



St. Nicholas Priory CE VA Primary School

Our philosophy

'We serve and love each other.'

We aim to welcome and celebrate the diversity of all God's children and provide a safe, caring space in which they can achieve their best academically, spiritually and pastorally whilst also learning to serve others.

St Nicholas Priory CE VA Primary School is a co-educational Church of England Voluntary Aided School and seeks to serve its community by providing excellent and creative education in a Christian setting. Children and staff who attend our school are a part of our community working together to ensure it is a caring, safe and happy place to learn. Believing that all people are created and loved by God, St Nicholas Priory CE VA Primary School has a real and deep concern for each individual, rooted in the Christian ethos which welcomes and affirms. Everyone associated with our school is part of its community and are all encouraged to become valued members of a caring and committed team.

We regularly identify, monitor and assess the barriers that our disadvantaged children face to ensure our provision and interventions address these issues.

52% of our children are disadvantaged, of which, 37% are EAL and 29% require SEND support.

The strategies the school has chosen, to help address the barriers we have identified, are designed to support **all** children to achieve academically and develop pastorally. Disadvantaged children at Priory are rigorously tracked by a dedicated school leader

above and beyond the whole school tracking to ensure they make at least as much progress as their peers and that any gaps are identified, addressed and closed.

Pupil premium strategy statement

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 and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St. Nicholas Priory CE VA Primary School
Number of pupils in school	431
Proportion (%) of pupil premium eligible pupils	52% (220)
Academic year/years that our current pupil premium strategy plan covers	2024/2025 to 2027/2028
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Headteacher
Pupil premium lead	James Parramint
Governor / Trustee lead	Arthur Hollis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£317,760
Recovery premium funding allocation this academic year	£12,924
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£11,315
Total budget for this academic year	£341,999

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	Low attainment on entry to YR (Sept 21 - 0% passed GOV testing)

2	At St. Nicholas Priory 52% of our children are on the pupil premium register. Economic deprivation can have an impact on cultural capital which affects outcomes.
3	For many of our families English is an additional language, and as a result, our parents can find supporting their children at home more of a challenge. On entry to school a significant number of children are beginners in English.
4	Attendance continues to be a challenge for some of our families.
5	Some children struggle to transition into school.

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 among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved combined attainment (reading, writing & maths) among disadvantaged pupils.	KS1 & KS2 combined outcomes in 2027/28 to be at, or above national outcomes.
Improve the cultural capital of disadvantaged pupils	By building on the '11 before 11' practice in school and ensuring that disadvantaged pupils have had access to 11 opportunities to increase their cultural capital. The idea is that pupils have 11 trips, visits or events before they leave school in year 6. These trips should expand their understanding of the world.
Help pupils transition to school life in reception.	Creation of a nursery unit for pre-reception children.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%.

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: **£96,368**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development to support high quality teaching (including internal and external programs and resources.	Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research shows that high quality teaching can narrow the disadvantage gap. EFF - Effective Professional Development Guidance Report. EPI - Teaching and leadership report	1, 3
Bilingual teaching assistant	Bilingual teaching assistants can support learners using their first language or other languages they know. This helps learners using EAL to access the curriculum and feel more included, leading to higher self-esteem and better academic outcomes. The Bell Foundation - Multilingual Support. Raising the Achievement of Bilingual Learners in Primary Schools: Evaluation of the Pilot/Programme	3

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

Budgeted cost: **£215,787**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targetted, small groups for reading, writing and maths.	Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. EFF - Small group tuition.	1, 2, 3
Early years 1-to-1	Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit. One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. EFF - One to one tuition	1
Reading interventions	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. EFF - Reading Comprehension Strategies	1, 3
Phonics interventions	The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five	1, 3

	<p>months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p> <p>EFF - Phonics</p>	
Management of the library and promoting Accelerating Reader	<p>The study found that Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress. For weaker readers, the approach appears to contribute towards catch-up at the start of secondary school, although pupils at very low levels of reading may need initial support from teachers to benefit, if they are not independent readers.</p> <p>EFF - Accelerated Reader</p>	1, 3

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

Budgeted cost: **£29,844**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental health champion	<p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>EFF - Social and Emotional Learning</p>	5
Breakfast club	<p>Evaluation found that supporting schools to run a free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils in Key</p>	1, 5

	<p>Stage 1 with moderate to low security. Interestingly, it appears that it was not whether more pupils ate breakfast at all that made the difference, but whether more were going to the school breakfast club. It may be that school breakfasts are more nutritious, or that attending the club effectively prepares pupils for learning. Breakfast club schools also saw an improvement in pupil behaviour and attendance.</p> <p>EFF - Magic Breakfast</p>	
<p>Improve the attendance of disadvantaged students</p>	<p>The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4.</p> <p>Gov - Just one day off can hamper children's life chances</p> <p>The key - Research into how attendance can impact attainment</p>	5
<p>Educational school trips enhance adolescents' curiosity, wonder and desire to learn</p>	<p>The study showed that indeed, young people's responses on validated psychological measures for curiosity and wonder e.g., positive responses to questions like "Everywhere I go, I am out looking for new things or experiences"; "I am likely to feel personally engaged by an experience that takes your breath away", desire and need to learn e.g., "I like learning new things", and awareness of knowledge gaps specific to the trip such as wanting to learn more about the topic of the trip's focus such as history, were significantly elevated during the educational trip, compared to their daily classroom setting. Additionally, young people positively evaluated the trip in terms of organisation, pedagogy and personal outcomes. They also indicated that the trip provided them with new experiences, increased their topic understanding, fulfilled their desire for travel, leisure, friendship and entertainment, and allowed them to face challenges and be independent.</p> <p>Lancaster University</p>	2,3,4

Total budgeted cost: £353,162

Externally provided programmes

Programme	Provider
Senior Leadership Training	Diocese/ VNET
Middle leadership coaching	NPQSL programme please check provider
Disadvantage training	VNET
Accelerated Reader	Renaissance Learning
Language development	Talk Boost , Voice 21
Development and enrichment cultural experience	Various

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 2023 to 2024 academic year.

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.

Attendance continues to be a national target and evidence suggests that the practices at Priory are having a positive impact on our disadvantaged pupils. evidenced by the following figures (*Perspective Lite*):

- Disadvantaged overall absence had decreased by 2.6% in 2023/24.
- Disadvantaged persistent absence has decreased by 10.6% in 2023/24
- Disadvantaged severe persistent absence has decreased by 2.5% in 2023/24

Implementing a range of strategies we have now brought disadvantaged attendance to within 1% of the whole school.

- Whole school attended 94.18% and disadvantaged attending 93.86% (YTD).

The YR data shows that disadvantaged children performed above national and whole school. (Dis: 100%, WS 88%, Nat: 68%)

The Y1 phonics data demonstrated that children were performing inline with national standards with 78% of disadvantaged children achieving expected standard compared with 80% nationally. The data demonstrates that the low attainment on entry is quickly and effectively acted on, through robust assessments and bespoke planning. High quality, small group teaching is a particular focus in EYFS and for early reading. Bilingual teaching assistants support learners using their first language and also bridge the support with parents. 1:1 teaching in some instances has shown to be effective in ensuring children make a strong start to the Priory career.

At the end of KS1 the disadvantaged cohort were in-line with the whole cohort.

At the end of KS2, the disadvantaged cohorts performed above or in-line with the whole school and national cohorts for reading and writing and performed above national for maths:

	Disadvantaged	Whole School	National
Reading	69%	71%	74%
Writing	67%	69%	72%
Maths	75%	78%	73%

Small groups have supported reading phonics interventions and comprehension interventions across KS1 and KS2.

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

Based on all the information above, the performance of our disadvantaged pupils met expectations, and were consistently inline with the whole cohort. We have also closed the gap to national expectations and surpassed in maths.

Our evaluation of the approaches delivered last academic year indicates that while all aspects of the strategy have played a vital part, it is the small groups and 1:1 teaching that is particularly effective at bridging the gap between our disadvantaged pupils, their cohort and national expectations.

We have reviewed our previous three year strategy plan and used these findings to inform choices for the next three year strategy.