



Pupil Premium Strategy Statement

St. Nicholas Catholic Primary School



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils for the 2024 to 2025 academic year.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year (2025 – 2026) and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St. Nicholas
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	6% (14 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)	2024-2025 2025-2026 (3 years 2024/2025/2026)
Date this statement was published	19 th December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Chair of LGB
Pupil premium lead	Neil Porter
Governor / Trustee lead	James Spencer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,810.00
Recovery premium funding allocation this academic year	£0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year 2024/25	£20,810.00
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

At St. Nicholas, we aim to close the progress and attainment gaps between pupil premium and non-pupil premium pupils through:

- High quality first teaching through Universal classroom provision; enabling all children to access all areas of the curriculum.
- Effective differentiation within the classroom to provide additional support for pupils with an attainment gap.
- Targeted support for pupils struggling to access the curriculum offer due to their disadvantaged circumstances.
- Specialist support from outside agencies in order for children and families to effectively access the school curriculum.
- Providing additional resources to assist pupils with closing the attainment gap.

Challenges

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

Challenge number	Detail of challenge
1	SEND increase of Pupil Premium children
2	Listening & Attention deficit hinders academic progress of Pupil Premium children
3	Speech and Language concerns
4	Parental split and consistent support for academic improvement
5	Low academic ability that is not SEND

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
To improve outcomes for disadvantaged pupils at the end of EYFS, KS1 & KS2 to be in line with non-disadvantaged pupils.	High quality first teaching in all classrooms evident through monitoring. Additional TA support for boosting phonics and reading across the school each day.
Highly trained members of staff delivering high quality teaching in the classroom.	Teacher Assessment data to show an improvement in level of pupils achieving Expected Standard and Greater Depth, including our disadvantaged pupils.
All pupils will be able to access the curriculum regardless of ability or family background.	All pupils requiring additional curriculum support will receive it through a targeted intervention delivered by a teacher or teaching assistant. See provision map.

<p>To ensure that Pupil Premium pupils with SEND are receiving the appropriate level of support and resources for their additional needs.</p>	<p>SEND Continuum used effectively to enable targeted support for all SEND pupils. Pupil progress monitored half termly. Additional TA support for interventions timetabled. SCERTS and Nurture training for staff to support children with SEMH.</p>
<p>Any pupil or family experiencing difficulty which is acting as a barrier to learning will receive the support they need from an external specialist.</p>	<p>Pupils/families identified will see an improvement in the situation to allow learning to take place.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£ 29,823**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff Continued Professional Development - Phonics Training - Writing Moderation £1,000	EEF Report: Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.	1, 2, 3 & 5.
Face to face teaching and teaching assistant support - Additional TA support £28,823	EEF Report: Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.	1, 2, 3 & 5.

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

Budgeted cost: **£ 2,820**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Online intervention support through 'LEXIA Core 5'. Pupils access intensive and individual programme of targeted support in English. £2,500 Maths based intervention 'Power of 2'. £320	EEF Report: Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.	1, 2, 3 & 5.
One to one school based tutoring. £0	EEF Report: Structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.	1, 2, 3 & 5.

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

Budgeted cost: £ 2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Access to Sutton Cluster Extended Services through 'Our Place Community Hub'. The service provides support for vulnerable children and families through:</p> <ul style="list-style-type: none"> - Specialist advice for parents/carers - Mentoring for 1:1 or peer group support - Out of School holiday activities and clubs - Family Support Services <p>£1,800</p> <p>Financial support for vulnerable pupils and families through the Pupil Premium budget including:</p> <ul style="list-style-type: none"> - Transport support to attend important external agency meetings - School uniform - Holiday club access to support pupil mental health and wellbeing during non-school term time <p>£200</p>	<p>Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.</p>	4

Total budgeted cost: £ 34,643

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Looking at our outcomes for Pupil Premium children last year, Summer 2025, our children have achieved well except for Y4 MTC and Writing at the end of KS2.

EYFS GLD	- 100% of our PP children achieved the Good Level of Development (1 out of 1).
Y1 PSC	- 50% PP children in Year 1 passed the Phonic Screening Check. (1 out of 2).
Y4 MTC	- 33% of our PP children scored over 20/25 in the MTC (1 out of 3). - 0% of our PP children achieved full marks 25/25 in the MTC (0 out of 3).
Y6 SAT's	- 100% of our PP children achieved the expected standard in Reading (2 out of 2). - 0% of our PP children achieved the expected standard in Writing (0 out of 2). - 50% of our PP children achieved the expected standard in GPS (1 out of 2). - 50% of our PP children achieved the expected standard in Maths (1 out of 2).

Overall –

64% of Pupil Premium children are working at the expected standard in Reading (9 out of 14).

36% of Pupil Premium children are working at the expected standard in Writing (5 out of 14).

57% of Pupil Premium children are working at the expected standard in GPS (8 out of 14).

36% of Pupil Premium children are working at the expected standard in Maths (5 out of 14).

Attendance –

21% of Pupil Premium children are classed as Persistent Absentees with below 90% (3 out of 14).

Vulnerable –

29% of Pupil Premium children are on 'Vulnerable Pupil' list who may need pastoral support (4 out of 14).

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
Lexia Core 5	Lexia Learning Systems LLC
Power of 2	123 Learning
Speech and Language Therapy (SaLT)	BCNHS+

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? (0 children)	N/A
What was the impact of that spending on service pupil premium eligible pupils? (0 children)	N/A

Further information (optional)

All children receiving an intervention at St. Nicholas have additional time allocated to work with a Teaching Assistant either as part of their normal lesson structure or where they are withdrawn for targeted one to one or small group support. Teaching Assistant time and Teacher Time planning for differentiated resources is also taken into account.