

# Pupil premium strategy statement 2024-2025

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 effect that last year’s spending of pupil premium had within our school.

## School overview

Detail	Data
School name	St. Nicolas CE Primary School
Number of pupils in school	403
Proportion (%) of pupil premium eligible pupils	67 17% FSM 63 LAC & PLAC PP 4 FSM6 63 PP and SEND 19
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2025
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Andy Spooner
Pupil premium lead	Lorna Page
Governor / Trustee lead	Roger Johnson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107,960
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£107,960

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their full potential across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The provision outlined in this statement is intended to support their needs in order for them to succeed.

Everyone at St. Nicolas School is committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities to with fulfil their potential.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and benefit **all** the children at our school. It is our intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress from their disadvantaged peers.

Our approach will be responsive to common barriers and individual needs, based on assessments and knowledge of the child, rather than assumptions about the impact of disadvantage. The approaches will build a supportive package to help children to excel and enjoy their learning. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff, and governors, take responsibility for disadvantaged pupils' outcomes

Much of our approach has been based in the guidance found following the link below to advantage our disadvantaged: <https://www.hertsforlearning.co.uk/blog/how-can-we-advantage-disadvantaged>

## Challenges

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

Challenge number	Detail of challenge
1	<p>Assessment information and observations of pupils indicate under-developed oral language skills and vocabulary gaps among our disadvantaged pupils. Reception baseline shows a language gap between disadvantaged pupils and their non-disadvantaged peers.</p> <p>Pupils have had limited exposure to a language rich environment on entry to school, leading to a delay in reading and language development and lower levels of attainment in early phonics acquisition (phase 1).</p> <p>Disadvantaged pupils in Y1 also have a language gap and demonstrate low achievement in communication and language skills, which affects their development in literacy.</p>
2	<p>Disadvantaged pupils do not attain as highly as their peers, and fewer achieve the greater depth standard. Writing is a challenge for our disadvantaged pupils due to poorer grammatical understanding and vocabulary acquisition.</p>
3	<p>In Reception, assessment data and observations of children show a gap in Personal, Social, Emotional Development. There is a lack of emotional resilience for a significant number of children from disadvantaged backgrounds, presenting a barrier to good progress in school.</p>
4	<p>Families across the school sometimes require additional support because of parental expectations and home environment needs.</p>
5	<p>Attendance for a number of disadvantaged pupils is below 96%. This has a negative impact on their education.</p>

## 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	<p>Improved oral language and communication skills, particularly within Reception and KS1.</p>	<p>Assessments and observations will show improved oral language among disadvantaged pupils. Pupils will be able to talk about their experiences and learning confidently. Disadvantaged pupils will make good progress in Reception and Y1 to achieve end of year expectations and will have closed the gap.</p>
2	<p>High quality inclusive teaching to close the achievement gap</p>	<p>For all disadvantaged pupils to make good progress by the end of the key stage.</p>

	between disadvantaged pupils and their peers.	Teacher feedback improves visible outcomes for pupils and supports higher attaining pupils to make good progress by the end of KS2.
3	Disadvantaged pupils are well supported by staff and the environment to develop their emotional literacy skills and ability to self-regulate.	The key person approach and investment in teaching children self-regulation strategies will close the gap between disadvantaged and non-disadvantaged. Disadvantaged pupils will achieve the PSED ELG at the end of Reception.
4	Families are well supported. SEMH needs of specific pupils are well supported leading to emotional stability and higher levels of self-confidence.	Families feel well supported and demonstrate improved levels of engagement. This is evidenced in qualitative data from pupil voice, parent questionnaires and teacher observations.
5	Increased rates of attendance for target pupils.	The % of children who are persistently absent to have reduced and attendance and lateness of disadvantaged children will improve.

## 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: £20,658

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed high quality adult/child interactions in the early years and across the school. Continue to enhance our language rich learning environments.</p>	<p>There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversations children have with adults and peers throughout the day in a language rich environment is crucial.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidence-informed-strategies-to-promote-high-quality-interactions-with-young-children">https://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidence-informed-strategies-to-promote-high-quality-interactions-with-young-children</a></p> <p>'Teaching by Listening: The Importance of Adult-Child Conversations to Language Development' Frederick J. Zimmerman, Jill Gilkerson, Jeffrey A. Richards, Dimitri A. Christakis, Dongxin Xu, Sharmistha Gray and Umit Yapanel</p> <p>Early Excellence – 'Navigating a sea of Talk'</p> <p><a href="https://earlyexcellence.com/latest-news/pressarticles/navigating-the-sea-of-talk/">https://earlyexcellence.com/latest-news/pressarticles/navigating-the-sea-of-talk/</a></p> <p>Professor Julie Fisher – 'interacting or interfering' 1 8 inclusive practice and participation for all in lessons'</p> <p>Improving Literacy. Supporting oral language development. EEF 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:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>1 and 2</p>
<p>Further embed our High Quality Inclusive Teaching (HQIT) using White Rose Maths and Teaching for Mastery Development, ensuring staff receive appropriate professional development.</p>	<p>NCTM: "Addressing equity and access includes both ensuring that all students attain mathematics proficiency and increasing the numbers of students from... socioeconomic groups who attain the highest levels of maths achievement."</p> <p><a href="https://researchschool.org.uk/Durrington/news/levelling-the-playing-field">https://researchschool.org.uk/Durrington/news/levelling-the-playing-field</a></p>	<p>2</p>
<p>Staff training on assessment and high quality feedback at the point of learning.</p>	<p>Evidence (e.g. EEF toolkit) identifies quality feedback as an approach with high impact on pupil outcomes.</p> <p>John Dunford 'Using the Pupil Premium Effectively: an Evidence Based Approach to Closing the Gap'.</p>	<p>2</p>
<p>Key Person Groups to focus on developing speaking and listening skills in a small group. Staff are able to pre-teach specific vocabulary before a topic/lesson or story.</p>	<p>The Key suggests early intervention and additional staff so that pupils in Reception can be placed into small groups to share stories and talk to each other to improve literacy.</p> <p>We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. It all says, "Studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension."</p>	<p>3</p>
<p>'Helicopter Stories' in Reception to develop oral storytelling skills and composition. Word Aware approach to teaching vocabulary to build a word rich</p>	<p>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:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1 and 2</p>

Environment, promote language and have fun with words.		
Further training and support to implement Rocket Phonics programme to secure stronger phonics teaching for all pupils. Rocket phonics to support the lowest 20% of readers in KS2.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2

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

Budgeted cost: £14,888

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further support.	Phonics approaches have a strong evidence base indicating 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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Implementation of the Nuffield Early Language Intervention in Reception.	This is a DfE funded programme. The EEF Promising Projects recommends the NELI as having a positive impact on pupil progress: <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a>	1
Internal alternative provision initiative to focus on the social and emotional needs of children.	EEF Understanding the use of internal alternative provision for students at risk of persistent absence or exclusion <a href="#">Understanding the use of internal alternative provision for...   EEF (educationendowmentfoundation.org.uk)</a>	2 and 5

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

Budgeted cost: £72,414

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>HSLW to engage with parents facing the most challenges. Pastoral team to provide targeted support for pupils with social emotional learning (SEL).</p> <p>Therapeutic mentoring to support children with SEMH needs (attachment disorder and trauma).</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p>	4 and 5
<p>Embed revised approach to improving attendance in line with DfE guidance. Disadvantaged attendance is closely monitored, pupils below 96% are identified and protocols followed. Attendance officer to monitor pupils and follow up quickly on absences. First day response provision. HSLW will pick up a pupil from home if required.</p>	<p>NfER briefing for school leaders identifies addressing attendance as a key step.</p> <p>Secrets to Success: How to spend the Pupil Premium suggests appointing a well-qualified HSLW where poor attendance is causing problems of underachievement.</p> <p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p>	5
<p>Early start support-Breakfast Club offered for all PP pupils to ensure they are given breakfast and arrive to school on time.</p>	<p>The DfE report: Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation Research Report suggests they contribute to various positive outcomes for pupils (improved concentration, pupils ate more healthily, improvements in punctuality).</p>	5
<p>Pastoral support through music and movement intervention. This supports children to express their emotions and learn strategies to regulate their behaviour.</p>	<p>EEF Teaching and Learning Toolkit arts participation: "Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported."</p>	3
<p>Cultural capital experiences promoted in rich reading experiences. Reduction in cost of trips.</p>	<p>Children are able to enhance their academic learning, create aspirations and have opportunities to challenge themselves and succeed.</p> <p>Learning is contextualised in concrete experiences and language rich environments. Pupils can relate to the</p>	All

Uniform vouchers. Disadvantaged pupils are prioritised for after school clubs.	carefully selected texts that include and celebrate culturally diverse backgrounds of our pupils and community.	
Contingency fund for issues that need an immediate response or to support pupils to fulfil their 'bucket list'.	Based on our experiences and those similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. Pupils have created a list of activities which have created a wish list of things 'to do' before they leave St. Nicolas, we want to support them as much as possible to achieve this!	All

**Total budgeted cost: £107,960**



## 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 2023 to 2024 academic year.

#### **Improved oral language and communication skills.**

Our assessments show that the number of children on track for Communication and Language increased by the end of the year, observations reflect the positive impact and increased confidence in the children's ability to express themselves. The number of children achieving a Good Level of Development (GLD) increased to close the gap from the previous year.

Feedback from Helicopter Stories and the Nuffield Early Language Intervention shows improved vocabulary skills and supports disadvantaged children to share their thoughts and ideas with others more coherently. Speech assessments show that all the children have made good progress and individual targets show clear next steps to support them moving into year 1.

Language development is well supported across the school through high quality interactions with staff, who model positive conversations with appropriate vocabulary.

#### **Improved writing attainment among 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. Through the school, high quality outcomes for children are reflected in work samples, assessment data and attitude surveys.

The data demonstrated that the achievement of disadvantaged children shows they make at least expected progress and that the gap between disadvantaged children and others had closed in reading and maths. Compared to disadvantaged pupils nationally, a greater number of our pupils achieved the expected standard in reading and maths. Pupils do not perform as well in writing, we will continue to address this challenge in the next year aiming for higher attainment to raise the number of children achieving in reading, writing and maths combined.

50% of pupils eligible for pupil premium passed the phonics screen by the end of year 1. 67% passed by the end of year 2.

#### **SEMH needs of specific pupils are well supported leading to emotional stability and higher levels of self-confidence.**

Pupils and their families are well supported through HSLW intervention, as well as our whole school ethos and investment in positive relationships. There is clear evidence of children's behaviour improving over time with the additional support of our HSLW.

PSHCE sessions delivered to Reception children benefit all children and promote self-regulation by identifying and expressing feelings in a fun and engaging way.

Our therapeutic mentor supports disadvantaged pupils providing strong relationships and communication with parents and carers, this ensure school and home are working together to benefit the child.

We recognise that we need to adapt our provision in afternoon sessions to meet the needs of all learners. Our internal alternative provision will begin from September.

Breakfast Club continues to support families early on in their day so that they are able to enter the classroom ready to learn, on time.

End of year Reception data shows the positive impact of the emotional literacy work the staff have developed through the key person approach and investment in teaching children self-regulation strategies. The gap between disadvantaged and non-disadvantaged has closed this year with an increased proportion achieving the ELG in Personal, Social, and Emotional Development.

**Attendance for a small number of disadvantaged pupils is below 96%.**

The overall attendance figure remains consistent for disadvantaged children. We recognise we need to continue to address attendance for these children and it will be a priority again this year to bring it in line with other children.

Most pupils who were highlighted as children who would be able to improve their attendance with targeted support did improve their attendance. We will continue to support pupils with poor regular attendance.