

# Pupil premium strategy statement – St Nicholas C of E Primary School - 2024/25

This statement details our school’s use of pupil premium (and recovery 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	137
Proportion (%) of pupil premium eligible pupils	7% (10 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-27
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Sarah Hilling
Pupil premium lead	Emma Hattrick
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,760
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£17,760

## Part A: Pupil premium strategy plan

### Statement of intent

At St Nicholas Primary School our Christian vision underpins all we do. All members of the school community are committed to upholding our vision and values:

*Laying firm foundations to believe and achieve through our values of*

*Respect, Honesty, Courage and Kindness.*

Through our vision and values, we are committed to ensuring that we provide a safe, stimulating and caring environment where all children can develop and thrive.

At St Nicholas CE Primary School, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from disadvantaged backgrounds may require additional or bespoke support; therefore our strategy aims to use all the resources available to provide equity of opportunity and to provide the right conditions to enable children to grow and flourish.

At St Nicholas we intend to implement quality first teaching, with a focus on inclusive practice to reduce any attainment gap for our disadvantaged pupils and ensure they make good progress. This is proven to be a highly effective strategy for not only supporting disadvantaged pupils but also benefitting the wider class.

When considering the use of Pupil Premium Funding, other vulnerable groups such as children with social workers or looked after children are also considered. We intend to support these groups with the outlined strategies to promote their academic success and emotional wellbeing.

## Challenges

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

Challenge number	Detail of challenge
1	To ensure targeted high-quality provision so that all pupils meet their end of year progress and attainment targets.
2	To overcome disruptions to learning caused by broken weeks of attendance.
3	To overcome the impact of social and emotional needs, self-esteem and low confidence on engagement and participation in the broader school offer which can, in turn, impact on their development and academic attainment
4	To ensure access to enrichment and extra-curricular activities

## 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
High quality teaching and individualised provision results in accelerated progress and improved attainment	Pupils in receipt of pupil premium continue to achieve their full potential in line with their peers
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	The overall absence rate for all pupils being no more than 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced.
Access to social and emotional support e.g. nurture is provided in order to ensure children have the confidence to participate and engage in all aspects of school life	Analysis demonstrates that children in receipt of pupil premium are engaging and participating in all opportunities in line with their peers, and are confident to do so
Extra-Curricular and Enrichment opportunities are equitably offered and financially supported when appropriate	Pupils in receipt of pupil premium funding receive the same access to all opportunities outside of the school core offer and beyond, in line with their peers
Parents and school staff are working closely in partnership, ensuring parents are fully informed about the provision and strategies used to support their child's learning and development	Throughout the school year parents feel fully informed and supported with their child's academic and emotional development Parental engagement is in line with other parents in the school

## 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: £7180

Activity	Evidence that supports this approach	Challenge number (s) addressed

Attendance at local area pupil premium conferences and strategy meetings	Conference notes and pupil premium strategy documentation	1,2,3,4
TKAT pupil premium strategy training and CPD	TKAT pupil premium strategy, School Improvement Plan (based on EEF research)	1,2,3,4
Staff Training and coaching on implementation and monitoring of Sonar	Staff training records. Staff CPD summary, EEF research	1
Staff Training to support the use of interventions	Staff feedback, impact of interventions, EEF Research	1,3
Staff Training in support children with SEMH needs	<a href="https://d2tic4wvo1iusb.cloudfront.net/production/eefguidance-reports/primarysel/EEF_SEL_Summary_of_recommendations_poster.pdf?v=1734449884">https://d2tic4wvo1iusb.cloudfront.net/production/eefguidance-reports/primarysel/EEF_SEL_Summary_of_recommendations_poster.pdf?v=1734449884</a>	2,3

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

Budgeted cost: £ 7020

Activity	Evidence that supports this approach	Challenge number(s) addressed
SALT provision	Early intervention and prevention are crucial to minimising the impact of barriers to learning. <i>TKAT Strategy</i> .	1,2,3
Opportunities to share work and raise self-esteem. To engage and ensure more vulnerable learners feel rewarded in their learning	EEF Research <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	1,2,3
Targeted intervention support	Additional small group support within lessons to secure understanding of key information. Focused questioning allows challenge and assesses progress towards ARE.	3, 4
Pre-learning / overlearning activities to support and prepare children for new learning by familiarising with vocabulary and key skills	Independent advice, EP reports Impact of pre-learning evident in previous units of work and assessments. Child reports that it helps prior to whole-class learning.	1,2,3
ABC 2 Read twice weekly intervention.	ABC 2 Read Report states that 97% of teachers feedback an increase in reading levels and attitude to read. EEF recommends using strategies such as reading aloud, exposure to varied vocabulary and collaborative activities to rehearse thoughts as effective strategies for improving reading and writing.	1,2,3

Dynamo Maths	Research and evidence-based resource to support pupils with dyscalculia and those struggling with maths. <a href="https://dynamomaths.co.uk/validation-andstandardisation/">https://dynamomaths.co.uk/validation-andstandardisation/</a>	1
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3560

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture support in place to provide social and emotional support	EEF: Improving Social and Emotional Learning in Primary Schools	2,3
Offer a wider range of extracurricular enrichment activities	Without the school's support children would not benefit from a rich variety of learning experiences. Practical support is sometimes necessary for children to have the same equipment and resources which adds to this feeling of identity. Children feel a strong sense of belonging and identity in the school. They experience being challenged in a wide range of contexts	2,3,4
Funding school trips and residential	Children feel a strong sense of belonging as they are enabled to have the same experiences as their peers	2,3,4

Admin and payments related to peripatetic music, sport and other extra-curricular opportunities .	Decreasing barriers to attendance of extra-curricular activities. PPG research - EEF <a href="https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium">https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</a>	2,3,4
Admin and payments related to residential and other trips	Equality Act 2010	2,3,4

**Total budgeted cost: £17,760**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Pupil Premium Reading Performance 2023/2024

Attainment of Pupil Premium eligible children – Years 1-6 (7 children)  
Shows Cumulative figures



#### Attainment of Pupil Premium eligible children EYFS (3 children)



#### Year 1 Phonics Screening

1 child in Year 1 was eligible for Pupil Premium. They also have SEN and are classed as doubly disadvantaged. They did not pass the Phonics Screener.

#### Attendance

- Children eligible for Pupil Premium had an average attendance rate of 96%. This is an increase from 90% last year.

### Externally provided programmes

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



Programme	Provider
Dynamo Maths	ABC to Read
Letter Join	