

Pupil premium strategy statement – St Nicholas Church of England Primary School, Bromham

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 2025-2028, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	52 (+5 nursery)
Proportion (%) of pupil premium eligible pupils	6 children
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-28
Date this statement was published	November 2025
Date on which it will be reviewed	November 2028
Statement authorised by	Mr Ross Phillips
Pupil premium lead	Mrs Clare Kitts
Governor / Trustee lead	Mr Ross Phillips

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8,690
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£8,690

Part A: Pupil premium strategy plan

Statement of intent

Our school vision is; *St Nicholas Church of England (VC) School is a nurturing, Christian school in the heart of the community which aims to inspire life-long learning. We will encourage every individual to find their passion and achieve excellence.*

This, together with our Christian values and our key biblical reference underpin our approach to provision for our disadvantaged children.

The staff and governors at St. Nicholas Church of England Primary School, Bromham believe that all children have the right to access a broad and balanced curriculum and an environment that allows them to thrive and make good, or better, progress. As a school community, we will work hard to support our disadvantaged children to enable them and their families to overcome any barriers they face. This support will vary according to the child's and the family's needs and will be implemented and reviewed in accordance with current research and evidence of impact. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve the goal of good progress and high attainment across all subject areas including progress for those who are already high attainers. High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged children require the most support and an emphasis with regards to learning, on keeping up, rather than catching up. Our approach will be responsive to common challenges and individual needs, not assumptions about the impact of disadvantage. To ensure this is effective we will;

- ensure disadvantaged children are supported and challenged in their learning journey,
- act early to intervene when a need is identified (eg social, academic, behavioural),
- underpin targeted provision with a robust pupil progress tracking and evaluation system.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve with our Pupil Premium Lead driving this.

Challenges

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

Challenge number	Detail of challenge
1	Limited reading (or a focus on decoding only) at home for some PP children. This impacts vocabulary breadth, fluency and comprehension which in turn impacts attainment across the school in all subjects.
2	SEMH: Attachment (half of PP children are LAC / PLAC) and trauma impacts ability to access school, curriculum learning and social interactions. This impacts progress and friendships which influences happiness and engagement.
3	Learning behaviours: Some disadvantaged children appear less motivated to learn which impacts class-based engagement, group dynamics and progress. This includes the social and emotional skills to engage in classroom life.
4	Children's engagement in writing . Early language experiences and cultural capital results in language gap between some PP children and non-PP. This can have an impact on children's ability to speak in full sentences and to comprehend verbal and written words and sentences as well as restricting writing progress.
5	Home-based barriers to learning including family circumstances are impacting attainment and progress. For some, limited access to activities and experiences, parent/carer engagement, low aspirations and expectations are having a detrimental effect on pupil attainment. For some disadvantaged children, parental engagement is low; attendance at school events and meetings is lower.
6	Maintaining progress in Maths through KS2. In KS1, small groups and higher staff ratios have provided support for PP children. Ongoing individual support for pre-teaching, same day catch up and interventions when gaps appear will prevent PP children from demonstrating lower than average attainment.

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
Disadvantaged children have excellent attendance. To improve PP attendance to 97% so that children are present in school and attain/ progress well from their starting points.	Attendance data shows PP attendance is improved to 97%. PP attendance is comparable to non-PP attendance. PP persistent absence to be comparable to non-PP.
Disadvantaged children enjoy school.	Child voice shows PP children enjoy coming to school and feel a sense of belonging.
Increased attainment in reading for children in receipt of Pupil Premium so that achievement is in line with national average and the in-school gap between PP and non-PP narrows.	In school attainment gap to reduce and pupils to make good progress. Attainment and progress measures for pupils in receipt of PP will be in line with national average.
Increased attainment in writing for children in receipt of Pupil Premium so that achievement is in line with national average and the in-school gap between PP and non-PP narrows.	In school attainment gap to reduce and pupils to make good progress. Attainment and progress measures for pupils in receipt of PP will be in line with national average in external assessment measures including GLoD and KS2 Writing Teacher Assessment.
Increased attainment in maths for children in receipt of Pupil Premium so that achievement is in line with national average and the in-school gap between PP and non-PP narrows.	In school attainment gap to reduce and pupils to make good progress. Internal attainment and progress measures for pupils in receipt of PP will be in line with peers. EYFS GLoD and KS2 Maths SATs results will be positive for this group. Times table knowledge will be strong with Y4 times table test showing good attainment.
To identify individual needs for Pupil Premium children and provision is matched to support these needs. For PP funding to be able to provide additional provision to meet individual learning needs and social and emotional needs.	All Pupil Premium children have barriers to learning identified and provision implemented. Pupil Voice and parent surveys show children in receipt PP are being supported well and achieving well. Children are happy at St Nicholas and enjoy their learning.
To improve parental engagement so families of PP children attend school events and meetings.	100% of families attend a parent meeting. Parental attendance at key events is strong for PP families.
Disadvantaged children attend enrichment activities offered by our school.	Club and school trip registers show attendance by PP children is at least equivalent to other children and PP children are fully involved across the offer.

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: £4,354

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all teachers on High Quality Teaching including clarity of modelling and developing vocabulary	EEF – High quality teaching / professional development: ‘Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.’ EEF Toolkit - Vocabulary development: ‘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. Impact in early years (+7 months) and primary schools (+6 months) tends to be higher than that secondary schools (+5 months.)’	2,3,4,6
CPD related to attachment and self regulation (self-image)	See above on CPD plus EEF: ‘Social and Emotional Learning interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.’ (+4 months)	2,3
Maths Mastery (including small steps, pre-teach, same day catch up)	Mastery Learning. EEF Toolkit states high impact for very low cost (+ 5months) Incorporates focused feedback. EEF Toolkit states high impact for low cost (+8 months).	2,3,6
Class based adult support (TAs)	TA led interventions and small group tuition can both add 4 months progress in an academic year whilst 1:1 tuition adds 5 months (EEF). These can ‘focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil’s understanding, offer greater levels of interaction and feedback	1-4,6
EYFS (Reception and Nursery) adult:child ratios maintained		

	compared to whole class teaching which can support pupils to spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum.'	
Proportion of SENCO salary	From the EEF SEND Evidence Review 'provide strong evidence that, when trained and supported properly, TAs can be used effectively to provide targeted interventions that improve the academic, behavioural and social communication outcomes of pupils identified with particular needs.'	All

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

Budgeted cost: £3,192

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS / KS1 phonics interventions.	EEF Toolkit phonics: phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.	1, 4
Phonics small groups in KS1	As above - Phonics is widely recognised as the primary route to successfully learning to decode.	1
Speech and Language assessment and interventions	EEF Toolkit: 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. (+6months)	2,3,5
Reading interventions for all PP children (Targeted reading support)	EEF Toolkit: Studies in England have shown that pupils eligible for free school meals may receive additional benefits	1

including Insight and SmartGrade (question level) for children's progress and attainment data analysis.	from being taught how to use reading comprehension strategies. (+6months).	
Maths intervention – rapid progress (Number Stacks) Maths interventions for Year 6 to maintain progress including Insight and SmartGrade (question level) for children's progress and attainment data analysis.	EEF Toolkit: Suggest mastery approach (+5months) and individual or small group tuition will add to progress in a year (+4 months).	6

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

Budgeted cost: £1,144

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance support – Attendance Champion time to work with parents / carers.</p> <p>Attendance Administrator time to follow up on non-attendance, lateness and reporting daily attendance of LAC , working with parents, providing soft starts. Daily early morning emotional support for transition.</p> <p>Positive reinforcement: Postcards home / certificates to reinforce positive messages</p>	<p>EEF Toolkit: Parental involvement By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading. (Potentially +4months).</p> <p>DfE Aug 2024 Attendance: The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families. Good attendance begins with school being somewhere pupils want to be and therefore the foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils are keen and ready to learn. Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work in partnership with pupils and parents collaboratively to remove any barriers to attendance by building strong and trusting relationships and working</p>	2

	<p>together to put the right support in place. Securing good attendance cannot therefore be seen in isolation, and effective practices for improvement will involve close interaction with schools' efforts on curriculum, behaviour, bullying, special educational needs support, pastoral and mental health and wellbeing, and effective use of resources, including pupil premium.</p>	
<p>Behaviour support (SENCo and Head) including CPOMS analysis linking to behaviour interventions</p>	<p>EEF Toolkit: According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not. (+4 months).</p> <p>The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.</p>	2,3,5
<p>Wellbeing - ELSA intervention and training / support</p>	<p>EEF Toolkit states School level Social Emotional Learning (+4 months)</p>	2,3
<p>Appropriate use of physical skills / gross motor intervention with trained PE teacher</p> <p>Also encourages positive group working</p>	<p>EEF Toolkit states physical activity adds 1 month. Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them. YST School sport report 2023: Children and young people from lower income families are less likely to be active, are twice as likely to be living with obesity, and have less positive attitudes towards physical activity.</p>	2,3,5

Total budgeted cost: £8,690

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

As the numbers of children are very low, individual children could be identified if specific outcomes are referred to but, having analysed the statutory assessment data; (No EYFS data in 24/25), Phonics Screening, MTC and KS2 SATS, our disadvantaged children performed less well than the national average and their peers.

In formative assessment data, there is a tendency for Maths to show good progress whilst other areas of the curriculum, PP children are below average for their year group in our school and compared to national averages.

Attendance, behaviour and wellbeing – Attendance is good for our PP children – our PP attendance for 24/25 was 97.93% compared to whole school attendance of 96.06%.

Due to the low numbers, it is difficult to generalise about behaviour and wellbeing but trauma and SEMH need is identified within the group which impacts on motivation and resilience when in lessons.

How successfully the intended outcomes of the previous strategic plan were met;

Progress – as above, PP pupils tend to perform less well than their peers in our school and the national average but the data is not statistically significant due to the numbers involved.

Feel secure and happy – PP pupils are fully involved in the range of enrichment activities offered in our school. PP pupils are varied in their level of engagement, security and the behaviours demonstrated. Due to the low numbers, it is difficult to generalise but trauma and SEMH need is identified within the group which impacts on motivation and resilience when in lessons.

Attendance – is good for our PP children – our PP attendance for 24/25 was 97.93% compared to whole school attendance of 96.06%.

Additional needs are identified early – Of our PP children, most have identified additional needs and all either have additional needs identified or are being monitored for SEMH need.

