



Pupil Premium Strategy Statement

St Nicholas C.E. Infants' 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	145
Proportion (%) of pupil premium eligible pupils	17.2% (Includes EYPP)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement for each academic year)	2024/2025 – 2025/2026 School is scheduled to move Sept 2026.
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	<i>Amy King, Headteacher</i>
Pupil premium lead	<i>Amy King, Headteacher</i>
Governor / Trustee lead	<i>Sue Jones, Inclusion</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,845 (23 deprivation) £2,630 (1 Post LAC) £2,570 (1 LAC) £350 (1 Service) (October '24 Census)
Pupil premium funding carried forward from previous years	N/A
Total budget for this academic year	£40,395



Part A: Pupil premium strategy plan

Statement of intent

St Nicholas is a place where children's characters, gifts and abilities are enabled to grow. We aim to provide the highest quality education to ensure the best outcomes for every individual child, irrespective of their background or the challenges they face. We passionately believe that happy children make the most successful learners. Children are nurtured, guided and challenged by our staff as we grow together on our journey, *becoming the best we can be.*

Our ultimate aim is for all of our pupils to be ready for the next step of their education journey, ensuring they have the key skills required to enable them to succeed as they begin Key Stage 2. It is critical that every child leaves us as a confident, passionate reader. Alongside our drive to ensure pupils achieve academically attaining at least at the expected level, we endeavour to ensure they leave us living out our values of respect, perseverance, love, forgiveness, friendship, and thankfulness.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Sitting parallel to this, we place a high emphasis on pupils' welfare, supporting their social and emotional needs along with working to identify barriers to learning.

Challenges

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

Challenge number	Detail of challenge
1	On entry, attainment to the EYFS for pupil premium children is typically below the expected level. Given their lower starting points, children require carefully targeted support to enable them to make good progress and to 'keep up' with their peers. Achievement in Phonics for reading is a specific focus, as reading is a key skill required to unlock other learning potential. Of pupils entitled to the pupil premium in Reception (2025), 60% were below for Comprehension & Word Reading.
2	Communication and Language skills are poor amongst many of our pupil premium pupils. Of pupils entitled to the pupil premium in Reception (2025), 80% were below the expected standard on entry for Listening, Attention and Understanding and 60% were below for Speaking. These issues are commonly significant enough for continued speech and language therapy support to be necessary and to continue beyond their years in the EYFS. Referrals to Speech & Language Therapy can take time for pupils to be accepted onto the caseload which further hinders support.
3	Many children struggle with the Personal, Social and Emotional Development, particularly Self Regulation and Managing Self, which can then impact on progress elsewhere. Many children require support with their emotional literacy, e.g. recognising and understanding their emotions, building friendships and appropriate relationships along with developing effective strategies to manage their feelings when things aren't going their way. Of pupils entitled to the pupil premium in Reception (2025), 80% were below the expected standard on entry for Building Relationships and 60% were below for Self Regulation and Managing Self.
4	Attendance and punctuality continues to be an area of concern for many of our pupil premium children. Typically, on average, pupil premium children's attendance is low compared to that of their peers. IDSR states FSM6 attendance is 90.3% which is below in national distribution banding (compared to national at 92.4%). For children entitled to the pupil premium, it is vital they are in school to benefit from the support being offered. They will not achieve if they are not in school to take advantage of the support available to them.



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
Raise attainment in core subjects for pupils in receipt of the PPG to diminish the difference in achievement between them and their peers nationally. Attainment in Phonics and Reading is a high priority. This will be measured each term by the school's assessment tracking and through pupil progress interviews.	PP pupils will achieve the expected standard in the phonics check (Y1) and make accelerated progress in core subjects to keep up and close the gap in attainment between them and their peers.
Improve oral literacy for pupils eligible for the PPG across the school. In the Early Years this will be measured by the attainment and progress made in the prime area of Communication & Language and Literacy and in KS1 this will be measured by the attainment and progress in children's Speaking and Listening. Speech & Language reports will also contribute to assessments.	Pupils eligible for PP will make accelerated progress to ensure that pupils achieve the expected standard in their year group.
Children will develop an understanding of and an ability to manage their own feelings and behaviours. They will know how to interact with their peers and grown-ups. Parents will feel supported in ways to support their children. This will be measured through the outcomes for PSE in EYFS and the QCA Behaviour Assessment.	PP pupils to make accelerated progress with PSE to ensure that they are at expected standard for PSE by the end of the Reception Year (EYFSP assessment point). PP pupils in KS1 will make progress in their QCA Behaviour Assessment and therefore be better prepared for reaching targets in core subjects.
Raise the attendance and punctuality of pupils to help diminish the difference in achievement. This will be measured by the school's attendance data for PP pupils and Non-PP pupils. Implementation of the Five Foundations Principle for Attendance.	Attendance rates will have improved at least in line with National, particularly for PP pupils so that there is less of a difference between them and their peers.



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: embedded

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all staff are implementing the (revised) Reading Framework (July 2023) to support their work in supporting pupils entitled to the pupil premium, including the delivery of Systematic, Synthetic Phonics Programme (Twinkl). (x2 ECTs and staff new to school/a year group) Focus for staff meetings/INSET.	https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy Reading framework outlines the evidence to support this.	1

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

Budgeted cost: **£12,996.98**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Daily read for all pupils entitled to the pupil premium. x1 hour per week x38 weeks x6 classes £4,012.80 (TA hourly rate £17.60) £525.00 ARCh Reading	https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy	1
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Twinkl Phonics code breakers or alternative as required. x1 hour per week x38 weeks x6 classes £4,012.80 (TA hourly rate £17.60)	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:	1

	Phonics Teaching and Learning Toolkit EEF	
Targetted speech & language sessions for specific pupils. 30mins per day x38 weeks (TA hourly rate £17.60) £1,672.00	Spoken &/or Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions Teaching and Learning Toolkit EEF	1, 2
Run appropriate language focused interventions to support pupils at risk. Utilise interventions that are most fitting for age/stage of pupils, e.g. 'WellComm' x3 hours per week TA time x38 weeks x1 hour per week in YR x38 weeks (TA hourly rate £17.60/20.21) £2,006.40 £767.98	EEF Research (June 2018) - Oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately +5 months additional progress over the course of a year. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/oral-language-interventions/ https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention	2

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

Budgeted cost: **£27,329.38**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed principles from DfE 'Improving School Attendance' Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk) to ensure an effective whole school attendance strategy. Cost embedded in Welfare TA role. Breakfast Club places x2 places for 5 days (£5 per session). £1,900	DfE 'Improving School Attendance' Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk) OFSTED Improving Attendance & Punctuality (2013) showed the most effective strategies to include: - Policies, procedures and targets - Rewards & incentives - Providing effective support - Effective monitoring & Planning	4



Puffins Places (afterschool) £1,292 x2 days (£17 per session) 38 weeks	EEF (Nov 216) - 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. https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res/	
ELSA provision for children who have need suited to the intervention. ELSA Supervision £330 per person (x1) 1hr per week x38 weeks (TA hourly rate £20.21) (£767.98) £1,097.98	"There has been consistent feedback from schools across the UK that the introduction of ELSAs has made a significant positive impact on the emotional wellbeing of children and young people and their ability to manage better at school — socially, emotionally and academically." http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/document/s/schoolsnews/2019/elsa%20flyer%20general%202020.pdf	3
Welfare TA employed to work closely with targeted families and children to developing social and emotional wellbeing of pupils. Salary Cost proportion £23,039.40 (30hrs/week)	Improving Social & Emotional Learning in Primary Schools EEF/Early Intervention Foundation Guidance Report (Sept 2019) – SEL has a positive impact on academic attainment, equivalent to +4 months' progress. Efforts to promote SEL may be especially important for children from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf EEF Research (Nov 2018) – Social & Emotional Learning Programmes benefit disadvantaged or low attaining pupils and can have +4 months' impact. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/ Sutton Trust research (2014) shows the classroom climate has moderate evidence of impact on student outcomes. This includes the quality of interaction between teachers and pupils and teacher expectations. It also involves attributing pupils' success to effort rather than ability and valuing resilience to failure.	3

	http://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf NGA Spotlight on Disadvantage (June 2018) – Practical Insight Two – T&L initiatives should be accompanied by pastoral initiatives. file:///C:/Users/Head%20Teacher/Downloads/NGA-Spotlight-on-Disadvantage_full-report.pdf ‘Promoting Children & Young People’s Emotional Health & Wellbeing’ (2015) promotes 8 principles for emotional health and wellbeing in schools. Curriculum teaching and learning to promote resilience and support social and emotional learning is one principle. https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing EEF Research (Nov 2018) – Behaviour interventions benefit disadvantaged or low attaining pupils and can have +3 months’ impact. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/	
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Total budgeted cost: £40,326.36

Part B: Review of the previous academic year, 24/25.

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Reception

There were 9 pupils in receipt of the Pupil Premium.
Nationally 51.3% of pupils entitled to Free School Meals achieved the Good Level of Development. At St Nicholas, 56% of pupils entitled to the Pupil Premium achieved the GLD.

Year 1

There were 8 pupils in receipt of the Pupil Premium (inc 1 services premium). 63% of pupils achieved the expected standard in the Phonics Check. Nationally 67% achieved the expected standard.

Year 2

There were 12 pupils in receipt of the PP. 100% of pupils in receipt of the Pupil Premium achieved the expected standard in the Phonics Check by the end of Year 2.