (e.g. NFER) to identify learning gaps and inform responsive teaching.	<p>The <i>EEF Assessment and Feedback Guidance</i> identifies diagnostic assessment as a key lever for improving pupil progress. It supports precise identification of misconceptions, enabling teachers to adapt instruction and provide targeted support.</p> <p>Regular use of standardised assessments strengthens teacher confidence in data-driven decision-making and promotes equity by ensuring that disadvantaged pupils' learning needs are promptly addressed.</p>	2, 3, 5
Targeted, data-informed small group and one-to-one interventions to address both academic and social-emotional needs.	<p>The <i>EEF Teaching and Learning Toolkit</i> reports that small group tuition and structured one-to-one interventions can add up to +4 and +5 months' progress respectively, when based on accurate assessment and delivered by well-trained staff.</p> <p>Embedding CPD that develops staff skill in intervention design, delivery, and monitoring ensures these approaches are consistent, evidence-based, and sustainable.</p> <p>The <i>DfE Stronger Foundations</i> framework also highlights the importance of integrating academic and pastoral support to remove barriers to learning for disadvantaged pupils.</p>	1, 3, 5
Embedding metacognitive and self-regulated learning approaches across the curriculum through a consistent teaching and learning framework.	<p>According to the <i>EEF Metacognition and Self-Regulated Learning Guidance</i>, explicitly teaching pupils how to plan, monitor, and evaluate their learning can lead to an average of +7 months' additional progress. This year we are focusing on the development and teaching of the Zones of Regulation to support pupils.</p> <p>CPD that develops teacher expertise in modelling metacognitive strategies and providing structured opportunities for reflection helps build pupils' independence</p>	1, 2, 3, 4, 5

	<p>and confidence, ensuring consistent pedagogy across subjects and year groups.</p> <p>This aligns with the <i>EEF Effective Professional Development</i> guidance, which recommends iterative, practice-based professional learning that fosters sustained improvement in teaching quality.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £1,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted 1:1 and small group support offered to pupils by class teacher and teaching assistant.	The EEF's Teaching and Learning Toolkit indicates that one-to-one tuition can lead to an average of 5 months' additional progress when delivered effectively. Small group tuition also shows positive effects, particularly when tailored to pupils' specific needs.	1, 2, 3, 4, 5
Specialist support for disadvantaged pupils who have SEND through work with Lorraine Chester (inclusion consultant)	The EEF's guidance on Special Educational Needs in Mainstream Schools emphasises the importance of high-quality teaching and targeted support for pupils with SEND. Specialist interventions, when aligned with classroom teaching, can significantly enhance progress for these pupils.	1, 2, 3, 5

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

Budgeted cost: £18,911

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent Support Adviser (PSA) provision for disadvantaged pupils and families.	The Education Endowment Foundation (EEF) highlights that addressing social and emotional development is crucial for improving academic outcomes. Providing	1,3,5

	targeted support through a PSA can help mitigate barriers to learning by engaging with families and supporting pupils' wellbeing.	
Subsidised access to extracurricular activities, including clubs, trips, and music lessons for disadvantaged pupils.	Research indicates that participation in high-quality extracurricular activities can positively impact student achievement, particularly when these activities focus on building confidence, social skills, and engagement with learning.	1,2,3,4,5

Total budgeted cost: £22,225

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During the 2024/25 academic year, we conducted a thorough analysis of the performance of our disadvantaged pupils, drawing on Key Stage 1 and 2 results, phonics checks, and internal assessments. This analysis highlighted several key successes and informed our strategic priorities for the upcoming academic year:

- 1. Targeted Academic Support and Recovery Premium Impact**
 - Pupils eligible for Pupil Premium made significant progress, with end-of-year assessments showing that the proportion of PP pupils meeting age-related expectations matched or exceeded that of non-PP peers.
 - Rapid progress was driven by precise identification of learning gaps, high-quality teaching, and regular monitoring of pupil outcomes.
- 2. Attendance and Engagement Strategies**
 - Targeted attendance interventions were implemented for pupils below 97%, including close communication with families, personalised support, and tailored strategies to overcome barriers to attendance.
 - These strategies improved attendance for many pupils, ensuring more consistent access to learning and reducing potential long-term disadvantage.
- 3. Enrichment and Wider Development Opportunities**
 - The school subsidised access to clubs, trips, and music lessons, ensuring that disadvantaged pupils could benefit from the same enrichment opportunities as their peers.
 - Feedback from pupils and parents indicated these experiences enhanced engagement, motivation, confidence, and a sense of belonging within the school community.
- 4. Holistic Support and PSA Involvement**
 - Parent Support Adviser (PSA) involvement continued to be a critical factor in supporting pupils' emotional wellbeing, social development, and family engagement.
 - Early interventions and pastoral support ensured that disadvantaged pupils were supported both academically and personally, enabling them to thrive.

Priorities for 2025/26

Building on the successes of 2024/25, our Pupil Premium strategy for the new academic year will maintain effective approaches while introducing additional evidence-informed initiatives:

- 1. Enhanced Diagnostic Assessment and Data-Driven Interventions**
 - Expand the use of high-quality diagnostic tools (e.g., NFER assessments, phonics trackers) to identify gaps early and plan personalised interventions.
 - Increase teacher CPD focused on interpreting assessment data to inform adaptive teaching strategies.

2. Targeted Support for Vulnerable Pupils

- Extend interventions to support pupils with SEND, young carers, and those with social and emotional needs, ensuring that provision is tailored and inclusive.
- Introduce structured metacognition and self-regulated learning strategies to develop pupils' independent learning skills, resilience, and confidence.

3. Attendance, Wellbeing, and Mental Health

- Continue to monitor and support attendance, with proactive strategies to address underlying social or emotional barriers.
- Provide additional wellbeing initiatives, including small group sessions and mentoring, to support pupils' mental health and readiness to learn.

4. Equitable Access to Enrichment

- Maintain and expand subsidised opportunities in extracurricular activities, leadership roles, and cultural experiences.
- Track engagement and impact to ensure these experiences contribute meaningfully to pupils' confidence, social skills, and motivation.

5. Strengthening Family and Community Engagement

- Build stronger home-school partnerships through PSA support, parent workshops, and regular communication.
- Equip families with strategies to support learning and emotional wellbeing at home, particularly for disadvantaged pupils.

6. Monitoring, Evaluation, and Impact Measurement

- Implement a framework for monitoring the impact of Pupil Premium spending, including academic progress, attendance, wellbeing, and engagement in enrichment.
- Use termly reviews to refine interventions and ensure every pupil receives targeted, evidence-informed support.

The strategic use of Pupil Premium and Recovery Premium funding in 2024/25 demonstrated measurable positive outcomes in attainment, attendance, and wellbeing for disadvantaged pupils. For 2025/26, our strategy will continue to build on these successes while enhancing early identification, diagnostic assessment, metacognitive strategies, and holistic support. By combining targeted academic interventions, pastoral support, and enriched learning opportunities, we aim to ensure that all disadvantaged pupils are equipped with the skills, confidence, and resilience to achieve their full potential.