

St Nicholas Church School Pupil Premium Strategy Statement 2024-2025

This strategy document aims to analyse outcomes for our disadvantaged pupils and draw conclusions from the findings to formulate into a school Pupil Premium Strategy Statement. Our funding allocation will focus on three core areas:

- Teaching
- Targeted academic support
- Wider strategies

Our approaches will be monitored and reviewed to analyse impact on outcomes for disadvantaged pupils.



School overview

Total number of pupils in school	190 Pupils (December 2024)
Proportion of disadvantaged pupils	84 (44 % of children on roll)
Proportion of disadvantaged pupils who have SEND	54/84 64%
Resource Base (SEMH)	11 pupils 100% EHCP 100% PP
Proportion of SEN pupils that have EHCP	18/85 (21%)
Proportion of disadvantaged EHCP pupils	13/18 (72%)
Pupil premium allocation this academic year	£120.8K anticipated
Publish date	December 2023 Review December 2024
Review date	December 2024 – completed December 2025
Statement authorised by	Joe Beament Leanne Maidment (Chair of Governors)
Pupil Premium lead	Will Low

Governor lead	Leanne Maidment
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Statement of Intent - Over 3 Years (2023 – 2026)

Our intent links to our school vision to ***‘nurture and encourage one another to be life long learners’***.

Our aim is to use pupil premium funding effectively to help us achieve our vision for our disadvantaged pupils. We do this by providing an excellent education, memorable experiences, high expectations and challenge, and we inspire them to reach their fullest potential, and create happy, lifelong learners.

A significant proportion of our pupils face the challenge of socio-economic disadvantage and our strategy will benefit all pupils in achieving this vision irrespective of their background or the challenges they face. Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. Although needs differ greatly from child to child, we do not allocate personal budgets per pupil in receipt of the Pupil Premium Grant. Instead, we identify interventions that will have the greatest impact across the widest number of pupils and fund these interventions accordingly, whether for small / large groups, classes or whole school interventions.

Key objectives linked to the vision

1. Children identified as disadvantaged feel safe in school and want to come to school each day. Through implementation of the strategy, the removal of potential barriers allows for disadvantaged children to have equal opportunities as their peers to all aspects of school life.
2. Adults have high expectations of all pupil premium children. Evidence based support and strategies are in place to enable progress, remove barriers and ensure children make expected (or better) progress and catch up where relevant.
3. To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.

Challenges

Challenge	Detail of challenge
1	Pupils oracy and language skills are underdeveloped on entry into reception and therefore starting points are lower in communication, language and literacy. Low level of phonic / sound awareness and recognition. This persists as they move through school and results in weaker outcomes at the end of KS2.
2	Pupils not being 'ready to learn' in class (pupils not being in a secure place mentally/emotionally). Attachment difficulties and external factors that impact on their learning are having a significant negative influence on outcomes and attainment.
3	Some pupils have very poor one to one counting skills on entry into reception and this leads to poorer levels of fluency with maths as they move through the school.
4	Some children have not had the broad range of life experiences, high quality learning in the home environment, and protective factors expected for primary school aged children.
5	Overall absence and Persistent Absence is higher amongst disadvantaged pupils, with often lower levels of parental engagement with school.

Intended Outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan and how we will measure if they have been achieved.

Challenge	Intended Outcome	Success Criteria
1	With the implementation of the Voice 21 project as part of our SDP, Oracy will become embedded in the curriculum. PP children will become a target group as they move through the school, and the gap	<ul style="list-style-type: none"> Children's oracy skills and vocabulary will be in line or better with their peers.

	<p>in language skills, evident at EYFS, will be reduced over time. All children in the pupil premium group access high quality phonics teaching (Little Wandle).</p>	<ul style="list-style-type: none"> • Pupils are taught to engage skilfully in a range of different types of talk and discover new contexts for them to develop and hone their oracy skills. • Pupils' confidence increases as they speak to different audiences in a range of contexts.
2	<p>Children will be offered a range of support within school to assist with mental well-being. Visible improvements in emotional regulation and resilience that allow children to engage fully with their learning. Children will have access to ELSA, Play Therapy, MHST and Speech & Language. Safeguarding coordinator will be available for specific interventions as needed.</p>	<ul style="list-style-type: none"> • Children are emotionally regulated and make at least expected progress or better with their learning, narrowing the gap between them and their peers. • Pupils feel happier both within school and about coming to school and anxiety is reduced.
3	<p>Focussed support for children to ensure accelerated progress with counting skills, fluency and number. Targeted interventions in number bonds, times tables and step counting as well as embedded fluency sessions as part of all maths lessons.</p>	<ul style="list-style-type: none"> • End of KS2 outcomes show increased progress and disadvantaged pupils achieve in line or better than peers and more meet the expected standard. • Evidence of improvement in termly PUMA assessments. • Pupils are able to do more because they know and remember more.

4	High quality, broad and balanced curriculum, specifically aimed at the needs of the children, including trips, visits and school events that fill the gaps in life experience. Improved overall school experience for disadvantaged children.	<ul style="list-style-type: none"> • Children’s overall academic attainment improved and children’s learning specifically evidences links to school experiences. • Deeper understanding of subject matter, evidenced through assessment and use of language.
5	Use the full range of strategies within the Trust’s attendance policy and strategy, along with other specialised interventions (including closely working with the BANES A&WSS) to support the children to be in school on time and every day.	<ul style="list-style-type: none"> • Improvement in overall attendance of PP children. • Reduction in the number of PP children who are persistently absent. • Reduction in unauthorised absence, including holidays. • Families attend meetings and engage positively with the attendance process.

Activity in this Academic year 2024 - 2025

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

Teaching (for example, CPD, recruitment and retention)

Budgeted Cost: £25,000

Activity	Evidence that supports this approach:	Challenge number(s) addressed
Continue Voice 21 Oracy project across the whole school, including ongoing training and CPD for staff.	<p data-bbox="560 531 1659 564">Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p data-bbox="560 624 1715 687">To address the weaknesses in oracy, language and vocabulary that are clearly evident on entry in Reception.</p> <p data-bbox="560 727 1104 756">EEF: Oral Language Interventions + 6 Months</p> <p data-bbox="560 798 1738 861">EEF: <i>“Oral language interventions with frequent sessions (3 times a week or more) over a sustained period appear to be most successful.”</i></p> <p data-bbox="560 903 1767 1003">“There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.”</p> <p data-bbox="560 1045 1760 1145">The gap between children who are "word-rich" and "word-poor" correlates with socio-economic status, affecting long-term educational and health outcomes. Developing vocabulary and spoken language is particularly vital for disadvantaged children (OFSTED, 2021).</p> <p data-bbox="560 1187 1794 1251">Children with language deficits at age five are significantly more likely to face reading difficulties later in life. This underscores the need for early intervention to develop spoken language skills (OFSTED, 2021).</p>	1, 4

<p>Continue relevant high quality phonics training ensuring all staff are skilled in the delivery of the Little Wandle Phonics Scheme and scheme updates are applied as they become available.</p>	<p>EEF: Teaching Assistant Interventions + 4 Months</p> <p>EEF: Small Group tuition + 4 Months</p> <p>EEF: Oral Language Interventions + 6 Months</p> <p>EEF: Phonics + 5 Months</p> <p>EEF: Reading Comprehension Strategies + 6 Months</p> <p>The Little Wandle programme is based on systematic synthetic phonics, which has been shown to be effective in improving reading outcomes for children. Research from the Education Endowment Foundation indicates that phonics is one of the most effective methods for teaching reading (EEF, 2021).</p>	<p>1, 4</p>
<p>Access and development to quality schemes of learning for English and Maths (Whiterose)</p>	<p>The EEF emphasises that high-quality teaching is the most effective way to improve outcomes for disadvantaged children. Evidence suggests that effective teaching can significantly narrow the attainment gap (EEF, 2020).</p> <p>Tailoring instruction to meet the diverse needs of children is crucial. The EEF recommends using formative assessment to identify gaps in understanding and adapt teaching accordingly (EEF, 2018).</p> <p>Investing in ongoing professional development for teachers is essential. The EEF advocates for training that focuses on evidence-based teaching strategies to ensure all staff are equipped to deliver quality first teaching (EEF, 2020).</p>	<p>1, 3, 4</p>
<p>Embed wider curriculum (Kapow), including ongoing CPD from subject leaders.</p>	<p>A broad and balanced curriculum is essential for the educational success of disadvantaged pupils. Research indicates that a rich curriculum not only enhances academic outcomes but also supports social and emotional development. Here are key insights and recommendations from various sources, including the Education Endowment Foundation (EEF) and other relevant studies, to support the implementation of a broad curriculum for disadvantaged pupils.</p>	<p>1,2,3,4,5</p>

	<p>A broad curriculum fosters not only academic skills but also social, emotional, and physical development. It prepares children for life beyond school by equipping them with a diverse set of skills and knowledge (Ofsted, 2021).</p> <p>Exposure to a variety of subjects can increase student engagement. Disadvantaged pupils often benefit from diverse learning experiences that spark interest and motivation, which can lead to improved attendance and participation (EEF, 2022).</p> <p>Research shows that a well-rounded education can help close the attainment gap between disadvantaged pupils and their peers. Engaging in subjects like arts, humanities, and physical education can enhance cognitive skills and contribute to better performance in core subjects (Ofsted, 2021).</p> <p>The EEF highlights the importance of a curriculum that is both broad and deep. This means not only covering a wide range of subjects but also ensuring that each subject is taught in sufficient depth to promote understanding and retention (EEF, 2020).</p> <p>A broad curriculum helps build cultural capital, which is essential for disadvantaged pupils. Exposure to a variety of subjects and experiences can enhance their understanding of the world and improve their social mobility (Ofsted, 2021).</p> <p>Integrating subjects can enhance learning and make connections between different areas of knowledge. For example, linking history with literature can provide a more comprehensive understanding of both subjects (Ofsted, 2021).</p>	
<p>Internal monitoring and support of the quality of teaching and feedback for reading and writing.</p>	<p>EEF: Feedback + 6 Months</p> <p>Effective feedback is crucial for all pupils, particularly for disadvantaged pupils who may face additional barriers to learning. Research indicates that high-quality feedback can significantly enhance learning outcomes, boost motivation, and foster a growth mindset. Below are key findings and recommendations from various studies, including insights from the Education Endowment Foundation (EEF), to support the use of good feedback for disadvantaged pupils.</p>	<p>1, 2, 3</p>

	<p>High-quality feedback can help close the achievement gap for disadvantaged pupils by addressing specific learning needs and gaps. Research shows that targeted feedback can lead to significant improvements in academic performance (EEF, 2017).</p> <p>Effective feedback can enhance self-efficacy and motivation, particularly for disadvantaged pupils who may lack confidence in their abilities. Positive reinforcement and constructive feedback can encourage a growth mindset, leading to increased resilience and persistence in learning (Hattie & Timperley, 2007).</p> <p>Feedback that is timely and relevant can increase pupil engagement. Disadvantaged pupils often benefit from immediate feedback that helps them understand their progress and areas for improvement (EEF, 2020).</p>	
Internal moderation of writing across key stages.	<p>EEF: Feedback + 6 Months</p> <p>See above</p>	1, 2,3
Walkthru's CPD for teaching staff	<p>EEF: Metacognition & Self Regulation + 7 Months</p> <p>Regular CPD helps teachers stay updated with the latest educational research, pedagogical strategies, and curriculum changes. This ongoing learning is critical for improving teaching quality and effectiveness (Ofsted, 2021).</p> <p>Studies indicate that effective CPD directly correlates with improved student outcomes. Teachers who engage in regular professional development are better equipped to meet the diverse needs of their pupils, leading to higher achievement levels (EEF, 2020).</p> <p>CPD can significantly boost teachers' confidence in their subject knowledge and teaching practises. Increased confidence often translates into more effective teaching and better classroom management (Ofsted, 2021).</p> <p>Encouraging reflective practises helps teachers critically assess their teaching methods, identify areas for improvement, and adapt their strategies to enhance student learning (Hattie, 2012).</p>	1, 2, 3

	The EEF emphasises that CPD should be sustained, collaborative, and focused on specific areas of teaching practice. Effective CPD involves not just one-off training sessions but ongoing support and opportunities for teachers to collaborate and share best practises (EEF, 2020).	
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Targeted Academic Support (for example tutoring, one to one support, structured interventions)

Budgeted Cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Progress Meetings with SENCO + CoHead to identify required interventions across all classes	<p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p>EEF: Teaching Assistant Interventions + 4 Months</p> <p>EEF: Small Group tuition + 4 Months</p> <p>EEF: Oral Language Interventions + 6 Months</p> <p>EEF: Phonics + 5 Months</p> <p>The Education Endowment Foundation (EEF) highlights that effective use of assessment data is crucial for identifying gaps in learning. Schools that regularly analyse assessment results can tailor their teaching strategies to meet the specific needs of their students (EEF, 2021).</p> <p>Research by Hattie (2009) emphasises the importance of understanding learning progressions to identify gaps in knowledge. By mapping out the expected learning trajectory, educators can pinpoint where children are falling behind and adjust instruction accordingly.</p>	1, 2, 3
Targeted interventions as part of the Little Wandle Phonics scheme – Years R - 3	<p>EEF: Teaching Assistant Interventions + 4 Months</p> <p>EEF: Small Group tuition + 4 Months</p>	1, 2, 3

	<p>EEF: Oral Language Interventions + 6 Months</p> <p>EEF: Phonics + 5 Months</p> <p>EEF: Reading Comprehension Strategies + 6 Months</p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact</p> <p>The Little Wandle programme is based on systematic synthetic phonics, which has been shown to be effective in improving reading outcomes for children. Research from the Education Endowment Foundation indicates that phonics is one of the most effective methods for teaching reading (EEF, 2021).</p>	
Focussed KS2 intervention led by teachers and TA's	<p>EEF: Teaching Assistant Interventions + 4 Months</p> <p>EEF: Individualised Instruction + 4 Months</p> <p>EEF: Within Class Attainment Grouping + 2 Months</p> <p>EEF: Targeted Feedback + 6 Months</p> <p>Effective feedback is crucial for all pupils, particularly for disadvantaged pupils who may face additional barriers to learning. Research indicates that high-quality feedback can significantly enhance learning outcomes, boost motivation, and foster a growth mindset. Below are key findings and recommendations from various studies, including insights from the Education Endowment Foundation (EEF), to support the use of good feedback for disadvantaged pupils</p>	1, 2, 3
Ongoing CPD of adaptive teaching to support the needs of disadvantaged children.	<p>EEF: Teaching Assistant Interventions + 4 Months</p> <p>EEF: Individualised Instruction + 4 Months</p> <p>EEF: Within Class Attainment Grouping + 2 Months</p>	1, 2, 3

	<p>Adaptive teaching allows educators to tailor their instruction based on the individual needs of pupils. This is particularly beneficial for disadvantaged pupils who may have varying levels of prior knowledge and different learning barriers (EEF, 2020).</p> <p>Research shows that adaptive teaching strategies can lead to improved academic outcomes. When teachers provide targeted support and adjust their teaching methods, pupils are more likely to grasp complex concepts and achieve higher levels of understanding (Ofsted, 2021).</p> <p>Effective adaptive teaching begins with a deep understanding of pupils' diverse needs. Teachers should assess prior knowledge and identify potential barriers to learning through formative assessments and ongoing observation (Initial Teacher Training and Early Career Framework, 2024)</p> <p>Flexibly grouping pupils can provide tailored support. This strategy allows teachers to create dynamic learning environments where pupils can collaborate and learn from one another, which is particularly beneficial for low-attaining pupils (EEF, 2020).</p> <p>Scaffolding is a key component of adaptive teaching. Teachers can provide structured support through guided practice, modelling, and targeted questioning to help pupils build their understanding incrementally (Hattie, 2012).</p>	
<p>Guided Reading as part of Little Wandle in EYFS & KS1</p> <p>Review Group Guided Reading in KS2</p>	<p>EEF: Reading Comprehension Strategies + 6 Months</p> <p>Guided reading allows teachers to tailor instruction to the specific needs of small groups of pupils. This targeted approach helps address varying levels of reading ability and comprehension, making it especially beneficial for disadvantaged pupils who may require additional support (EEF, 2020).</p> <p>Research shows that guided reading effectively enhances pupils' comprehension skills. By engaging with texts in a structured manner, pupils learn to make predictions, ask questions, and summarise information, which are critical skills for proficient reading (DfE, The Reading Framework, 2023).</p> <p>Guided reading sessions can help build pupils' confidence as they receive immediate feedback and support from the teacher. This positive reinforcement encourages a love for reading and motivates pupils to engage with texts independently (Ofsted, 2021).</p>	<p>1, 2, 3</p>

	The EEF recommends that guided reading should follow a structured framework that includes pre-reading activities, during-reading strategies, and post-reading discussions. This structure helps pupils engage with the text at multiple levels, enhancing their understanding and retention (EEF, 2020).	
HLTA/TAS/ specialist to deliver structured programmes developed by the speech and language therapist.	<p>EEF: Oral Language Interventions + 6 Months</p> <p>Research shows that strong speech and language skills are directly linked to literacy development. Children with well-developed language skills are more likely to succeed in reading and writing, as these skills are built on a solid vocabulary and understanding of syntax (Ofsted, 2021).</p> <p>Proficient speech and language skills are essential for effective communication and social interaction. Children who struggle with speech and language may face challenges in forming relationships, which can impact their emotional well-being and academic engagement (DfE, 2023).</p> <p>The disparity between children from different socio-economic backgrounds, often referred to as the "word gap," can have lasting effects on educational outcomes. Targeted speech and language interventions can help close this gap, particularly for disadvantaged pupils (Ofsted, 2021)</p>	1, 2, 3
Year 6 focussed interventions by SLT / Subject Leaders Terms 4 & 5	<p>EEF: Small Group tuition + 4 Months</p> <p>Studies have shown that small group interventions can lead to significant improvements in academic performance. For instance, the Education Endowment Foundation (EEF) highlights that structured small group tuition can lead to an average of five months' additional progress for children (EEF, 2020).</p>	1, 2, 3
1:1 and small group work activities for some children focussing on specific targets, led by TA's and teachers	<p>EEF: Teaching Assistant Interventions + 4 Months</p> <p>EEF: Small Group tuition + 4 Months</p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact</p>	1, 2, 3

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IT equipment – for those who need it to meet individual targets and ensure whole class teaching is effective.	<p>EEF: Individualised instruction + 3 months</p> <p>Equal access for those that do not have equipment at home to complete Spelling Shed, Times Table Rockstars etc</p> <p>Technology can be beneficial for individualised learning, particularly when it provides immediate feedback and allows for self-paced learning. (EEF)</p> <p>Effective use of technology often involves training for staff and ensuring that it complements existing teaching practises rather than replacing them. (EEF)</p>	2, 3, 4

Wider Strategies (for example, related to behaviour, attendance, well-being)

Budgeted Cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
	Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	
Weekly attendance check of all classes. Weekly contact made	EEF: Parental Engagement + 4 Months	2, 5

<p>with families where attendance is low.</p> <p>Identification of absence patterns – targeted action to address.</p> <p>Full termly attendance reviews: robust procedures followed including letters, support meetings, action plans.</p> <p>Termly meetings with BANES A&WSS – key pupils identified and targeted interventions put in place</p>	<p>Research consistently shows that there is a strong correlation between attendance and academic achievement. Poor attendance can lead to lower academic performance, particularly among disadvantaged groups, including pupil premium children (DfE, 2016).</p> <p>Schools that leverage data analytics to monitor attendance trends can make informed decisions about interventions. By analysing attendance data, schools can identify at-risk pupils and tailor support accordingly (DfE, 2016).</p> <p>Recognising the mental health challenges that may affect attendance is vital. Providing access to mental health resources and support can help address underlying issues that contribute to absenteeism (Education Endowment Foundation, 2021).</p>	
<p>Increased parental empowerment – Safeguarding coordinator supports targeted children / families as designated part of role.</p>	<p>EEF: Behaviour Intervention + 4 Months</p> <p>EEF: Social & Emotional Learning + 4 Months</p> <p>EEF: Parental Engagement + 4 Months</p> <p>Research shows that when parents are actively involved in their children's education, it leads to better academic outcomes. Workshops can equip parents with the skills and knowledge needed to support their children's learning at home, fostering a more collaborative relationship between home and school (Education Endowment Foundation, 2021).</p>	<p>2, 4, 5</p>
<p>Feedback Friday – Communication kept open with parents so any issues addressed immediately and</p>	<p>EEF: Parental Engagement + 4 Months</p> <p>Studies indicate that high parental expectations significantly correlate with improved academic performance. For instance, research by Axford et al. (2019) found that parents who communicate the value of education and maintain high academic expectations positively influence their children's attainment.</p>	<p>2, 4, 5</p>

<p>communicated back to parents via newsletter.</p>	<p>Well-designed school communications can improve parental engagement. The EEF suggests that personalised messages, such as weekly updates or letters celebrating student successes, can foster positive relationships between schools and families (EEF, 2021).</p> <p>Schools that consult with parents about how they can be involved in their children's education tend to have more effective home-school relationships. Approximately half of parents report not being consulted, indicating a need for improved communication strategies (EEF, 2021).</p>	
<p>Play Therapist employed x2 days per week</p>	<p>EEF: Social and emotional Learning +4 Months</p> <p>EEF - metacognition and self –regulation equate to +7months</p> <p>Play therapy can lead to increased engagement in school. A study by Ginsburg (2007) found that children who participated in play therapy demonstrated improved focus and attention in academic settings, which can be particularly beneficial for those who struggle with learning due to emotional issues.</p> <p>There is evidence suggesting that emotional well-being directly impacts academic performance. A study by Durlak et al. (2011) found that social-emotional learning interventions, including play therapy, positively affected academic outcomes, particularly for disadvantaged children.</p> <p>Effective play therapy requires trained professionals who understand the unique needs of disadvantaged children. The EEF emphasises the importance of ensuring that staff are adequately trained to deliver such interventions effectively (EEF, 2021).</p>	<p>2, 4, 5</p>
<p>ELSA support – training of TA's</p>	<p>EEF: Social and emotional Learning +4 Months</p> <p>EEF - metacognition and self –regulation equate to +7months</p> <p>Research indicates that interventions like ELSA help children develop emotional literacy, which is crucial for their overall well-being. A study by Squires et al. (2018) found that emotional literacy interventions significantly improved children's ability to understand and express their emotions.</p> <p>Research has consistently shown that children who receive emotional support tend to perform better academically. A report by the OECD (2015) indicates that emotional well-being is closely</p>	<p>2, 4, 5</p>

	<p>linked to academic achievement, suggesting that programmes like ELSA can have a positive impact on learning.</p> <p>Research shows that implementing a therapeutic approach consistently across the school can create a positive school culture. The Education Endowment Foundation (EEF) states that a whole-school approach to behaviour management that includes therapeutic principles can enhance student engagement and reduce disruptive behaviour (EEF, 2021).</p> <p>Research indicates that challenging behaviour often stems from unmet emotional needs. A study by Murray et al. (2019) suggests that viewing behaviour as a form of communication can help educators understand and address the root causes of misbehaviour, leading to more effective interventions.</p>	
Team Teach trained staff to support with regulation	<p>EEF: Social and emotional Learning +4 Months</p> <p>EEF - metacognition and self –regulation equate to +7months</p> <p>The Education Endowment Foundation (EEF) recommends explicit teaching of self-regulation strategies in the classroom, such as goal-setting and self-monitoring, to help pupils direct their own learning and improve outcomes (EEF, 2021).</p> <p>A meta-analysis by Dignath and Büttner (2008) found a strong correlation between self-regulated learning and academic performance. Children who develop self-regulation skills, such as goal-setting, self-monitoring, and self-evaluation, tend to achieve higher academic outcomes.</p>	2, 4, 5
Ongoing CPD for Mental Health Support Lead	<p>EEF: Social and emotional Learning +4 Months</p> <p>EEF - metacognition and self –regulation equate to +7months</p> <p>Good mental health contributes to the holistic development of children, affecting not only their academic success but also their physical health and emotional resilience. The Department for Education (2022) highlights that children with better mental health are more likely to engage in physical activity, maintain healthy relationships, and achieve better educational outcomes.</p> <p>Children from disadvantaged backgrounds are at a higher risk for mental health issues, which can adversely affect their educational outcomes. The DfE (2022) notes that children eligible for free</p>	2, 4, 5

	school meals (FSM) and those with Special Educational Needs and Disabilities (SEND) are particularly vulnerable to poor mental health outcomes, underscoring the need for targeted interventions.	
Held places on school clubs with limited space and / or cost that may be prohibitive to PP children	Disadvantaged children may have limited access to a diverse range of interests or experiences outside of school. Extra – curricular activities allow children to explore particular interests and experience new activities.	2 , 4
Subsidised school activities, trips, visits to ensure equal access for PP children	Children need these experiences to take a full and active part in lessons and learning in school, being able to relate and make connections to their previous experiences to their learning within the classroom. Research indicates that school trips play a crucial role in providing experiential learning opportunities that can enhance academic engagement and personal development. Subsidising trips ensures that financial barriers do not prevent vulnerable children from participating, thereby promoting equity (Department for Education, 2019).	2, 4
Subsidised school uniform	Helps to support children in feeling they belong to the school and has a positive impact on behaviour. Recognition that with a uniform policy in place, there is a need to support those families who may not be able to afford uniform. EEF: “Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.”	2 , 4, 5

Total Budgeted Cost: £145,000

Part B: Review of outcomes in the previous academic year 2024 – 2024

Pupil premium outcomes (Teacher Assessed)

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

In identifying priorities, school leaders will take account of a wide range of information about the learning of disadvantaged pupils in informing them about the barriers to future attainment and progress.

Vulnerable Groups Summary (2024)

St Nicholas Church School, Radstock

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		EYFSP GLD	YR1 32+	KS1 (Expected +)			MTC 20+	KS2 (Expected +)		
		Eng: 68%	Eng: 80%	Reading	Writing	Maths	2023 Eng: 63%	Reading	Writing	Maths
England average (All pupils):				-	-	-		Eng: 74%	Eng: 72%	Eng: 73%
All Pupils	All	60% (15)	78% (23)	52% (29)	31% (29)	52% (29)	56% (34)	67% (27)	56% (27)	63% (27)
Gender	Female	63% (8)	71% (14)	63% (16)	44% (16)	63% (16)	41% (17)	43% (7)	43% (7)	43% (7)
	Male	57% (7)	89% (9)	38% (13)	15% (13)	38% (13)	71% (17)	75% (20)	60% (20)	70% (20)
Disadv.	Disadvantaged	0% (3)	56% (9)	56% (9)	11% (9)	33% (9)	58% (19)	62% (13)	38% (13)	46% (13)
	Other	80% (10)	100% (13)	50% (20)	40% (20)	60% (20)	57% (14)	77% (13)	77% (13)	85% (13)
Term Born	Autumn	50% (4)	91% (11)				57% (14)	100% (3)	100% (3)	100% (3)
	Spring	80% (5)	67% (9)				70% (10)	64% (14)	57% (14)	64% (14)
	Summer	50% (4)					44% (9)	67% (9)	44% (9)	56% (9)
Language	English	62% (13)	79% (19)	52% (29)	31% (29)	52% (29)	60% (30)	72% (25)	60% (25)	68% (25)
	Not English		100% (3)				33% (3)			
SEN	No SEN	73% (11)	100% (18)	67% (15)	47% (15)	80% (15)	79% (19)	87% (15)	87% (15)	100% (15)
	SEN Support		0% (3)	45% (11)	18% (11)	27% (11)	36% (11)	50% (8)	25% (8)	25% (8)
	EHCP			0% (3)	0% (3)	0% (3)	0% (3)	33% (3)	0% (3)	0% (3)
Ethnic Group	White		79% (19)	54% (28)	32% (28)	54% (28)	61% (31)	72% (25)	60% (25)	68% (25)

This analysis shows the percentage of pupils achieving the expected standard for each pupil group at St Nicholas Church School, Radstock. Only groups with at least 3 pupils are shown. Groups of under 5 pupils are shown in grey. Numbers of pupils in each group are given in brackets. The colour coding is based on the group difference to the England average for all pupils (see the key to the right).

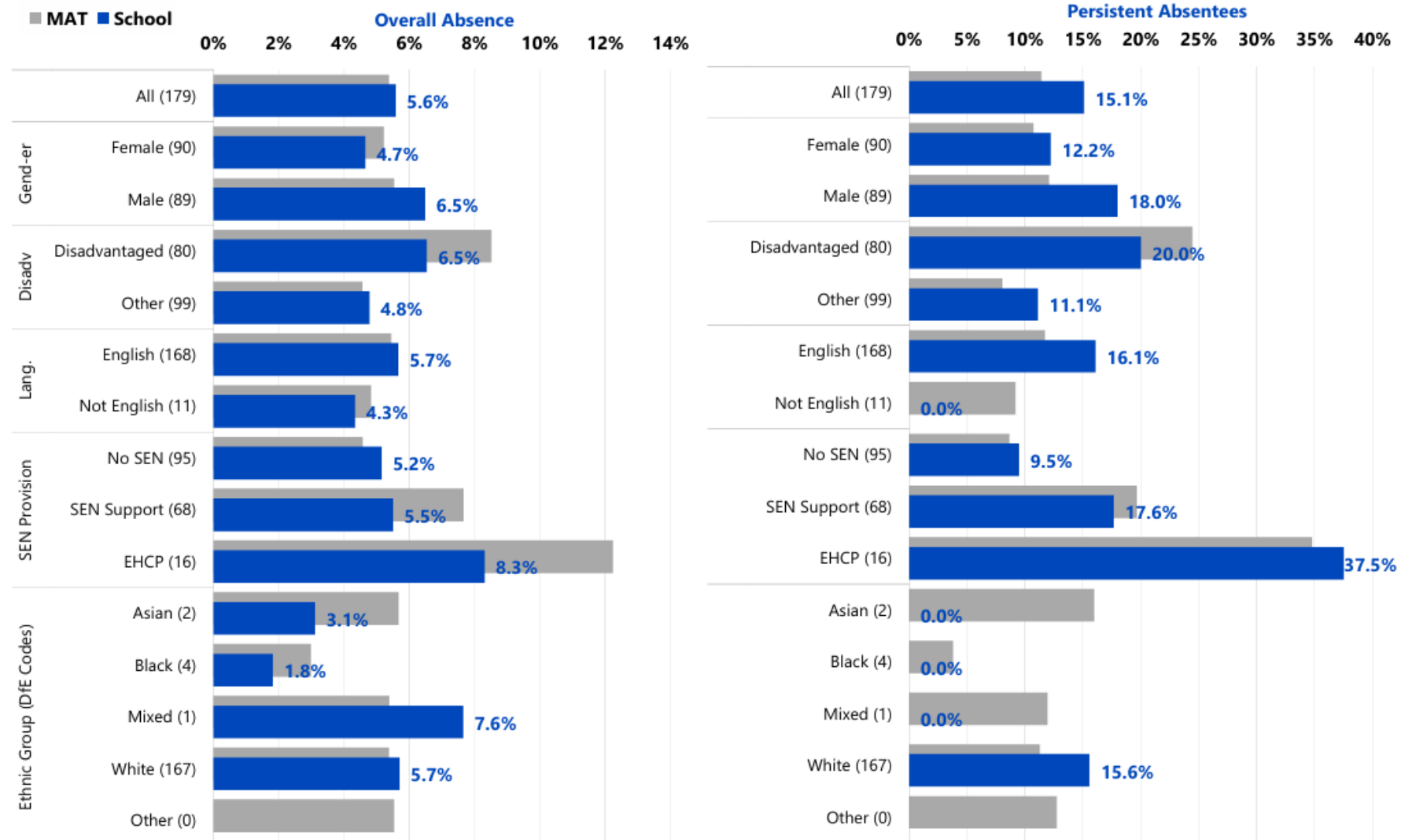
>3* above Eng.
 >1* above Eng.

>1* below Eng.
 >3* below Eng.

*Number of pupils (see page 4 for explanation)

Whole School - On track report April							Whole School - On track report June						
	Reading	Reading excl RB	Writing	Writing excl RB	Maths	Writing excl RB		Reading	Reading excl RB	Writing	Writing excl RB	Maths	Writing excl RB
Y1	59.09%	61.90%	68.18%	71.43%	63.64%	66.67%	Y1	73.91%	77.27%	65.22%	68.18%	60.87%	63.63%
	-13	-13	-15	-15	-14	-14		17	17	15	15	14	14
Y2	32.14%	36.00%	28.57%	32.00%	32.14%	32.00%	Y2	51.72%	57.69%	31.03%	34.61%	51.73%	57.69%
	-9	-9	-8	-8	-9	-8		15	15	9	9	15	15
Y3	45.45%	50.00%	45.45%	50.00%	42.42%	46.67%	Y3	48.48%	51.61%	36.36%	38.70%	45.45%	48.38%
	-15	-15	-15	-15	-14	-14		16	16	12	12	15	15
Y4	38.24%	41.94%	38.24%	41.94%	32.35%	35.48%	Y4	41.17%	45.16%	35.29%	38.70%	35.29%	38.70%
	-13	-13	-13	-13	-11	-11		14	14	12	12	12	12
Y5	45.45%	46.88%	27.27%	28.13%	48.48%	50.00%	Y5	52.94%	54.54%	20.58%	21.21%	52.94%	54.54%
	-15	-15	-9	-9	-16	-16		18	18	7	7	18	18
Y6	48.15%	54.17%	29.63%	33.33%	44.44%	50.00%	Y6	55.55%	62.50%	55.55%	62.50%	55.55%	62.50%
	-13	-13	-8	-8	-12	-12		15	15	15	15	15	15

iii) Vulnerable Groups Analysis - Three terms



Subject	Commentary on outcomes	Conclusions / Actions
Phonics	<p>78% (National 80%)</p> <p>Disadvantaged pupils (9)– 56%</p> <p>Non-Disadvantaged 100%</p>	<p>Little Wandle programme very effective in supporting children to achieve phonics Pupils accessing daily phonic sessions</p> <p>Group of children unable to access these intervention and has led to SEND support.</p> <p>Action:</p> <p>Y2 pupils joining Y1/ Reception phonic teaching as appropriate.</p>
EYFS	<p>EYFP – Overall 60% GLD (national 68%)</p> <p>(disadvantaged children not a significantly viable group)</p>	<p>Strong EYFS teacher- very experienced</p> <p>Support from LA (SEND AP service, Educational Psychologist, Brighter Futures)</p>
Reading	<p>56% PP ARE KS1</p> <p>62% PP ARE KS2 (3X Resource Base children included out of 13 PP)</p> <p>Ofsted 2024</p> <p>‘Reading is at the heart of the school’s curriculum. As soon as children start in Reception Year, they learn to read. The strong focus on listening to stories is integral within the curriculum. Staff are experts in the teaching of reading. They quickly identify pupils who are at risk of falling behind. Swift support helps pupils to catch up. Pupils in the early stages of reading have books that match the sounds they know. This helps them to develop confidence</p>	<p>Pupils in Y2 achieved well in Y1, making good progress from their starting points</p> <p>KS1: increasingly bespoke activities for the lowest attainers who are significantly below their peers in Reading and Writing, fully overseen and led by the class teacher. All activities are linked to sounds pupils can read.</p> <p>Review of Guided Reading approaches, ensuring pupils have opportunities to practice retrieval, inference and choice questions</p>

	and read with fluency. Older pupils enjoy reading. They talk enthusiastically about their favourite books and stories. They are very excited about the new library and wide range of books that are available.'	
Writing	11% PP ARE KS1 38% PP ARE KS2 (3X Resource Base children included out of 13 PP)	Pupils in Y2 achieved well in Y1, making good progress from their starting points Adaptation for pupils who fall outside of their year group teaching for writing is inconsistent, and targets shared on SEND plans are not always the immediate 'next step' pupils need to make progress.
Maths	33% PP ARE KS1 46% PP ARE KS2 (3X Resource Base children included out of 13 PP)	Pupils in Y2 achieved well in Y1, making good progress from their starting points Consistent effective adaptation which is inspiring for pupils, linked to the learning of the class where appropriate, and meaningful to progress each child's learning

Review of expenditure 2023 - 2024		
1. Teaching		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost

Ofsted 'Good' May 2024

'Inclusivity is a golden thread that runs through St Nicholas Church School. Pupils say that everyone is welcome at their school. Parents who responded to Ofsted Parent View reflect this. Pupils demonstrate the school values in their day-to-day interactions with each other and adults. Relationships between adults and pupils are strong. Pupils know that trusted adults will help them if they have a worry or concern. Pupils feel safe.'

'The school has high expectations of all pupils. This begins in Reception Year, where routines are well established. Children flourish in the well-organised classroom and outdoor area. They are inquisitive and keen to learn. Pupils, including those in the resource base, have positive attitudes to learning and are eager to share their ideas. As a result, classrooms are purposeful, and pupils learn without disruption.'

'The recent changes to the leadership structure have brought momentum to the improvements in the curriculum design. The school has a clear vision for what they want pupils to learn. The curriculum is carefully sequenced and the key knowledge the school wants pupils to remember is set out in most subjects.'

Oracy:

- Children participating in the 'Voice 21' project demonstrate enhanced verbal communication abilities. This includes clearer articulation of thoughts and ideas, which is foundational for effective learning across subjects.
- The project fosters a more engaging classroom environment. Children are encouraged to participate actively in discussions, leading to higher levels of engagement and motivation in their learning processes.

Emphasis on Inclusivity

- **Key Insight:** Inclusivity is fundamental to creating a welcoming school environment where all children feel valued.
- **Actionable Lesson:** We will continue to actively foster an inclusive culture that celebrates diversity. This can be achieved through policies and practises that ensure every child, regardless of background or ability, feels accepted and supported. Regular training/ reflection (PPM as a vehicle) for staff on inclusivity can further enhance this environment.

High Expectations from Early Years

- **Key Insight:** Setting high expectations from the Reception Year establishes a strong foundation for all pupils.
- **Actionable Lesson:** Continue to implement structured routines and clear expectations in early years settings to promote positive attitudes towards learning. Use the skills and expertise with have in EYFS to support other areas of the curriculum with Oracy and continuous provision

Effective Use of Oracy

- **Key Insight:** Participation in oracy project 'Voice 21' has significantly enhances children's verbal communication skills, leading to better engagement and learning outcomes.

20,000

<p>Wider Curriculum:</p> <ul style="list-style-type: none"> • Our well-sequenced curriculum ensures that foundational knowledge is built systematically. Disadvantaged children benefit significantly from this structure, as it allows them to grasp essential concepts before moving on to more complex topics. • When the curriculum is pitched at the right level, it engages disadvantaged children more effectively. Tailored content that is relevant to their experiences as fostered a sense of belonging and motivation, encouraging active participation in learning activities 	<ul style="list-style-type: none"> • Actionable Lesson: We need to build on this further and embed practice consistently, integrate oracy development into the curriculum, encouraging children to articulate their thoughts and engage in discussions. This can be supported through specific training for teachers on effective oracy strategies and regular opportunities for children to practice speaking in various contexts. <p>Engagement through Relevant Content</p> <ul style="list-style-type: none"> • Key Insight: Tailoring curriculum content to be relevant to pupil' experiences fosters a sense of belonging and motivation. Including wider opportunities via trips etc • Actionable Lesson: Strive to connect learning materials to the lived experience. Involving children in curriculum development and seeking their input can help ensure that the content is engaging and meaningful. 	
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2. Targeted Academic Support

<p>Ofsted Good May 2024</p> <p>'The school is aspirational for all pupils. They ensure that the needs of pupils with special educational needs and/or disabilities (SEND) are fully understood. Adults support pupils Inspection report: St Nicholas Church School 8 and 9 May 2024 2 with SEND well. Adaptations to learning, as</p>	<p>Effective Use of Pupil Progress Meetings (PPMs)</p> <ul style="list-style-type: none"> • Data-Driven Decision Making: The development of Pupil Progress Meetings has proven effective in monitoring and enhancing the academic progress of disadvantaged pupils. We need to continue to utilise 	<p>Cost</p> <p>90,000</p>
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well as providing a bespoke learning offer where necessary, supports pupils to thrive and progress well through the intended curriculum.'

Pupil Progress meetings and early identification of pupil needs

The implementation of Pupil Progress Meetings has had a significant positive impact on the academic progress of individual and overall well-being of disadvantaged children. By fostering a culture of collaboration, accountability, and data-driven decision-making, schools can effectively address the unique challenges faced by these pupils. Moving forward, it is essential to continue refining the PPM process, ensuring that it remains focused on the needs of all children, particularly those who are disadvantaged.

The Little Wandle intervention has demonstrated significant positive impacts on the reading progress and overall development of disadvantaged pupils. By enhancing phonemic awareness, decoding skills, and reading fluency, the programme effectively supports these children in overcoming barriers to literacy. Additionally, the intervention fosters a positive learning environment that promotes engagement, confidence, and social interaction. We have had to use this (and continue to) with objectives inked to individual SEND plans.

Speech and language interventions have had a profound and positive impact on disadvantaged pupils. By enhancing communication skills and vocabulary. These interventions (led by qualified professionals) play a crucial role in addressing the barriers faced by disadvantaged children. Furthermore, the social and emotional benefits contribute to a more inclusive and supportive learning environment.

these meetings to foster collaboration among staff and ensure accountability in addressing pupil needs.

- **Early Identification:** Early identification of pupil needs is crucial. PPMs should focus on identifying barriers to learning as early as possible, allowing for timely interventions that can significantly impact pupil progress.

Targeted Interventions for Literacy Development

- **Little Wandle Intervention:** The positive impact of the Little Wandle intervention on reading skills underscores the importance of structured phonics programmes. We should continue to implement such interventions, linking them to individual SEND plans to ensure tailored support for each child.

Importance of Speech and Language Interventions

- **Communication Skills Development:** Speech and language interventions led by qualified professionals have shown profound benefits for disadvantaged pupils. We need to continue to invest in these programmes to improve communication skills and vocabulary, which are foundational for academic success.
- **Social and Emotional Benefits:** The social and emotional advantages of these interventions contribute to a more inclusive and supportive learning environment. We recognise the holistic impact of such programmes on pupil well-being.

	<p>Continuous Refinement of Practises</p> <ul style="list-style-type: none"> • Ongoing Evaluation and Improvement: It is essential to continuously refine the Pupil Progress Meeting process and other intervention strategies. We need to regularly evaluate the effectiveness of these practises and make necessary adjustments to meet the evolving needs of their pupils. • Professional Development: Investing in ongoing professional development for staff to stay updated on effective strategies for supporting disadvantaged pupils and those with SEND is crucial for sustained 	
<p>3. Wider Strategies</p>		
<p>Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>
<p>The combination of these strategies contributes to a positive school culture where attendance is valued and supported. By addressing barriers to attendance through monitoring, relationship-building, and inclusive practises, the school has enhance family engagement, improve academic outcomes, and foster a supportive learning environment. These efforts align with the guidance from the DfE, which emphasises the importance of a collaborative approach to improving attendance and supporting families. These approaches have led to improved attendance of disadvantaged children from last year with the absence levels and persistent absence levels better that Mat averages.</p>	<p>Monitoring Attendance:</p> <ul style="list-style-type: none"> • Early Identification of Issues: Regular monitoring allows for the early identification of attendance patterns that may indicate underlying issues, enabling timely intervention. • Data-Driven Decisions: The school can use attendance data to inform strategies and allocate resources effectively, ensuring that support is targeted where it is needed most. <p>Building Relationships with Families:</p>	<p>160,000</p>

The implementation of **ELSA** support and other mental health approaches have demonstrated significant positive impacts on the emotional and social development of pupils, particularly those who are disadvantaged or face additional challenges. By enhancing emotional well-being, social skills, and academic engagement, ELSA programmes have contributed to a more inclusive and supportive learning environment. The support for these children has led to improved behaviour and a calm learning environment. Significantly, 2023/2024 had reduced suspensions compared to more significant levels of suspension in previous years.

The implementation of **play therapy** led by trained professionals has had a significant positive impact on children facing emotional and behavioural challenges. Key outcomes include improved emotional well-being, enhanced social skills, the development of effective coping strategies, and a reduction in behavioural issues. The findings underscore the importance of integrating play therapy into school support systems to promote the overall well-being and development of children.

- **Trust and Communication:** Establishing strong relationships with families fosters trust and open communication, making it easier to discuss attendance concerns and barriers.
- **Collaborative Problem-Solving:** By working closely with families, the schools can collaboratively identify and address the specific challenges that may be affecting attendance, leading to more effective solutions.

Subsidising Trips and Visits:

- **Increased Participation:** By subsidising trips and visits, schools can ensure that all children, regardless of their financial situation, can participate in enriching experiences, which can enhance their sense of belonging and engagement with the school community.
- **Broader Learning Opportunities:** These experiences can provide valuable learning opportunities that reinforce classroom learning and promote social skills.

Encouraging Parents into School:

- **Parental Engagement:** Actively encouraging parents to participate in school events and activities strengthens the home-school connection and promotes a culture of involvement.
- **Support Networks:** Engaging parents in school activities can help create support networks among families, fostering a sense of community and shared responsibility for children's education.

The implementation of ELSA support and other mental health approaches has yielded significant positive outcomes for pupils, particularly those facing challenges. By prioritising emotional well-being, enhancing social skills, and creating a calm learning environment, schools can foster a more inclusive and supportive atmosphere. The lessons learned from

	<p>these initiatives underscore the importance of a holistic approach to education that integrates emotional support with academic success, ultimately benefiting all pupils.</p> <p>The lessons learned from the implementation of play therapy underscore its significance in promoting emotional well-being, social skills, and academic engagement among primary school children. By prioritising a safe environment, fostering positive relationships, and encouraging intrinsic motivation, schools can create a supportive framework that enhances the overall development of children. Integrating these lessons into school practises can lead to improved outcomes for all pupils, particularly those facing emotional and behavioural challenges.</p> <p>Consideration moving forward for Play Therapy:</p> <ul style="list-style-type: none">• Integration into School Services: consider incorporating play therapy as a regular part of their mental health support services.• Training for Staff: Consider providing basic training for teachers and support staff in basic play therapy techniques can enhance the emotional support available to children.• Ongoing Assessment: Regular monitoring and evaluation of the impact of play therapy should be conducted to ensure its effectiveness and to make necessary adjustments to the programme.	
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NELI	
ELSA	
Wordsmith	
Whiterose Maths	
Testbase	
Abacus	
Nessi	
Walkthrus	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A