



St Nicholas CE Primary Academy Pupil Premium Strategy

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.

Academy overview

| Detail | Data |
|---|-------------------------|
| Number of pupils in school – at October 2025 | 414 |
| Proportion (%) of pupil premium eligible pupils | 39.37% |
| Academic year/years that our current pupil premium strategy plan covers | 2025 -2028 |
| Date this statement was published | Autumn 2025 |
| Date on which it will be reviewed | Summer 2026 |
| Statement authorised by | Headteacher |
| Pupil premium lead | Christopher Dale |
| Governor / Trustee lead | Lyn Edwards |

Funding overview

| Detail | Amount |
|--|---------------------|
| Pupil premium funding allocation this academic year | £ 230,280.00 |
| 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> | £ 230,280.00 |



Part A: Pupil premium strategy plan

Statement of Intent

Ultimate objectives for disadvantaged pupils

- Ensure disadvantaged pupils at St Nicholas CE Primary Academy achieve at least national expected standards in reading, writing and mathematics and narrow the gap with peers, particularly at KS2 (focused on raising combined RWM and mathematics attainment).
- Ensure disadvantaged children in EYFS make accelerated progress so they enter Year 1 with the language, physical and early literacy/numeracy foundations required to thrive.
- Reduce absence and improve regular, punctual attendance so disadvantaged pupils access high-quality teaching and enrichment consistently.
- Strengthen disadvantaged pupils' cultural capital and widen life experiences so pupils are equipped to be confident, aspirational, and ready for the next stage of their education.

How the strategy works towards those objectives

- The strategy follows the DfE Menu of Approaches (three tiers: High-quality teaching; Targeted academic support; Wider strategies) and uses evidence-informed approaches (primarily Education Endowment Foundation guidance) to prioritise actions with demonstrated impact for disadvantaged pupils [DfE Pupil Premium guidance](#) and linked EEF evidence (see evidence links below).
- Resources (Pupil Premium funding, staff time, external partners) are allocated to maximise impact: first to strengthen universal classroom practice (high-quality teaching, CPD for maths, phonics and adaptive teaching), second to deliver targeted small-group/one-to-one interventions in maths/reading where needed, and third to provide pastoral, attendance and enrichment support that removes barriers to learning.
- Implementation will be tightly monitored: termly pupil-level tracking (assessment and attendance), regular implementation fidelity checks, and planned evaluation (including frequency, intended measures and decision points to continue/modify activity).

Key principles of the strategy

- Evidence-led: choose approaches with a strong or moderate evidence base for impact on disadvantaged pupils (EEF guidance).
- Tiered allocation: prioritise high-quality classroom teaching first, targeted support second, and wider strategies third — aligned to the DfE Menu of Approaches.
- Targeted & proportionate: focus intensive support on pupils with identified gaps (diagnostic assessment), but ensure universal improvements for all.
- Inclusive & SEND-aware: dovetail Pupil Premium work with the school's strong SEND and Inclusion provision (SRP and Inclusion team) so disadvantaged pupils with SEND receive tailored, evidence-based support.
- Measurable & accountable: clear success criteria and monitoring for each activity, with governors and Trust oversight.



- Holistic: combine academic and pastoral strategies (attendance, wellbeing, cultural capital) to remove barriers to learning.

Evidence base *(core sources used in this strategy)*

- DfE Pupil Premium guidance and Menu of Approaches: [DfE: Pupil Premium](#)
- EEF: Effective Professional Development, Teacher Feedback, Small Group Tuition, Attendance interventions rapid evidence assessment, Early Years Evidence Store, Outdoor Adventure / Enrichment research (citations are used in Activity tables below). See specific links in each activity row.

2. Challenges

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

| Challenge Number | Detail of challenge |
|-------------------------|--|
| 1 | Raise KS2 mathematics attainment and Combined RWM for disadvantaged pupils: PP pupils attain lower in maths and combined RWM than non-PP peers (PP combined RWM 42% vs non-PP 60%; PP maths 52% vs non-PP 72%). School data show improvements in 2025 but a clear gap remains. |
| 2 | Improve attendance for disadvantaged pupils and reduce persistent absence: attendance patterns for disadvantaged pupils need strengthening to secure learning continuity (school priority: whole-academy attendance strategy). |
| 3 | Accelerate EYFS outcomes via improved outdoor curriculum and provision: EYFS outdoor provision must better build purposeful activities that accelerate early language, physical and pre-literacy/maths skills. |
| 4 | Close achievement gaps for vulnerable groups including SEND and high-mobility pupils: targeted academic and pastoral support is needed to ensure pupils with SEND and those who move schools frequently sustain progress. |
| 5 | Improve cultural capital and enrichment access for disadvantaged pupils: ensure trips, visitors and extra-curricular opportunities are accessible and linked to curriculum knowledge-building (Ofsted emphasis on cultural capital). |



3. 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 |
|---|--|
| 1. Increased attainment in KS2 maths and Combined RWM for PP pupils | By end of academic year: PP maths expected standard increases from 52% to $\geq 64\%$ (target: halve the gap vs non-PP); PP Combined RWM increases from 42% to $\geq 55\%$. Termly progress measures show accelerated progress for targeted cohorts; multiplication tables mastery (MTC 24+) for PP increases from current 65% to $\geq 80\%$ in targeted cohort. |
| 2. Improved attendance for disadvantaged pupils | Reduce persistent absence (PA) for PP pupils by 50% year-on-year; increase average attendance for PP to within 2 percentage points of non-PP by year end. Fewer unauthorised absences; improved punctuality and participation in after-school clubs. |
| 3. Stronger EYFS outcomes from outdoor provision | EYFS disadvantaged children in EYFS make at least expected progress across prime areas (communication & language, physical development) so the percentage achieving GLD increases for disadvantaged children by at least 10 percentage points compared to baseline. Observational and assessment evidence shows purposeful adult-led outdoor sessions 3+ times per week. |
| 4. Narrowed gaps for vulnerable groups (SEND, high mobility) | Disadvantaged pupils with SEND make progress in line with their peers in school-level progress measures (termly SEND targets met); mobility cohort receives rapid catch-up and maintains progress within expected band within one term of arrival. Fewer SEND/PP pupils below expected by year end. |
| 5. Increased cultural capital and engagement | All PP pupils receive subsidised or funded enrichment (visits, visitors, clubs) mapped to the curriculum; measures of engagement and aspiration (pupil voice, participation rates) rise and at least 90% of PP pupils attend at least one extra-curricular or cultural visit per term. |



4. Activity in This Academic Year

This details how we intend to spend our pupil premium funding this academic year to address the challenges above

Teaching (Tier 1: High-Quality Teaching, CPD, recruitment & retention)

Rationale: high-quality teaching is the highest-leverage, cost-effective approach to closing gaps. Selected CPD and teacher coaching focus on maths pedagogy, adaptive teaching (scaffolding), high-quality feedback and phonics within early years/KS1. Evidence from EEF shows effective professional development, explicit instruction and teacher feedback improve outcomes and that high-quality PD supports disadvantaged pupils (see evidence links).

Budgeted cost: £83,416.80

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Whole-school maths improvement programme: bespoke CPD for teachers (subject leader release time, maths HUB leadership CPD, external maths consultant, lesson modelling, mastery approaches, regular collaborative planning), focused on KS2 and targeted cohorts. | EEF: Small group tuition and mastery approaches support maths attainment; EEF guidance on Effective Professional Development and Teacher Feedback emphasise sustained, school-wide PD, modelling and feedback for teachers to change practice (EEF small group tuition , EEF Effective Professional Development summary and resources , EEF Teacher Feedback guidance). | 1 |
| Coaching and mentoring for early-career and mid-career teachers (instructional coaching cycles, peer observation, modelling). | EEF: Effective PD models (coaching, sustained cycles) produce stronger teacher practice and pupil outcomes (EEF Effective Professional Development). | 1, 4 |
| Review and strengthen phonics and early reading provision (Reception/KS1) — high-quality training for staff and fidelity checks; small-group reading catch-up where required. | EEF: Phonics has a moderate impact for very low cost in early reading; early reading instruction and swift catch-up benefit younger disadvantaged pupils (EEF Phonics summary in Toolkit / Early Years resources). | 1, 3, 4 |
| Implement a school feedback policy aligned to EEF recommendations (timely, actionable feedback; teacher planning for feedback to be used by pupils). | EEF Teacher Feedback guidance: feedback focuses on moving learning forward and is most effective when built on high-quality teaching and formative assessment (EEF Teacher Feedback guidance). | 1, 4 |



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| Strategic TA deployment: train TAs to deliver structured small-group activities and guided practice under teacher direction (including maths and reading). | EEF: Use of TAs to supplement high-quality teaching is effective when TAs are well trained and deployed to support teaching rather than replace it; small group tuition evidence supports TA-led groups when trained (EEF small group tuition , EEF SEND guidance 'Five-a-day' approaches). | 1, 4 |
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Targeted Academic Support (Tier 2: small-group tuition, one-to-one, structured interventions)

Rationale: targeted supports accelerate progress where pupils have identified gaps. Interventions will be closely linked to classroom teaching, use diagnostic assessment, and include high-frequency sessions over sustained periods. EEF indicates small-group tuition typically produces +3–4 months' progress and is cost-effective when matched to need.

Budgeted cost: £48,290.40

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Tutoring Programme / subsidised small-group tutoring for Year 6 maths and targeted Year 5 pupils (1:3 or 1:2 groups) during/after day; tuition linked to classroom methods and overseen by class teachers. | EEF: Small group tuition shows moderate impact (+4 months on average) and is particularly beneficial in primary maths when linked to classroom teaching; evidence from Tutor Trust and Action Tutoring trials supports tutoring benefits for disadvantaged pupils (EEF small group tuition , Tutor Trust evaluation summary). | 1 |
| Structured intervention packages for maths and reading (e.g., targeted catch-up programmes, precision teaching for number facts, guided comprehension groups), delivered 3x weekly over 10–12 weeks with pre/post assessment. | EEF: Small group tuition and reading comprehension/phonics interventions have demonstrated positive impacts when targeted and sustained; diagnostic assessment is critical to target gaps (EEF small group tuition , EEF reading comprehension & phonics resources). | 1, 4 |
| Peer and cross-year tutoring (trained older pupils and Year 6 mentors for fluency and times-tables practice), overseen by staff. | EEF: Peer tutoring can be effective and low cost, particularly for fluency and practice when structured and monitored. See EEF small group and peer tutoring evidence (Toolkit). (EEF small group tuition). | 1 |



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| Targeted SEND interventions (inclusion lead oversight; personalised learning plans; SRP expertise used for mainstream pupils where appropriate) with measurable short-term targets and regular review. | EEF SEND in Mainstream Schools guidance (Five-a-day approaches: scaffolding, explicit instruction, flexible grouping) shows adaptive teaching strategies support SEND pupils and can be highly effective when implemented with PD and leadership oversight (EEF SEND hub). | 4 |
| Short, evidence-based school/holiday booster programme for pupils at risk of falling behind (target PP pupils leaving Year 2 and Year 6), blended academic focus and motivation. | EEF and NTP guidance: Summer/holiday programmes can help reduce learning loss if targeted, high-quality and linked to classroom curriculum; evidence is mixed but promising when well-implemented. (See EEF implementation guidance and small group tuition). | 1, 4 |

Wider Strategies (Tier 3: social/emotional support, attendance, enrichment, breakfast clubs)

Rationale: attendance, wellbeing, and enrichment remove non-academic barriers. EEF attendance review suggests parental communication, targeted responsive approaches and building belonging are promising. For cultural capital and enrichment, EEF/RSA programmes are being trialled; while evidence on direct attainment impact is emerging, enrichment supports motivation, engagement and wider development.

Budgeted cost: £71752.20

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Whole-academy attendance strategy: build holistic understanding of families, personalised communication (attendance letters/nudges), attendance casework, attendance mentoring for PP pupils, termly attendance reviews and reward systems linked to school values. | EEF Attendance Interventions Rapid Evidence Assessment: targeted parental communication and responsive, targeted approaches show promise; EEF themes recommend diagnosis, communicate effectively with families, build belonging and monitor impact (EEF Attendance interventions rapid evidence assessment , EEF blog: Taking a tailored approach to improving attendance). | 2 |
| Early morning breakfast club (targeted places funded for PP pupils) to improve punctuality, readiness to learn and attendance; ensure healthy food and | EEF attendance review found some evidence that targeted meal provision and breakfast provision can help disadvantaged pupils' attendance and | 2, 5 |



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| supervised activities that prepare pupils for learning. | engagement (mixed strength but promising) (EEF Attendance interventions rapid evidence assessment). | |
| Nurture and SEMH provision: expand nurturing interventions and pastoral support (Inclusion team led; access to Family Support Worker, pastoral mentoring, small social skills groups) to support vulnerable and mobile pupils. | EEF/NurtureUK synthesis and Toolkit: social and emotional learning / behaviour interventions can support attitudes to learning and attainment; nurture approaches map to evidence-based components (meta-cognition, SEL, behaviour interventions) (NurtureUK on EEF Toolkit , EEF SEL and behaviour guidance). | 2, 4 |
| Subsidised and curriculum-linked cultural visits and visitors (coastal/environmental trips, water sports, theatre, museum visits) and in-school cultural enrichment (artists, authors, workshops) with pre/post curricular activities to build vocabulary and knowledge. Provide guaranteed funded place for every PP pupil for at least one visit per term. | EEF/RSA cultural learning programme and EEF commentary: evidence base for cultural learning is developing; trials are underway but existing evaluations (e.g., Children's University) show positive small gains when enrichment is linked to curriculum and sustained (EEF: Learning about culture / Cultural learning trials , commentary on cultural capital and evidence). Ofsted guidance emphasises cultural capital in curriculum planning (see cultural capital resources). | 5 |
| Funding for uniform, resources, clubs, music and sports subsidies for PP pupils to remove financial barriers to participation and improve belonging. | EEF and school-led practice: removing financial barriers increases participation in extra-curricular activities which are associated with higher engagement and some evidence of small academic gains when well-implemented (see EEF blogs on enrichment; local research such as Children's University trial) (EEF guest blog: Learning about culture). | 5 |
| Family engagement and workshops (attendance, maths at home, reading together, transition support) — targeted parental communication, practical sessions and signposting to local services. | EEF: Parental communication and targeted parental engagement show promise for attendance and for supporting learning at home (Working with Parents guidance and Attendance review references) (EEF Taking a tailored approach to improving attendance , EEF Working with Parents guidance). | 2, 4 |



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| EYFS outdoor enhancement: planned adult-led outdoor learning sequences, staff CPD from Stronger Practice Hub/EEF Early Years Evidence Store, resources to create purposeful outdoor opportunities (e.g., mark-making stations, maths trails, physical development circuits). | EEF Early Years Evidence Store and Physical Development guidance: outdoor, play and physical development approaches support motor skills, language and can support cognitive development when adult-led and structured; participation multiple times per week improves effectiveness (EEF Early Years Evidence Store , EEF Physical Development evidence). | 3 |
| Monitoring & evaluation: termly impact reviews (attainment, progress, attendance), governor oversight, Trust review and reallocation of funding mid-year if impact is insufficient. | EEF: Implementation guidance advocates monitoring fidelity, evaluating impact and adapting approaches where evidence of insufficient impact is found (EEF A School's Guide to Implementation). | 1,2,3,4,5 |

Total budgeted cost: £230,459.40



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment and Progress of Disadvantaged Pupils

Analysis of outcomes in 2024–25 shows that overall attainment across the school improved in all headline areas, with positive trajectories in reading, maths, and grammar, punctuation and spelling (GPS). These increases occurred against a national backdrop in which average scaled scores remained static compared to 2023, indicating that our improvements were school-driven rather than reflective of national trends.

Across the whole cohort:

- Reading: 77% met the expected standard (up from 75% in 2024).
- Writing: 77% met the expected standard (in line with 2024).
- Maths: 71.4% met the expected standard (up from 62.5%, a significant 8.9% improvement).
- GPS: 70% met the expected standard (up from 55%, a 15% increase).
- Combined RWM: 55.4% met the expected standard (up from 50%).

Average scaled scores remain slightly below national benchmarks:

- Reading: 105 (national 106)
- Maths: 103.5 (national 105)
- GPS: 103 (national 105)

These improvements must be interpreted with caution due to earlier Covid-19 disruption and its varying impact on pupil readiness and learning trajectories.

Performance of Disadvantaged Pupils Compared to Peers

Disadvantaged pupils (55% of cohort) continue to perform below their non-disadvantaged peers, though targeted intervention is beginning to narrow gaps in some subjects. A significant proportion (36%) of disadvantaged pupils are also on the SEND register, which affects overall comparative outcomes.

Performance comparison:

- Combined RWM: 42% (46% removing PKS) vs 60% Non-PP
- Reading: 68% (75%) vs 80% Non-PP
- Writing: 71% (78.5%) vs 80% Non-PP
- Maths: 52% (57%) vs 72% Non-PP

Three disadvantaged pupils assessed as PKS have a notable impact on aggregated percentages; when removed, PP attainment rises between 4–7.5 percentage points in each subject, suggesting that targeted SEND need rather than disadvantage alone drives some of the gap.

Assessment Information and Wider School Indicators

Summative and formative assessment data highlight that disadvantaged pupils generally make steady progress when interventions are closely aligned to need. Book



looks, pupil progress meetings and internal standardisation show improvements in fluency, writing stamina and key mathematical competencies.

However, wider data also indicate additional barriers:

- Persistent absence is disproportionately higher for disadvantaged pupils.
- Behaviour logs show that disadvantaged pupils access more pastoral support due to social and emotional needs.
- A high number of PP pupils also have SEND, creating layered barriers.

Evaluation of Strategy Implementation

What is working well:

- Curriculum-aligned interventions in reading and writing.
- Strengthened phonics, reading fluency and GPS instruction.
- Whole-class approaches to vocabulary, retrieval practice and modelling.

Areas needing further development:

- Maths outcomes for disadvantaged pupils require more intensive and diagnostic intervention.
- Attendance continues to be a significant barrier.
- Dual disadvantage (PP + SEND) demands further specialised support.

Progress Toward Strategic Targets

Based on current data, the school is partially on track to meet the intended outcomes outlined in the Pupil Premium Strategy. Gains in reading, writing and GPS demonstrate that the strategy is having a positive effect; however, maths and combined outcomes show that further refinement is needed.

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 |
|-------------------|---------------------------|
| Reading Plus | DreamBox Learning |
| TTRS / Numbots | Maths Circle Ltd |
| LBQ / Springboard | Learning by Questions Ltd |
| Spelling frame | Spell frame |
| RWI / Ruth Miskin | Ruth Miskin |
| Oxford Owl | Oxford university press |



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|--|------------------|
| ClassDojo (online parental engagement programme) | ClassDojo |
| Testbase | Doublestruck Ltd |

Targeting, Monitoring and Governance

- Targeting: All activities will prioritise disadvantaged pupils, with particular focus on those in Year 6 (to impact KS2 outcomes), children in EYFS (to accelerate early progress), disadvantaged pupils with SEND and high mobility pupils. Intervention selection will be based on diagnostic assessment (termly attainment checks, reading fluency, number facts, teacher assessments).
- Monitoring: Termly data reviews by Senior Leadership Team (SLT) and Pupil Premium Governor, with written impact report each term. Implementation checks: lesson observations for CPD, tutoring session observations, attendance case reviews. Key Performance Indicators (KPIs): PP attainment by subject, progress measures, persistent absence rate for PP pupils, uptake of enrichment and breakfast clubs, GLD rates for disadvantaged EYFS pupils.
- Governance: Pupil Premium Strategy and termly impact reports presented to governors and Trust (Aquila MAT). The Pupil Premium Governor will meet the Inclusion Lead and Headteacher termly to review progress and challenge.

Estimated costs and resource allocation (summary)

- Senior leadership & subject leader time (maths lead release, EYFS lead) — funded from PD/PP allocation.
- CPD and maths consultancy — estimated allocation.
- Tutoring (Subsidised partner or trained TAs) — per pupil funding blocks (target Year 6/5).
- Breakfast club subsidised places for PP pupils.
- Subsidies for trips, clubs and uniform/resources.

Additional TA hours for targeted interventions and nurture support.

Link to DfE Menu of Approaches

This strategy maps all activities into the DfE three-tier Menu of Approaches:

- Tier 1 (High-quality teaching): universal CPD, coaching, phonics, feedback policy, TA deployment.
- Tier 2 (Targeted academic support): small-group tuition, tutoring, targeted interventions, SEND personalised programmes.
- Tier 3 (Wider strategies): attendance work, breakfast club, nurture and SEMH support, cultural capital funding, family engagement.

Key evidence references (hyperlinked)

- DfE Pupil Premium guidance (Menu of Approaches context): [DfE: Pupil Premium](#)
- EEF – Small group tuition (Toolkit summary): [EEF: Small group tuition](#)
- EEF – Effective Professional Development guidance: [EEF: Effective Professional Development](#)



- EEF – Teacher Feedback guidance: [EEF: Teacher Feedback to Improve Pupil Learning](#)
- EEF – Attendance interventions rapid evidence assessment and supporting resources: [EEF: Attendance interventions rapid evidence assessment](#) and [EEF blog on attendance](#)
- EEF – Early Years Evidence Store / Physical Development: [EEF Early Years Evidence Store \(Finding Your Way Around\)](#) and [EEF Physical Development](#)
- EEF – Cultural learning / enrichment commentary & trials: [EEF: Learning about culture and cultural learning trials](#)
- EEF – SEND in Mainstream Schools and Five-a-day approaches: [EEF SEND resources](#)
- Tutor Trust evaluation summary (EEF project page): [EEF: Tutor Trust effectiveness trial](#)
- Nurture/Literature synthesis referencing EEF Toolkit components: [NurtureUK – The EEF Toolkit and Nurture Groups](#)

Further information

The strategy builds on St Nicholas's strengths: outstanding personal development and behaviour, strong inclusion and SRP provision, improving maths teaching and stable teaching team in younger age groups.

- Priorities reflect the school improvement plan: curriculum leadership and resourcing, whole-academy maths and SPaG focus, vulnerable groups and EYFS outdoor enhancement, attendance and cultural capital.
- Implementation will leverage Aquila MAT support and Trust expertise (subject leadership, CPD and governance) and the school's strong community links (coastal opportunities, local partners for outdoor learning and water sports) to deliver the enrichment and curriculum-linked experiences that broaden pupils' cultural capital.