

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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 CE Primary Academy
Number of pupils in school	197
Proportion (%) of pupil premium eligible pupils	79 (40%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/26 2026/27 2027/28
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Fiona Booth Headteacher
Pupil premium lead	Fiona Booth
Governor / Trustee lead	Michelle Dales

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121,195
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£121,195

Part A: Pupil premium strategy plan

Statement of intent

Our unwavering ambition is that every pupil - regardless of background or the challenges they encounter - makes strong progress and achieves excellence across all areas of learning. Through our Pupil Premium strategy, we are committed to ensuring disadvantaged pupils thrive academically, spiritually and personally, including those who are already high attainers.

Within the love of God, we aim to equip all of our learners with the skills, knowledge, experiences and understanding they need in order to succeed in their next phase of education.

Rooted in the love of God, our mission is to equip all learners with the healthy habits in the: knowledge, skills, experiences, and understanding, they need to flourish in the next stage of their education and beyond. We recognise the unique barriers faced by vulnerable pupils and will work relentlessly to remove obstacles that hinder their learning journey.

The actions outlined in this strategy are designed to meet the needs of all pupils, while prioritising those who are disadvantaged. At the heart of our approach is consistently high-quality teaching - proven to be the most powerful driver of improved outcomes. By focusing on areas where disadvantaged pupils need the greatest support, we aim to close attainment gaps while raising achievement for every learner.

Our intended outcomes reflect a dual commitment: to accelerate progress for disadvantaged pupils and to sustain and enhance attainment for their peers. As the Education Endowment Foundation states, *"Great teaching is the most significant lever schools can use to improve student achievement. The best results for all pupils, especially those from disadvantaged backgrounds, depend on ensuring all teachers deliver high-quality instruction."*

Our approach is evidence-informed, responsive to both common challenges and individual needs, and grounded in robust diagnostic assessment - not assumptions. The strategies we adopt work in harmony to help pupils excel. To ensure maximum impact, we will:

- **Challenge** disadvantaged pupils through ambitious, high-quality learning opportunities.
- **Act early**, intervening swiftly when needs are identified.
- **Embed a whole-school culture** of responsibility and high expectations, where every member of staff champions the success of disadvantaged pupils.

Through these commitments, we aim to create an environment where every child can succeed, regardless of circumstance, and where disadvantage never defines destiny. In all we do, we strive to fulfil our vision: **"Let your light shine."**

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between broadly in-line with that of non-disadvantaged pupils. 13% of disadvantaged pupils have been 'persistently absent' compared to 11.7% of their peers during that period. Our assessments and observations indicate that absenteeism can negatively impact disadvantaged pupils' progress.
2	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities due to the poor socio-economic climate the school community is located in. These challenges particularly affect disadvantaged pupils, including their attainment. 60 (83%) of our disadvantaged children currently require additional support with social and emotional needs, including via a Classroom Strategy Plan or Individual Education Plan.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4	Assessments have shown, both internally and as part of national benchmarks, that our disadvantaged children are performing at a level slightly below the national average in the key areas of Reading, Writing and Maths. This gap is closing year-on-year.

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 achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2025/26 demonstrated by: the overall persistent absence rate for all pupils being no more than 9%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being minimal.

Improved oral language 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.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2025/26 show that more than 64% of disadvantaged pupils met the expected standard. KS2 writing outcomes in 2025/26 show that more than 71% of disadvantaged pupils met the expected standard. KS2 maths outcomes in 2025/26 show that more than 71% of disadvantaged pupils met the expected standard. KS2 combined RWM outcomes show that 64% of disadvantaged pupils met the expected standard.
Improved writing attainment among disadvantaged pupils.	
Improved maths attainment for disadvantaged pupils at the end of KS2.	

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: £6,153

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of updated Read, Write Inc materials and resources. Training for staff to ensure effective knowledge and delivery of RWI (Phonics)	Read Write Inc. Phonics teaches young children to read and write, through a structured and systematic approach to teaching literacy. It is used by more than a quarter of the UK's primary schools. Fresh Start is a catch-up programme for those children that are still learning to read at the end of primary and the start of secondary. The reading materials used in Fresh Start are age-appropriate. The EEF has commissioned two evaluations of RWI phonics and Fresh Start. Initially started in 2019, these evaluations (an effectiveness study and delivery study) were re-started in 2022 with findings to be published in Autumn 2022. Phonics Toolkit Strand Education Endowment Foundation EEF	3,4
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests (NFER) 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	3,4

Embedding dialogic activities across the school curriculum. 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 Toolkit Strand Education Endowment Foundation EEF	2,3,4
Purchase of experience opportunities to enhance the quality of provision for the children and to ensure that learning is more purposeful and memorable.		1,2,3,4

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

Budgeted cost: £114,526

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employing TAs to add value to the work that teachers do.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	3,4
Employing a DSL to guide and support individuals/families and groups of learners with social and	https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,2,3

emotional support.		
Delivery of bespoke interventions, informed by regular ongoing assessment.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	2,4
Purchase of interventions to scaffold and support accelerated progress.	These will be purchased across the academic year in response to the needs of the children as they arise. https://educationendowmentfoundation.org.uk/news/new-research-indicates-disadvantaged-pupils-have-fallen-further-behind-in-maths-as-a-result-of-the-pandemic	2,3,4

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

Budgeted cost: £516

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. NFER research (2015)	1
FSM Milk provision		1,2
Purchase of resources to support our attendance procedures.	https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils	1
Purchase of resources to support children for whom	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	1,2

social and emotional needs are a barrier to progress and achievement.	SEND Code Of Practice 2015 - Local Offer: Page 59 - Schools: Page 91	
---	---	--

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 2025 to 2026 academic year.

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
Active English	LEAD Teaching School Hub
NELI	Oxford Education
Maths on the Move	Discovery Sports
Wellcomm	GL Assessment
Talk Boost	Speech and Language UK

Key Results - 2025-2026						
Assessment	Statistic	Cohort	School Result	National Comparison	National Result	School Percentile Rank
KS2 Reading, Writing & Maths combined	% achieving the expected standard	27	78%	● At or above	63%	85th
KS2 Reading, Writing & Maths combined	% achieving the higher standard	27	4%	■ Below	9%	34th
Multiplication Tables Check (MTC)	% scoring full marks (25/25)	30	70%	⬆ Above (significant)	~ 43%	93rd
Phonics Screening Check	% passing in Year 1	24	83%	● At or above	~ 83%	49th
Early Years Foundation Stage	% achieving a Good Level of Development	25	80%	● At or above	~ 73%	77th