



Pupil premium strategy statement - St Nicholas VA C of E Primary School

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	153
Proportion (%) of pupil premium eligible pupils	3.2%
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)	1 st September 2024 – 31 st August 2027
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Rizelle Crouch
Pupil premium lead	Marietjie Kennett
Governor / Trustee lead	Hannah Draeger

Funding overview

Detail	Amount
Pupil premium funding allocation this year	£10 498
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this financial year	£10 498

Part A: Pupil premium strategy plan
Statement of intent

At St Nicholas VA CoE Primary School, our aim is to provide every child, regardless of background, with the best possible education, underpinned by Christian values. For us, pupil’s education goes beyond the academic to include their development of cultural capital, access to super curricular activities and equality of opportunity. No child should be at a disadvantage. We understand the importance of working in partnership with parents and families to ensure pupils get the best start in life. We seek as a school community, to provide personalised learning, opportunities and targeted support to enable every child to flourish.

Whilst we have very small numbers of pupils in receipt of pupil premium funding, it is important to note that many of our families are increasingly facing hardship due to the current economic climate.

Our approach focuses on ensuring quality first teaching is the starting point for enabling all pupils to succeed, but especially the most disadvantaged. As a small school, staff know all pupils exceptionally well – they know what they excel in and where they need additional support.

Challenges

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

Challenge number	Detail of challenge
1	Baseline assessments indicate that some pupils arrive in school with limited understanding and application of English.
2	Our assessments identify that some pupils lack access to enrichment activities outside of the school day. This includes access to books, toys and games, clubs and visits to places of significance.
3	Since covid, attendance and punctuality has become a problem.
4	Attainment and progress in all subjects remain a challenge for some pupils.

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
Pupils will develop become proficient in the use and application of the English language	Pupils will be observed and monitored using English within their speech and written work.
Pupils will be provided with a wider range of opportunities to develop their cultural capital as part of the school’s super curricular offer.	School tracking will show all groups of pupils having equal access to wider opportunities and clubs.
Attendance for all groups of pupils will be in line with DfE figures. This includes punctuality.	Attendance data will be in line with national figures.
Pupils in receipt of pupil premium funding will achieve in line with their peers in statutory tests and in school- based assessments.	Outcomes in statutory tests will show pupils in receipt of pupil premium funding achieving in line with or better than their peers.

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: £3 478

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all staff can identify gaps in pupils' learning and plan effective support to enable them to catch up and keep up. This could include making adaptations.	https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	1 and 4

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

Budgeted cost: £4 595

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide additional phonics sessions to ensure all pupils keep up with the school's early reading programme	The EEF has published research on the importance of developing strong phonics knowledge to support early reading . The DfE promotes phonics as the way children should learn to read – The Reading Framework provides guidance.	1
Provide one to one tuition for reading and mathematics	The EEF has published research on the impact of one to one tuition showing that all pupils benefit from such intensive support.	1 and 4
Ensure all staff model correct English sentence structure when speaking and writing with pupils	The EEF has published information about the importance of high quality interactions between adults and pupils in developing oracy .	1 and 4

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

Budgeted cost: £2 425

Activity	Evidence that supports this approach	Challenge number(s) addressed
Using <i>Working Together to Improvement Attendance</i> work with parents and pupils to ensure high attendance and punctuality at school.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3