

Pupil premium strategy statement – St Nicholas Church of England 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	86
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025/26
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	T.Clarke- Head of School
Pupil premium lead	T.Clarke- Head of School L.Rae-Shearing- SENCO
Governor / Trustee lead	Charlotte Little

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,267.67
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£,0
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>	£20,267.67

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium Strategy – Intent and Principles

At St. Nicholas C of E Primary School, our ultimate objective is for disadvantaged pupils to achieve outcomes in line with their peers, make strong progress from their starting points, and develop confidence, resilience, and a love of learning. We are committed to ensuring that disadvantage does not limit aspiration, achievement, or access to the wider life of the school.

Our Pupil Premium strategy focuses on removing barriers to learning through high-quality teaching and targeted support. Consistently strong classroom practice is central to our approach, as it has the greatest impact on narrowing attainment gaps. This is complemented by timely, personalised interventions delivered by skilled staff and aligned with our wider educational recovery plans.

The strategy is responsive to both shared and individual needs, identified through assessment, ongoing monitoring, and termly pupil progress meetings, allowing provision to be adapted to maximise impact.

Key Principles

- High expectations and challenge for all pupils
- Early identification of need and timely intervention
- High-quality teaching as the core strategy
- Targeted, personalised support
- Whole-school responsibility for disadvantaged pupils

This approach ensures disadvantaged pupils are supported to achieve their full potential and thrive both academically and personally.

Challenges

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

Challenge number	Detail of challenge
1	Many vulnerable children belong to more than one category, particularly those with SEMH needs and their families.
2	Underachievement resulting from previous gaps in knowledge in reading, writing, maths, and phonics.

3	Our attendance data shows that disadvantaged pupils often have lower attendance rates than their non-disadvantaged peers.
4	Monitoring of parental support for reading highlights that many disadvantaged pupils receive significantly less encouragement and support than their peers, which in turn has a negative impact on their self-esteem, confidence, and aspirations.
5	Families on low incomes, single-parent families, and those affected by the rising cost of living often find it difficult to afford enrichment opportunities for their children, both in and out of school. As a result, these pupils may have more limited life experiences compared to their peers.

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 secure sustained improvements in the wellbeing (SEMH) of all pupils in our school, with a particular focus on supporting disadvantaged pupils.	- Children's needs are met through a range of targeted strategies and personalised support, enabling them to be ready to learn and make progress. - Pupils are equipped with the tools they need to support and regulate themselves, while adults are well trained and confident in implementing a range of strategies effectively. - Pupil voice surveys show that disadvantaged pupils feel happy, safe, and supported at school.
Ensure that all children make progress through high-quality teaching and targeted interventions that address learning gaps, supporting them to achieve their full potential.	- Disadvantaged children have full access to the curriculum, with any learning gaps promptly identified and addressed to ensure strong progress. - Data demonstrates improvements in attainment and progress in Reading, Writing, and Maths, with disadvantaged pupils achieving good or better progress, leading to a reduction in the gap between PPG and non-PPG pupils.
To achieve and maintain improved attendance for all pupils, with a particular focus on disadvantaged pupils.	- The attendance gap between disadvantaged pupils and their peers is reduced or eliminated. - The number of persistently absent pupils is significantly decreased or eradicated.
Enhanced self-esteem and higher aspirations among disadvantaged pupils.	Increased engagement with reading at home, supported by parents.

	• Parents are informed, involved, and actively support their children's aspirations through school-led engagement. • Pupil discussions reflect improved self-esteem and higher aspirations. • The PSHE curriculum and school worship are used effectively to reinforce these outcomes.
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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: £ 4920.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trauma Perceptive Practice regular refreshers for all staff	Research shows social and emotional learning interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions. They have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Social and emotional learning EEF	1,2,3
National College	All staff have access to this CPD for training for all teaching and learning elements.	1,2,4
Counsellor	Research shows that students with access to counsellors experience improved mental health, reduced stress, and better emotional regulation. Studies also indicate that school counsellors contribute to higher academic achievement, lower absenteeism, and decreased behavioural issues. Furthermore, counsellors provide early intervention for issues like anxiety, depression, and bullying, helping students develop coping skills and resilience.	1,2

Curriculum Subject Knowledge and Moderation	Teachers attend regular CPD led by the Trust and across local cluster hubs to support ongoing enhancement to provision and support.	1,2
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 14,321.42 and included in above section

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support to accelerate progress through interventions.	Research shows teaching assistants can provide a large positive impact on learner outcomes. Teaching Assistant Interventions EEF	2
LSA delivering targeted interventions to individuals and small groups.	LSA interventions targeted at pupils that require additional support helps previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.	1,2,4
Little Wandle Phonics catch up	Delivered by trained LSAs to small target groups for reading and phonics intervention.	1,2,4

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

Budgeted cost: £ 1035.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide free breakfast club to improve attendance for pupil premium pupils	Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year Breakfast clubs found to boost primary pupils' reading writing... EEF	1,2,3
Enable access to extra-curricular/ enrichment activities for disadvantaged pupils	Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging ,physical and emotional	5

	activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. Outdoor adventure learning EEF	
Monitoring attendance, tracking persistent absentees, and liaising with identified families to improve and sustain better attendance	DfE, 2016: 'overall absence had a statistically significant negative link to attainment – i.e. every extra day missed was associated with a lower attainment outcome'. The link between absence and attainment at KS2 and KS4, Academic year 2018/19 - Explore education statistics - GOV.UK	3

Total budgeted cost: £ £20,267.67

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Phonics training has been completed by all staff delivering the programme.

Further support from English Hub this year and joint subject leadership work with Dengie schools.

Trauma Perceptive practice is in place and embedded.

Improvements in several previous persistent absentees which is now ongoing.

More disadvantaged pupils accessed extra- curricular activities throughout the academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
White Rose Maths	White Rose
Times Table Rockstars	Maths Circle Ltd
National College	National College
Literacy Shed and Spelling Shed	Literacy Shed
Kapow	Kapow
Jigsaw and Discover RE	Jigsaw

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.