



St. Nicholas Primary School - Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery 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	St. Nicholas Primary School
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers	2024/2025 to 2026/2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Sarah Waller Executive Headteacher
Pupil premium lead	Sarah Waller
Governor / Trustee lead	Dr John Bennett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,012.92
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	£63,012.92

Part A: Pupil premium strategy plan

Statement of intent

St. Nicholas Primary School is situated in the City of Hull near Hull University. It does not have a catchment area. It is a single form school housed in a Victorian building. Eligibility for free school meals has remained stable in recent years – 21% in 2023 – 2024.

41% of pupils live in the 28% most deprived households nationally (IDACI 2021).

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 school's most important priority is to close the attainment gap between our disadvantaged pupils and others within the school and nationally.

Quality first 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 pupil premium strategy for improving the attainment and progress of our disadvantaged children and all children is based on the guidance identified in the Education Endowment Foundation/using your Pupil Premium effectively. Therefore, this strategy is an integral part of our school improvement plan and focuses on quality first teaching for every child.

Challenges

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

Challenge number	Detail of challenge
1	Internal and external data shows that there are gaps in knowledge and skills between our disadvantaged pupils and others in reading, writing and maths.
2	Our attendance for 2023/2024 overall was 96% however there are disparities between our disadvantaged pupils and their peers with regard to levels of persistent absence. Persistent absence – disadvantaged pupils 16% others 9%

3	<p>Parental engagement in pupils' education is not always high – attendance at parents' evening and meetings for parents. Parental engagement by some ethnic groups is particularly low.</p> <p>Families are struggling with the increases in the cost of living.</p> <p>Pupils do not demonstrate high levels of resilience or the ability to self-regulate their behaviour and emotions.</p>
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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
<p>Have a curriculum in place which builds on prior learning and is accessible to and engages all learners.</p>	<p>By 2026-27</p> <ul style="list-style-type: none"> • Quality of teaching is at least good in all classes (externally moderated). • Assessment, observations, work scrutiny and discussions with pupils demonstrate high levels of engagement amongst all pupils and no significant difference between disadvantaged pupils and others in school. • Judgements and data are confirmed by external assessment data and by external monitoring of the school. <p>By the end of 2024 - 25, we will aspire to</p> <ul style="list-style-type: none"> • Monitor the impact of the revised curriculum intent documents to ensure consistent, effective implementation and ensuring the pupils know more and remember more in all subjects. • Increase the offer of enrichment activities. • Increase the offer of after-school activities.
<p>Improved outcomes in early reading and phonics and writing.</p>	<p>By 2026-27</p> <ul style="list-style-type: none"> • The percentage of disadvantaged pupils reaching the required standard in the PSC above the national figure. • At the end of KS2, the percentage of disadvantaged pupils, reaching the expected standard, in reading and writing is above with other pupils nationally. <p>By the end of 2024-25, we will aspire to:</p> <ul style="list-style-type: none"> • Reach targets agreed with the Trust at expected and greater depth standard

	<p>at the end of Key Stage 2.</p> <ul style="list-style-type: none"> • Gap between disadvantaged pupils and others narrows in PSC. • Gap between disadvantaged and other pupils for reading and writing narrows when compared with the previous year's outcomes for expected and greater depth standard.
Attendance and punctuality.	<p>By 2026-27</p> <ul style="list-style-type: none"> • The overall absence rate for all pupils is in line with the national average. • The attendance gap between disadvantaged pupils is eradicated. • The % of all pupils who are persistently absent is in line with national average. • The gap between disadvantaged pupils and others in school is in line with national. <p>By the end of 2024-25, we will aspire to:</p> <ul style="list-style-type: none"> • Narrow the absence gap between disadvantaged pupils and others. • Narrow the gap between disadvantaged pupils and others in terms of PA.
Well-being, resilience and inclusion.	<p>By 2026-27</p> <ul style="list-style-type: none"> • Reduction in number of behavioural incidents recorded in CPOMS. • High levels of engagement in out-of-school activities by disadvantaged pupils (registers and pupil feedback). • High levels of parental engagement in activities and workshops. • Reduction in the number of disadvantaged pupils accessing emotional and well-being support within school. <p>By the end of 2024-25, we will aspire to:</p> <ul style="list-style-type: none"> • Consistently apply the school's behaviour policy in and out of the classroom. • Target specific pupils and families for participation in curriculum enrichment and after-school activities. • Increase the number and frequency of face to face opportunities for parental engagement. • Identify and support pupils with low-level well-being concerns, preventing escalation of those concerns.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £43,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for staff: Leadership and Management time for Head of School and Assistant Head Teacher to coach and mentor teachers to further improve the quality of teaching. 0.2 x L5 per week – £16,500</p> <p>0.1 X L15 per week – £9,263</p> <p>Release time for teachers to meet with mentors and observe outstanding practice. SASSO cover – 0.1 per week – £2,774</p> <p>Release time for SENCO to support less experienced staff on meeting the needs of vulnerable pupils. SENCO to meet with new SENCO for transition and identifying children. 0.1 X L15 per week - £9,263</p>	<p>Education Endowment Foundation – Guide to the Pupil Premium – Autumn 2021 ‘Spending on developing high quality teaching may include investment in professional development, training and support for early carer teachers, alongside recruitment and retention.’</p> <p>DfE Reading Framework - Teaching the foundations of literacy In the section on leadership and management, the report concludes that Headteachers are responsible for investing in the best teachers and teaching assistants they can find and scrupulously training or retraining them to teach phonics and that senior leaders must build a strong reading culture and ensure that all staff have the knowledge, skills, understanding and professional support to teach reading effectively and this transform children’s life chances.</p> <p>Education Endowment Foundation - Improving mathematics in the Early Years and Key Stage 1 Research finds that there are 5 key principles for the effective teaching of maths:</p> <ul style="list-style-type: none"> • Develop practitioners understanding of how children learn maths; • Dedicated time for children to learn maths; • The use of manipulatives and representations; • Ensure teaching builds on what children already know; <p>Use high quality targeted support to help all children learn.</p>	<p>1</p>

To purchase high quality, age - appropriate texts and create book areas for each year group. £6,000	DFE – reading framework – teaching the foundations of literacy.	1
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £25,840

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics intervention and catch up Fast Track 1:1 tutoring – FS2– Y4 0.5 x level 2 ASA - £9,500</p> <p>Fresh Start Tutoring – Y5/6 level 2 ASA for 30 mins a day. – £6,840</p> <p>EAL targeted intervention – 1:1 – 0.5 x level 2 ASA - £9,500</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches ‘Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.’</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics ‘The average impact of the adoption of phonics approaches is about an additional five months’ progress over the course of a year. Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.’</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Research can show that the impact of teaching assistants in the classroom can be minimal, but impact is greater when they work in partnership with the teacher and when they take small targeted groups of pupils.</p> <p>DfE Reading Framework - Teaching the foundations of literacy The report recognises that high-quality class or group teaching is an efficient and effective way of ensuring good progress for the majority of children. However, this should</p>	1

	not undermine the value of one-to-one or small-group support for the few children who need extra help to keep up.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,310

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer 2 x hours a day - £4,750 Attendance rewards and incentives - £1,000	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities In order to raise attendance, it needs to be a priority of school improvement. It needs to be resourced appropriately to create, build and maintain systems and improve attendance. The DFE guidance on having an effective whole school strategy to raise attendance promotes employing a designated attendance champion to the senior leadership team with clearly assigned responsibilities, which are identified within the attendance policy, escalation of procedures and school improvement plan. St. Nicholas build's respectful relationships with staff, pupils, families and other stakeholders in order to secure their trust and engagement. We ensure that it is a welcoming and positive culture across the school with the expectation that pupils attend school regularly.	2 & 3
Emotional and wellbeing support for pupils by ELSA trained TA. 4 x level 2 ASA – 2 and half hours a week. - £4,560	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Research concludes that the impact of SEL interventions has low security and therefore, the success of this intervention will be closely monitored. However, the benefits of this kind of intervention in helping children to manage their emotions are great, even if it does not directly impact on reading and maths scores. SEL interventions run alongside whole class PSHE Jigsaw lessons.	3

Total budgeted cost: £79,950