

# 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	228
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024 - 2027
Date this statement was published	January 2026
Date on which it will be reviewed	December 2026
Statement authorised by	Matt Kerton, Headteacher
Pupil premium lead	Matt Kerton, Headteacher
Governor / Trustee lead	

## Funding overview

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

# Part A: Pupil premium strategy plan

## Statement of intent

At Nerrols Primary School, our intention is that all children have equal opportunities to educational excellence, irrespective of their background or the challenges. This means that all children make good progress and achieve well in all areas. The focus of the strategy is to support our disadvantaged children to achieve this goal, including those who already attain well and, close any gaps that exist between groups of children and across all areas of school life.

Using the EEF's Guide to the Pupil Premium [Use reliable research evidence to support your strategy | EEF](#), our evidence-informed strategy places high-quality teaching at the heart of our approach by making sure an effective teacher is in front of every class, who is supported to keep improving.

We will consider the challenges faced by our disadvantaged children, considering their strengths and greatest areas of need, whilst also considering the context of all children 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 children and 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.
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## 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 child entitled to the Pupil Premium 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 a 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. <a href="#">EEF Phonics</a>	1
High-quality classroom teaching is embedded and consistently deployed through ongoing CPD.	<a href="#">The EEF Guide to the Pupil Premium   Education Endowment Foundation</a>	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. <a href="#">EEF Speaking, listening, language skills</a>	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. <a href="#">EEF Phonics</a> <a href="#">EEF Improving Literacy in KS1</a>	1, 2

	<a href="#">EEF Improving Literacy in KS2</a>	
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. <a href="#">2. Targeted academic support   EEF</a>	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	Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools. Supporting resources: • The EEF Toolkit has a strand on parental engagement. • The EEF guidance report on 'Working with Parents to Support Children's Learning' offers practical approaches and insights for communicating and supporting parents	4

**Total budgeted cost: £55,272**

## Part B: Review of the previous academic year (2024-2025)

### Outcomes for disadvantaged children

We have analysed the performance of our school's disadvantaged children during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged children we compared their outcomes to those for all children (disadvantaged and non-disadvantaged) at national level and to outcomes achieved by our non-disadvantaged children (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual children and schools differently).

At the end of Year 1 in the **phonics screening check, 80% of disadvantaged children passed**, which is in line with outcomes for all children nationally and higher for all children at our school. Feedback from learning walks and external validation (RWI) demonstrates effective teaching, learning, assessment and intervention of our phonics provision.

At the end of Key Stage Two in **Reading, 75% of disadvantaged children at our school achieved the expected standard**, which is in line with outcomes seen for all children nationally but slightly lower than the outcomes for all children at Nerrols. 50% of our disadvantaged children achieved the Higher Standard in Reading, which is well above outcomes seen nationally and at our school for all children.

At the end of Key Stage Two in **Maths, 75% of disadvantaged children at our school achieved the expected standard**, which is slightly higher than all children nationally and in line with the outcomes for all children at Nerrols. Once again, 50% of our disadvantaged children achieved the Higher Standard in Maths, which is well above outcomes seen nationally and at our school for all children.

At the end of Key Stage Two in **Writing, 75% of disadvantaged children at our school achieved the expected standard**, which is higher than all children nationally and the outcomes for all children at Nerrols. 25% of our disadvantaged children achieved the Higher Standard in Writing, which is above outcomes seen at our school for all children.

At the end of Key Stage Two in **Reading, Writing and Maths combined, 75% of disadvantaged children at our school achieved the expected standard**, which is significantly higher than all children nationally and the outcomes for all children at Nerrols. 25% of our disadvantaged children achieved the Higher Standard in Reading, Writing and Maths, which is above outcomes seen at our school for all children.

Based on all the information above, the performance of our disadvantaged children meets, and in some areas exceeds, our expectations. At present, we remain on course to achieve the outcomes we set out to achieve by 2027/28, as stated in the Intended Outcomes section above.

During the 2024-2025 academic year, the attendance of our disadvantaged children was 1.6% lower than that of all children, which continues to be an area for our development through strategies deployed by the Strategic Leadership Team.

## Externally provided programmes

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

## Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
<p>Service Pupil Premium (SPP) is additional funding provided to schools to mainly support the pastoral needs of all children from service families within that school, recognising the unique challenges they may experience, such as parental deployment, mobility and periods of separation.</p> <p>There is no explicit requirement for schools to publish or break down how they spend SPP, but at our school we use it in a range of ways to support all our service children's pastoral needs should they need it, such as Nurture or Lunchtime Clubs and supporting transition when children from service families join or leave our school. It is also important to note that this funding is not allocated on a per-child basis, rather it is used to support service children across our school as a group.</p> <p>At Nerrols, we want to work in collaboration with our service families because we know that levels of parental engagement are consistently associated with improved academic outcomes. This is why we give them a say in how the SPP is spent by allowing them access to £100 each academic year to support their child.</p>
The impact of that spending on service pupil premium eligible pupils
<p>Teachers and parents have identified improvements in the emotional wellbeing of service children, enabling them to thrive and focus on learning.</p>