

Nursling C of E Primary School

Pupil Premium Report Academic Year 2025 2026



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

School overview

| Detail | Data |
|---|---|
| School name | Nursling C of E Primary |
| Number of pupils in school | 193 |
| Proportion (%) of pupil premium eligible pupils | 19% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024 - 2027 |
| Date this statement was published | November 2025 |
| Date on which it will be reviewed | November 2026 |
| Statement authorised by | Jo Jerrad Headteacher |
| Pupil premium Group | HT, SENCO, Finance Officer, Kerry Hayward, Neil Curtis. |
| Governor / Trustee lead | Jackie Barker Jonathan Howells |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £56,609 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £56,609 |

Part A: Pupil premium strategy plan

Statement of intent

At Nursling C of E Primary School, we know that we have a duty of care towards all of our children regardless of who they are and where they come from. With the right building blocks in place to break down or even remove barriers, we believe all children have to be given every chance to reach their full potential.

When making decisions about using Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced. These, alongside research conducted by the Education Endowment Foundation (EEF), are common barriers to learning for disadvantaged children. These can be:

- less support at home,
- weak language and communication skills,
- lack of confidence,
- more frequent Social Emotional Mental Health (SEMH) difficulties and attendance and punctuality issues.
- There may also be complex family situations that prevent children from flourishing.

The challenges are varied and there is no “one size fits all”.

We adopt a whole school approach to ensure we are all responsible and effective in our support for all:

- Clear and effective communication enabling support and intervention to occur as quickly as possible.
- High Quality Inclusive Teaching, the greatest impact on closing the disadvantage attainment gap.
- Effective use of tracking and monitoring to ensure no child slips through the net.

Our intention is that:

- All pupils receive a high-quality education in a nurturing environment that enables all children aspire to achieve and feel proud of the progress that they make along the way.
- Our families feel supported enabling a consistent approach to their child’s education journey between home and school.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Some of our children and their parents experience a range of social and emotional and mental health issues |
| 2 | Attendance and punctuality issues |
| 3 | The impact of poor attendance has the biggest impact on the quality of writing that is produced by Pupil Premium children. Targeted support and use of precision teaching will enable greater accountability in this area. |

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 |
|---|--|
| Children continue to feel supported in their mental health and well-being to enable them to focus on learning. | Pupil voice responses will show that children feel safe, happy and supported in school. |
| Pupil Premium children will achieve well in statutory tests in line with peers. | Phonics test, Multiplication Tables Check and Year 6 SATS results for PP children will be in line with peers. |
| Pupil premium families children will have improved attendance and punctuality and families will understand its importance | Strong relationships between school and pupil premium families result in pupils attending more regularly. |
| Pupil premium children that fit into other vulnerable groups will be have access the curriculum and their needs will be supported | <p>Pupil premium children will be identified on the inclusion register.</p> <p>Pupil premium children will be identified by teachers and support staff to enable targeted support during lessons.</p> <p>Pupil premium children will be monitored during termly pupil progress meetings to identify gaps in learning and plan for interventions to accelerate progress</p> |
| Improved writing attainment for all Pupil Premium pupils. | Writing outcomes in 2025/26 will show an increase of disadvantaged pupils meeting the expected standard. |

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: £8,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| CPD for all staff to support the whole school phonics, reading and writing and maths strategies. | Effective training will support the team and ensure they are successful in supporting the learning needs of all children because they have a clear understanding of the vision and values of the school. | 1,2,3 |
| Training for all staff on Precision Teaching and continued development of the Thrive Approach. | Effective training will support the team and ensure they are successful in supporting the emotional needs of all children. | 1,2 |
| Recruitment of cover teacher to ensure extra release time for English and Maths subject leads to observe and support for a consistent approach across the school. | Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Task design has to be accurate to ensure good progress is achieved by all. | 3 |
| Timetabling of regular meetings for SENCO and ELSA to revise and keep up to date. | Effective training will support the team and ensure they are successful in supporting the emotional needs of all children. | 1,2,3 |

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

Budgeted cost: £15,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| High Quality Teaching and Learning English focus. | Two fully qualified trained teachers allocated time within the week to work specifically with Pupil Premium children. Work completed in class, alongside the class teacher to ensure consistency in expectation and the ability to achieve personalised targets. | 1,2,3 |
| Precision Teaching | Precision Teaching training was completed by the SENCO within the academic year of 2024/2025 which has been disseminated to staff for the start of 2025/26, enabling all learning support assistants to be able to focus on specific support to close gaps in learning. | 1,2 |
| One to one and small group tuition for reading, writing, spellings, phonics and maths | EEF evidence: Targeted deployment, where TA's are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of TA's in everyday classroom environments has not been shown to have a positive impact on learner outcomes. Interventions that are planned and delivered can improve progress and close gaps in learning. | 1,2,3 |
| Parent Workshops with particular focus to support reading, phonics, spellings and maths. Open classroom so that children have a degree of accountability to their parents seeing the standard of their work. | EEF evidence: Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. EEF evidence: Parents' aspirations also appear to be important for pupil outcomes, although there is limited evidence to show that intervening to change parents' aspirations will raise their children's aspirations and achievement over the longer term. | 1,2,3 |
| Additional release time for subject leaders to support the development of the curriculum and pedagogical approaches employed across the school. | High quality teaching improves pupil outcomes, and effective professional development helps to develop teaching quality and enhance children's outcomes in the classroom. | 1,2,3 |

| | | |
|-----------------------------|---|-------|
| Outdoor Adventures Learning | EEF evidence: Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. | 1,2,3 |
|-----------------------------|---|-------|

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

Budgeted cost: £33,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| High Quality Teaching and Learning English focus. | EEF- Teaching learning behaviours will reduce the need to manage misbehaviour. High quality teaching and learning will ensure good engagement and help to build resilience and understanding in writing. | 3 |
| ELSA sessions | ELSA training was completed within the academic year of 2023/2024 to ensure the school could offer social and emotional support. The main areas identified included building self-esteem, addressing anxiety, building friendships, concentration when learning and school aversion. One trained ELSA works 1.5 days a week to support children in emotional literacy. | 1,2 |
| Yoga | Weekly Yoga sessions are held for children identified with a need for support for their mental health and wellbeing. | 1,2 |
| Lunch Club opportunities | Weekly sessions are held for targeted support by the SENCO during lunchtime for those children who find the playground an over-whelming place to be. Chris | |
| Staff Training on de-escalation strategies and physical interventions | Team Teach Training encourages de-escalation techniques to be used which has shown a positive impact on the number of children excluded as a sanction. New staff training programmed in. | 1,2 |
| Learning outside the classroom | All children gain first hand experiences and increase their knowledge when working outside the classroom. The school actively encourages new opportunities and the development of the curriculum to offer | 1,2,3 |

| | | |
|-----------------------|--|-------|
| | ways of bringing learning to life. To enable this to happen safely, each class is timetabled to have two members of staff for an hour's outdoor learning. | |
| Parent Engagement | Children are more likely to succeed in their education if parents and school work together in partnership. Engaging parents to encourage good attendance in school and opportunities to learn how best to support their child is paramount to that success. Two staff members have time allocated specifically for building relationships with parents to improve attendance. | 1,2,3 |
| Lunchtime Supervisors | Consistency in deployment of staff ensures social and emotional needs are met throughout the school day. | 1,2 |

Total budgeted cost: £56,000

Contingency/Carry forward: £609

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.

The information in the chart below are for our current year groups to where they were performing at the end of the last academic year.

| Current year groups 2024/25 | Girls | | | Boys | | |
|---|-------------|------|------|---------------|-----|------|
| Year R Good Level of Development met | 0% (1 girl) | | | 100% (3 boys) | | |
| | R | W | M | R | W | M |
| Year 1 = 6 PP (5 girls / 1 boy) | 100% | 80% | 60% | 0% | 0% | 100% |
| Year 2 = 4 PP (2 girls / 2 boys) | 50% | 50% | 50% | 50% | 50% | 50% |
| Year 3 = 7 PP (2 girls / 5 boys) | 50% | 100% | 100% | 60% | 60% | 60% |
| Year 4 = 6 PP (4 girls / 2 boys) | 75% | 50% | 75% | 50% | 50% | 100% |
| Year 5 = 8 PP (4 girls / 4 boys) | 75% | 25% | 50% | 75% | 25% | 75% |

Pupil Premium Year 1 Phonics Test results

| | |
|-----------|---|
| 1 boy | 5 girls |
| 0% passed | 100% passed 3 of which scored 39/40 2 of which scored 37/40 |

Pupil Premium Multiplication Check (Year 4)

| | |
|---|--|
| 2 boys | 4 girls |
| 100% scored 20 +, of which 1 child scored full marks of 25. | 75% scored 20+, of which 2 children scored full marks of 25. |

Year 6 SATS Pupil Premium Outcomes July 2025

| | <u>Reading</u> | <u>Writing</u> | <u>Maths</u> | <u>Combined</u> | <u>SPAG</u> |
|----------------|----------------------|----------------|--------------|-----------------|-------------|
| Child A | 101 | WTS | 105 | No | 98 |
| Child B | 109 | EXS | 109 | Yes | 108 |
| Child C | 110 | EXS | 105 | Yes | 103 |
| Child D | 99 *challenged paper | EXS | 101 | No | 103 |
| Child E | 120 | EXS | 109 | Yes | 111 |
| Child F | 93 | WTS | 86 | No | 93 |

Impact: 49% of our Pupil Premium children achieved to the expected standard for their age in writing in 2024/25. This was a 9% increase on the previous academic year which was 40% in 2023/24.

Externally provided programmes

| Programme | Provider |
|--|---|
| Computing | Mr P ICT |
| RSE, PSHE & Well-being, Languages | Kapow |
| Speech and Language Therapist Sara Bidder | HCC |
| Staff Meeting and LSA training by Specialist Advisory Teacher, Sarah Bowditch. | Specialist Teacher Advisor for Communication and Interaction. Education and Learning Specialist, HCC. |
| Primary Behaviour Service | Clifford Centre, Calmore. HCC |
| Widget | Widget |
| Thrive Training | |
| PCP Training | |
| Precision Teaching | |

Service pupil premium funding (optional)

Our Service numbers have increased from 1 child in 2024/25 to 4 Service children in 2025/26.

| Measure | Details |
|--|--|
| How did you spend your service pupil premium allocation last academic year? | Pastoral support Small group work and interventions We have engaged in a programme of CPD with all Learning Support Assistants so that they can best support the needs of all children in class. |
| What was the impact of that spending on service pupil premium eligible pupils? | Child felt safe, secure and well supported in school. |

Further information (optional)