

Pupil premium strategy statement – Nursery Hill Primary School

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	159
Proportion (%) of pupil premium eligible pupils	25.79% (41 children)
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)	2023 to 2025/2026
Date this statement was published	December 2024
Date on which it will be reviewed	June 2025
Statement authorised by	Sarah Jeans, Headteacher
Pupil premium lead	Ruth Gregory
Governor / Trustee lead	Phil Johnson, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,778
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£82,778

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 high attainment 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 will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.</p> <p>On entry to Reception class in the last 2 years, between 80-90% of our disadvantaged pupils arrive below age-related expectations compared to 60-80% of other pupils. This gap narrows but remains significant to the end of KS2.</p>
3	<p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in the last 2 years, between 90-100% of our disadvantaged pupils arrive below age-related expectations compared to 70-90% of other pupils. This gap remains steady to the end of KS2.</p>
4	<p>Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading and maths.</p>
5	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to bullying, and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain relatively high. 18 pupils (9 of whom are disadvantaged) currently require additional support with social and emotional needs, and receive small group interventions.</p>
6	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 4.05-6.67% lower than for non-disadvantaged pupils.</p> <p>Approximately 50% of disadvantaged pupils have been 'persistently absent' compared to 17-21% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</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
Improved oral language skills and vocabulary	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence,

among disadvantaged pupils.	including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2025/26 show that more than 70% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025/26 show that more than 70% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2025/26 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2025/26 demonstrated by: <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 2.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 4%. • the percentage of all pupils who are persistently absent being below 35% and the figure among disadvantaged pupils being no more than 6% lower than 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: **£36,210**

Activity	Evidence that supports this approach	Challenge number(s) addressed	24-25 review
Purchase of standardised diagnostic assessments: Testbase and NTS tests Training for staff to ensure assessments are interpreted and	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF The use of effective assessments is crucial so that each child on entry to the school has an individual as-	1, 2, 3, 4	All termly tests administered correctly and data analysed. Data is used to carefully plan next steps in the curriculum.

<p>administered correctly.</p>	<p>assessment and the appropriate support and resource implemented quickly. Use of the tests allow teaching staff to identify the gaps in knowledge and organise targeted intervention to close the gap. EEF Assessment and Feedback</p>		<p>Intervention groups organised.</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p> <p>Sentence stems to be introduced to all subjects to improve pupils reasoning language and skills.</p>	<p>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: Oral language interventions Teaching and Learning Toolkit EEF</p>	<p>1</p>	<p>Tower Hamley Progression in Language framework shared with all staff.</p> <p>Pupils starting to articulate key ideas using sentence stems. This will continue to be embedded 2025/26</p> <p>Week of oracy planned for beginning of 25/26</p>
<p>Purchase of DfE validated Systematic Synthetic Phonics programme and resources to secure stronger phonics teaching for all pupils: Little Wandle.</p> <p>All teaching staff will receive training and coaching to follow a structured programme and precision teach to pupil gaps through EYFS-KS1 on a daily basis.</p> <p>Parents will be involved, training and supported</p> <p>Investment in reading scheme for older readers.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF</p> <p>If an older reader is struggling with decoding, phonics approaches will still be appropriate. Clear focus on teaching of vocabulary in small group reading.</p>	<p>1, 2, 4</p>	<p>New staff have undertaken training. Daily phonics lessons are taught with catch up sessions for targeted individuals.</p> <p>Parents workshop held with Year 1.</p> <p>Fluency books purchased for older readers.</p> <p>Phonics tracker purchased to ensure accurate assessment. Data is used to plan interventions.</p>

<p>Phonics workshop offered to all parents</p> <p>New members of staff trained on scheme</p>			
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>Maths lead and other staff to attend year specific training to consolidate teaching & learning in school</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>1, 3</p>	<p>Mastery for Number in EYFS & KS1 embedded.</p> <p>Maths lead has attended Maths Origin hub meetings as well as working with smaller targeted groups – 5-8 transition working group.</p> <p>All staff have attended maths training in other schools and feedback was given in staff meetings.</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>PSHE resources</p> <p>Pastoral team: Early Help, EP Services</p> <p>Attendance Officer</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>Improving Social and Emotional Learning in Primary Schools EEF</p> <p>Greater awareness of ACEs for children to ensure staff are aware of children’s individual circumstances and need.</p> <p>Children’s SEMH needs must be met in order for them to be ready to learn.</p> <p>A systematic approach to effective use of external experts.</p> <p>Children need to be taught self-regulation and self-calming strategies and positive self-talk to help deal with intense emotions</p>	<p>4, 5, 6</p>	<p>Scarf scheme purchased and use of Lifebus.</p> <p>Pastoral team established.</p> <p>PBS training undertaken.</p> <p>Individual identified with SEMH concerns – Nurture group started. These will continue in 25-26</p> <p>Weekly attendance meetings are held to identify barriers to coming to school. Where possible these are addressed.</p>

<p>Employment of TAs to support teaching and learning and provide interventions with teachers.</p>	<p>Sutton Trust report suggests that TAs provide valuable emotional support to many pupils and keep them on task. However, to maximise support for learning, dedicated planning time with the TA and Teacher needs to take place in order to help identify the gaps in pupils' knowledge and understanding.</p>	<p>Termly meetings with WAS are held</p> <p>EP sessions have been increased from Warwickshire.</p> <p>PA children have been provided with work.</p> <p>Training was undertaken through SENDAR. Following this Nurture groups with the support of STS will be set up.</p>
--	---	--

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

Budgeted cost: **£32,900**

Activity	Evidence that supports this approach	Challenge number(s) addressed	24-25 review
<p>Provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition Teaching and Learning Toolkit EEF</p> <p>And in small groups: Small group tuition Teaching and Learning Toolkit EEF</p>	<p>1, 2, 3, 4, 5, 6</p>	<p>Targeted reading interventions are undertaken throughout the school.</p> <p>Booster groups for KS1 & KS2 for SATs implemented</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in</p>	<p>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</p>	<p>2, 5</p>	<p>Phonics tracker used to identify individuals who require extra support</p>

collaboration with English hub.	when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF		along with the sounds to be focussed on.
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills: Wellcomm	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, 4, 5	Wellcomm is embedded throughout the school. New staff trained on the scheme
Funding of extra sessions in preparation for KS2 statutory assessments	There's strong evidence showing the impact that high quality interventions can have on the outcomes of struggling students.	2,3	Appropriate resources purchased. Individuals identified and invited to booster clubs for Maths & SPAG

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

Budgeted cost: **£13,668**

Activity	Evidence that supports this approach	Challenge number(s) addressed	24-25 review
Whole staff training on behaviour management with the aim of developing our school ethos and improving behaviour across school. Outdoor Learning	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	5, 6	Regular training for staff and pupils undertaken. EYFS increased sessions outside to help build resilience and managing self. PSHE scheme purchased and taught weekly.
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6	Regular meetings within Pastoral Team. Meeting held with parents invited

<p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>Staff to implement and embed procedures so that parents are made aware of expected attendance levels when they fall below 90%</p>	<p>Attendance and Family Support workers to work with families to improve attendance. School initiative to encourage better attendance: certificates, awards etc.</p>		<p>Training for new EH procedures undertaken</p> <p>½ termly spin the wheel for winning class with attendance. Children have chosen the activities on the wheel.</p> <p>Staff training so all stakeholders are aware of procedures to support good attendance.</p>
<p>Forest Schools Funding to cover Forest Schools TA support. Provide training and resources for outdoor learning.</p> <p>All children in school to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences.</p>	<p>Forest School Research</p>	<p>5, 6</p>	<p>All children have received 2 x 6 week blocks of Forest School.</p> <p>FSL now employed by school to deliver Forest school (has also supported pupils with SEMH needs)</p> <p>After school Forest School club is offered to all pupils to enrich the curriculum further</p>
<p>Behaviour support Funding to cover behavioural support from independent provider who will provide training, strategies and resources. All children will benefit from strategies implemented.</p>	<p>All children will benefit from strategies implemented</p> <p>Behaviour interventions Teaching and Learning Toolkit EEF</p>		<p>Becon Schools support</p> <p>Forest School – see above</p> <p>PBS training undertaken by key staff</p>

Total budgeted cost: £82,778

Part B: Review of the previous academic year

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.

Our assessment reflects the impact of Covid-19, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

Mobility at Nursery Hill Primary School is higher than national with a growing number of pupils from disadvantaged backgrounds, this is reflected in our need to support children with SEMH needs. The data demonstrated that there is not a significant pattern where our disadvantaged pupils are outperformed by non-disadvantaged pupils. In some classes there is a significant difference; in others, the reverse is true. We are monitoring data closely and looking at how attendance impacts on attainment of all groups.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that an increased number of families are accessing pastoral support for individual pupils. Our assessments and observations indicate that well-being and mental health have been significantly impacted as a result of covid and the cost of living rising. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations, however, the gap between the groups is narrowing..

Our evaluation of the approaches delivered last academic year indicates that the approach to behaviour is very effective as children are supported and enabled to learn. There are some children who are also SEND or vulnerable in other ways. To support these children we continue to use 'Zones of Regulation' in all year groups resulting in improved identification of feelings and independent use of strategies to self-regulate allowing access to learning. Further resources have been purchased, such as school wellbeing cards. Bespoke group work for those children who require additional programmes of work will continue.

