



St Nicolas CE Primary Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery).

School overview

Detail	Data
School name	St Nicolas C of E Primary School
Number of pupils in school	109
Proportion (%) of pupil premium eligible pupils	9 (9%)
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	Jan 2026
Date on which it will be reviewed	Jan 2027
Statement authorised by	Mrs C Gardiner (Head of School)
Pupil premium lead	Mrs C Gardiner
Governor/SMC lead	Ian Thompson

Funding overview

Detail	Amount
Pupil premium funding this academic year	£11,840
Service premium	£780

Pupil premium LAC	£2,570
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Part A: Pupil premium strategy plan

Statement of intent

Ultimate objectives

We at St Nic's recognise through our internal assessments and monitoring, that some children in receipt of pupil premium funding in KS2, have achieved lower than their peers in the last twelve months. It is our intention that all pupils, irrespective of their background or the challenges they face, make good progress relevant to their starting points in all subjects. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already achieving well.

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, as we believe for these children to make progress; it is not just about supporting them academically, but their wider well-being and experiences.

In addition to high quality teaching, carefully planned intervention and support groups will support pupils in narrowing gaps in their learning. The intended outcomes of these is that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Through careful monitoring, we will also respond to low levels and persistent absences to ensure that all pupils have access to consistent and regular schooling. We will put in place support for children to access school such as support to mental health services or wraparound care.

We adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve through staff appraisal, pupil progress meetings and regular monitoring of data. All staff have a responsibility to support all children's mental health and wellbeing and ensure that they have enriching experiences in the wider curriculum.

To protect and improve the lives of all children in our school, especially the vulnerable. We aim to increase aspirations and promote children's physical and mental health. This will help to diminish the gap between the attendance of Pupil Premium and non Pupil Premium pupils.

Challenges

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

Challenge number	Detail of challenge
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1	Attendance levels of those children in receipt of pupil premium are lower than the non-pupil premium children in the school by around 5%. Persistent absence is also more prevalent.
2	Some of our disadvantaged children in KS2 are working below the level expected in comparison to their peers. December 2025 data shows- EYFS- All Pupil Premium children working at the expected standard. Year 1- 100% Pupil premium children working at the expected standard. Year 2- 100% PP children 1/1 working at the expected target Year 3- No PP Year 4- 100% 3/ 3 children working at the expected standard. Year 5- 0/2 children working at the expected standard. Year 6 - 50% 1/2 children working at expected standard
3	We aim to provide access to support for pupil and staff wellbeing and mental health support across the whole school. This includes Emotion coaching support.
4	Our disadvantaged children typically have had fewer experiences outside of school given the cost of living crisis and availability of resources. This has had an impact on their cultural capital.
5	Some of our disadvantaged families struggle with providing uniform, wraparound care and paying for trips and residential.

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
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<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. (Challenge 3)</p>	<p>Whole school focuses on mental health evident through PSHE lessons and assemblies. Pupils are in school and feel safe and ready to learn.</p> <p>Teachers attended Emotion coaching training during the INSET day and this has been fed back to support staff.</p> <p>Children feel supported and positive within the school context.</p> <p>Children are given the opportunity to explore their emotions and build and strengthen social relationships with their peers.</p> <p>Children will be identified based upon SEMH needs. Specific social and emotional support for identified disadvantaged individuals e.g. Mindfulness, Friends, motional assessments and interventions.</p> <p>MHST in school to work with groups of children or 1:1 identified as needing extra support on top of the whole class sessions.</p> <p>Pupil premium case studies detail improvements and progress in the development of self-esteem, confidence and resilience.</p>
<p>To close the gap between PP and Non-PP in KS2 (Challenge 2)</p>	<p>A higher percentage of PP pupils achieve outcomes in-line with, or above, national average by the end of KS2 in reading, writing and maths. High quality teaching provision will be in all classrooms for all children. A comprehensive and individualized approach to continual professional and personal development will be in place and all staff will be able to identify their own next steps to ensure quality first teaching is consistently developed and enhanced.</p> <p>PP pupils are receiving interventions to remove barriers to learning where needed. Those identified with SEND have Individualized learning plans to ensure that they have SMART targets which are reviewed regularly with the SENCO and class teacher.</p>

	<p>Pupil progress meetings are held three times a year which will demonstrate the development of strategies to improve progress and outcomes.</p> <p>Children who need to make accelerated progress, receive targeted high-quality intervention which is monitored by class teachers.</p> <p>Case studies reveal any barriers to learning and to address these and put support into place quickly. These are reviewed termly.</p>
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<p>Improved levels of attendance for pupils eligible for Pupil Premium. (challenge 1)</p>	<p>There will be no differential between the attendance of the groups in receipt of pupil premium and those not in receipt (or the gap will have diminished significantly)</p> <p>A comprehensive and progressive approach to supporting attendance (including celebrating strong attendance) will be in place. Attendance will be monitored and those whose attendance is below will get extra support.</p>
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<p>All children within the school will have the opportunity to take part in a wide range of experiences outside of the school curriculum. All children to be able to take part in Trust tournaments (Challenge 4 and 5)</p>	<p>A series of events will be in place ensuring that all children will have the opportunity to take part in a wider curriculum visit outside of the normal school curriculum during each academic year.</p> <p>There are planned visits aligned to the children’s learning throughout the school year.</p> <p>All children will have the opportunity to participate in after school clubs and extracurricular activities.</p> <p>See residential visits, swimming, outdoor education, wildtribe, extra-curricular clubs, cycle track, orienteering, rugby coaches.</p> <p>A focus that all PP children will have the opportunity to represent the school in a Trust sporting event.</p> <p>Access to music tuition within school- Sally Butlin to teach all children how to play an instrument.</p>
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Activity in this academic year
This details how we intend to spend our pupil premium 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
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<p>Use formative and summative assessment effectively to identify what students have, or have not, learnt and so inform and enhance subsequent teaching</p> <p>Use of PiRA, PuMA, No More Marking and STAR reading assessments (part of Accelerated Reader) Training for staff to ensure assessments are interpreted and administered correctly. Optional KS1 SATs to aid in monitoring.</p>	<p>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</p>	<p>2</p>
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<p>Effective deployment of staff, Teaching Assistants to support key children and year groups. Teaching Assistants timetable reevaluated to deliver pastoral groups, positive play at playtime.. Teaching Assistant (18 hours per week) to deliver Forest School sessions from EYFS-Year 6 '</p>	<p>EEF research guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/teaching-assistants 'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.</p>	<p>1, 2, 3, ,4 , 5</p>
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<p>Ensure continued investment and upskilling of staff to deliver quality synthetic phonics programmes. Using RWI consultants and professionals to monitor, coach and support the school including pupil progress meetings specifically in RWI three times a year and a full development day.</p> <p>See Early Reading Audit.</p>	<p>EEF impact report of explicit and systematic teaching of phonics shows high impact for very low cost based on very extensive evidence. Skilled implementation can result in an average impact of the adoption of phonics approaches of approximately 5 months progress over the course of a year.</p>	<p>2</p>
<p>Implement regular (where possible daily) 1:1 reading with children who fall in the lowest 20% of their cohort in reading.</p>	<p>There is a wealth of evidence which highlights the important role fluency plays in pupils' reading development. Pupils must master fluency before being able to comprehend texts effectively. Disadvantaged children are less likely on average to read regularly; therefore, it is important that schools provide ample opportunities for daily reading. On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>https://educationendowmentfoundation.org.uk/news/eefblog-shining-a-spotlight-on-reading-fluency</p>	<p>2, 3,</p>

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<p>To purchase books for all classes to ensure that all children have access to high quality books, promoting a love and interest in reading.</p>	<p>Based on a survey of 44,097 children aged 8-18 in the UK, the National Literacy Trust's Book ownership, literacy engagement and mental wellbeing report shows that the more books a child owns, the more likely they are to do well at school and be happy with their lives. Research by the National Literacy Trust has shown that children who are eligible for free school meals are much less likely to own books of their own. Their study revealed a strong link between young peoples' reading ability and their access to books at home. They conclude that "without access to books of their own children are less likely to have positive experiences of reading, less likely to do well at school and less likely to be engaged in reading in any form."</p>	<p>2,3, 4 , 5</p>
<p>Utilization of Accelerated Reader to increase children's access to a wide range of texts.</p>	<p>EEF summary regarding the efficacy of Accelerated Reader indicates that children offered AR made 3 months additional progress in reading compared to other similar pupils. For pupils eligible for free school meals, the figure was 5 months additional progress (NB EEF research was carried out on year 7 pupils hence ongoing analysis of impact is required for younger year groups)</p>	<p>2, 3, 4</p>

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

Activity	Evidence that supports this	Challenge
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	approach	number(s) addressed
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<p>Complete NELI programme</p> <p>DfE/EEF Nuffield Early Language Intervention (NELI) to provide additional targeted support for oral language</p>	<p>NELI is a Nuffield Foundation initiative and was developed by leading academics in the field of language and literacy development. The aim was to design an evidence-based early intervention programme that could be easily delivered by schools to address children's language needs. Several robust evaluations has led to NELI being the most well evidence early language programme available to schools in England. This means that our youngest children have the best start and any gaps in language are addressed quickly.</p>	<p>2, 3, 4</p>
<p>Adult-led interventions focusing on phonics, reading and comprehension</p> <p>(FreshStart/1:1 RWI Tutoring) for disadvantaged pupils falling behind age-related expectations</p>	<p>Fresh Start- Read Write Inc. Fresh Start is a catch-up and intervention programme with proven results, for 9 to 13-year-olds still learning to read. It teaches pupils to read accurately and fluently with good comprehension, to spell correctly and compose their ideas for writing step-by-step.</p> <p>Project X CODE - substantial and significant gains in sentence reading and in phonics have been made by nearly all pupils over the two-three month period of the intervention." Dr Ros Fisher, Associate Professor, University of Exeter</p>	<p>2, 3, 4, 5</p>
<p>Year 6 SATs small group tutoring/booster programme</p>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</p>	

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.	1, 2, 3, 4, 5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wild Tribe/ outdoor learning experiences for all children every week with Suzie our outdoor lead. 18 hours a week- The children learn to manage risks through use of tools, work together through	There is much evidence to show that taking the curriculum outside can enhance the health and	1,2, 3, 4, 5

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team work challenges, gain appreciation and respect for nature and the impact that humans have on the environment and become more confident with raised self esteem. It offers our learners the opportunity to learn in a different environment, a different set of skills which they are able to transfer in to every day practice.	wellbeing of children, as well as encouraging them to be more active. Research has shown that children with low self esteem and confidence benefit by being outdoors. When planned implemented well learning outside the classroom contributed significantly to raising standards and improving pupils' personal and emotional development. Ofsted 2016	
MHST worker to be in school one morning a week to deliver whole class, small group and 1:1	EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health. https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprov	1, 2, 3, 4, ,5

<p>support to increase better wellbeing and mental health across the school.</p>	<p>ement-planning/3-wider-strategies</p>	
<p>Swimming lessons provided for all children in KS2. (4 years worth of intensive courses)</p>	<p>The benefit of child development more broadly, ensuring that children have access to swimming for motor skill development and essential lifesaving skills, influencing many aspects of a child’s development.</p> <p>https://www.ncbi.nlm.nih.gov/pmc/articles/PMC10453388/</p>	<p>3, 4 , 5</p>
<p>Access to biked so that they can learn to ride alongside their peers</p>	<p>Some of our Pupil premium children did not have access to bikes and could not ride. This has meant that on MAT trips they are at a disadvantage and cannot fully participate in some of the trips. It also means that they do not have access to this as they get older as a cheap and sustainable mode of transport. We are buying bikes (with PTA help) so that all children can learn to ride.</p>	<p>1, 3, 4, 5</p>
<p>Embedding principles of good practice set out in the DfE’s guidance, ‘Working together to improve school attendance’. strategies, including staffing homeschool liaison, learning mentors, Breakfast club, and rewards for good attendance</p>	<p>Dfe Working together to improve school attendance-September 2022.</p> <p>Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children</p> <p>There is an national link between attendance and attainment evident in results each year Evidence demonstrates that a breakfast club and improve performance in school in a variety of ways, including attendance and social relationships</p>	<p>1, 2, 4 ,5</p>

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 2023 to 2024 academic year.

<p>Improved attendance for disadvantaged pupils.</p>	<p>There are attendance systems in place. Meetings with parents to discuss persistent absence and support children’s attendance. Positive relationships with parents regarding persistent absence. The importance of attendance is regularly reported on newsletter.</p> <p>MHST worker to support children whose absence is around anxiety/ school refusal.</p>	<p>Our attendance has improved for our pupil premium children. In 2022-2023 it was 89.1% over the year.</p> <p>In 2023-2024 it was 89.9% over the year.</p>
<p>Widening experiences and extending opportunities.</p>	<p>See residential visits, swimming, outdoor education, wildtribe, extra curricular clubs. (See also outdoor education/PE trust tournaments.)</p> <p>Increase in children’s self esteem/confidence through wild tribe observations. Children’s resilience has increased when faced with a challenging situation.</p>	<p>All Pupil premium children joined in with wild tribe across the year each week.</p> <p>We had all children take part in at least one club in the year and only 2 children did not take part in a trust tournament.</p>

<p>Improve the attainment of PP pupils.</p>	<p>Those pupils who have 'fallen behind' are supported (provision) and tracked. Case studies allow teachers to consider all obstacles to children's attainment.</p>	<p>More PP children are on track this year compared to last year. All children in EYFS and KS1 are on track with only 3 children in KS2 not on track. Of those children 2 have significant SEND.</p>
<p>Ability to access trips, residential and wraparound care</p>	<p>All trips are subsidized and parents supported so that all children have access to a wide variety of experiences both in and out of school.</p>	<p>Wraparound has been subsidised or given for free to support some of our PP children including supporting them to come to school on time. This has increased attendance. Trips are subsidized and we have had a big uptake across the year with all PP children accessing all of the trips and most of the residential. We had 3 children not go on residential, however this was not due to financial reasons.</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
TT Rockstars	Maths Circle Ltd
Talk for Writing	Pie Corbett
NELI	Oxford University Press
Drawing Club	Greg Bottrill
Accelerated Reader	Renaissance
RWI	Oxford University Press

Fresh Start	Oxford University Press
Power Maths	Pearson
SATs Bootcamp	
RWI Spelling programme	Oxford University Press

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The individual children's barriers were identified and appropriate provision was put in place. Case studies were made for these children so that we could monitor any needs that they may need support with.
What was the impact of that spending on service pupil premium eligible pupils?	Service children's attainment increased over the previous year.

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Further information (optional)

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