

Pupil premium strategy statement – Nerrols Primary School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
Number of pupils in school	193
Proportion (%) of pupil premium eligible pupils	17%
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)	2024 - 2027
Date this statement was published	January 2025
Date on which it will be reviewed	September 2025
Statement authorised by	Matt Kerton, Headteacher
Pupil premium lead	Steph Marriott, Deputy Headteacher
Governor / Trustee lead	Oliver Foster-Burnell, Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,272
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£55,272

Part A: Pupil premium strategy plan

Statement of intent

At Nerrols Primary School, our intention is that all children have the same opportunities as their non-disadvantaged peers – they are not limited by their background or home circumstances. Irrespective of their background or challenges, pupil premium children make good progress and achieve in line with age related expectations. We maintain high expectations for our pupils whilst delivering high quality teaching throughout the school. The focus of our plan is to close the gap between pupil premium children and their peers, whilst ensuring good progress for those who are already high attainers.

We will consider the challenges faced by our vulnerable pupils, consider their strengths and greatest areas of need, whilst also considering the context of all pupils within the school. We will assess common themes across the school which we can focus on developing such as vocabulary, creative experiences or access to high quality teaching and learning. We will also seek opportunities for children to experience a broad range of life experiences such as theatre trips, playing an instrument and sports.

Our approach will be based on a range of research and evidence. We will ensure all stakeholders are involved in developing and implementing the strategy which will help us to effectively diagnose our children's challenges and act upon these promptly and effectively. To ensure a robust system of implementation, a cycle of monitoring and evaluating will guide our practice.

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 staff suggest that disadvantaged children have greater difficulties with phonics and early reading than their peers.
2	Internal assessment systems and observations indicate that attainment in writing amongst disadvantaged pupils is below that of their non-disadvantaged peers, especially in KS2.
3	Analysis shows that a high number of Pupil Premium children are also on the SEND register.
4	Research and analysis of school data shows Pupil Premium children are less likely to access extracurricular activities.
5	Attendance of Pupil Premium children is lower than that of their peers.

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 reading and phonics attainment amongst disadvantaged pupils to narrow the gap between them and their peers.	Phonics – 75% pass the phonics screening check. This will increase to 90% by the end of Year 2 in reading. At the end of KS1, 75% are achieving age related expectations in reading. At the end of KS2, 75% are achieving age related expectations in reading.
Improved writing attainment among disadvantaged pupils.	In KS1, 70% meet the expected standard. In KS2, 60% meet the expected standard.
Targeted support for those who are Pupil Premium and on the SEND register.	Regular meetings with Pupil Premium lead and SENDCo to facilitate joined working, ensuring a range of support offered for pupils meeting both criteria. PDM time allocated for staff to consider all intended outcomes for Pupil Premium and QIP priorities. Funding targets support to improve outcomes and close the gap for these pupils.
For every Pupil Premium child to attend at least one extra curricular activity every school year and have equal access to the same opportunities as their peers.	Registers show Pupil Premium attendance to at least one extra curricular opportunity. PE and Sport lead engages with families to increase engagement for target groups. All disadvantaged children attend at least one residential during their time at Nerrols, if they do not it is by choice not for financial reasons.
For improved attendance rates, particularly for our disadvantaged children.	Attendance is regularly reviewed and monitored. There is reduced or no gap in the attendance rate between disadvantaged pupils and their peers. The average attendance across the school is at least 96%.

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: £16,896

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing training and CPD for RWI, embedding a DfE validated Systematic Synthetic Phonics programme.	Extensive research and evidence demonstrates that phonics is an important component in early reading skills. It requires explicit and systematic teaching and matching to their current skills/knowledge. EEF Phonics	1
High-quality classroom teaching is embedded and consistently deployed through ongoing CPD.	The EEF Guide to the Pupil Premium Education Endowment Foundation	1, 2, 3
Use of CPD including leading training for interventions which focus on language rich environments and the importance of vocabulary.	Language provides the foundation of thinking and learning and should be prioritised – linked to improving literacy in KS1. EEF Speaking, listening, language skills	1, 2, 3

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

Budgeted cost: £24,981

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Phonics support for disadvantaged pupils who require further support, delivered by trained LSAs.	Phonics is an important component in the development of early reading skills, particularly for children with disadvantaged backgrounds. Therefore, this support will improve children's access to all areas of the curriculum. EEF Phonics EEF Improving Literacy in KS1	1, 2

	EEF Improving Literacy in KS2	
Targeted academic support through the delivery of interventions.	The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully. 2. Targeted academic support EEF	2, 3

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

Budgeted cost: £13,395

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training and delivery of ELSA	Targeted support designed to support children's well-being and development. Sessions focus on supporting emotional resilience, social skills and positive mental health.	3, 5
Provision for extracurricular activities Subsidy £100		4
Additional requirements based on needs throughout the year (contingency) e.g. Forest School Provision, SEMH social communication support .		

Total budgeted cost: £55,272

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In the phonics screening 2023/24, 67% of Pupil Premium children achieved the expected standard, in line with National data. Feedback from learning walks and external validation (RWI) demonstrates effective teaching and intervention.

At the end of Key Stage 2 2023/24, 80% of Pupil Premium children achieved the expected standard in Reading, above National data.

Pupil voice shows that children are positive and engaged in a greater range of extra-curricular activities, however there is still improvements to be made on attendance at sports clubs for example.

Attendance continues to be an area to be developed through strategies deployed by the Senior Leadership Team.

Externally provided programmes

Programme	Provider
DfE validated Systematic Synthetic Phonics Programme	Read, Write INC