

# Nettleton Community Primary School

## Pupil Premium Strategy Statement

### 2025- 2026

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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	Nettleton Community Primary School
Number of pupils in school	65
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025/2026- 2027/28 (Year 1 of plan this year)
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Nichola Allerston Executive Headteacher
Pupil premium lead	Nichola Allerston Executive Headteacher
Governor / Trustee lead	Geoff Barnes, lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,300 (DPP)
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1405.58
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£31,705

# Part A: Pupil premium strategy plan

## Statement of intent

At Nettleton Community Primary School, 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. Our key values that align to this intent are commitment to achieve, independence, happiness and caring.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, young carers and those who have additional needs. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This will come from a data driven evidence base. 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 strategy is also integral to wider school plans for excellent educational outcomes, including non-disadvantaged pupils and especially those children who are co-classified SEND and disadvantaged.

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 we carefully identify all disadvantaged children, not just those eligible for the Pupil Premium.
- 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	<p>Whilst there is no significant gap between outcomes for children eligible for DPP and those who are not in terms of PSC outcomes, children eligible need more support to meet the expected standard.</p> <table border="1"> <thead> <tr> <th></th> <th>Not DPP Eligible Expected Standard</th> <th>DPP Eligible Expected Standard</th> </tr> </thead> <tbody> <tr> <td>2023/2024</td> <td>100%</td> <td>100% (0 child difference)</td> </tr> <tr> <td>2024/2025</td> <td>89%</td> <td>100%</td> </tr> </tbody> </table>		Not DPP Eligible Expected Standard	DPP Eligible Expected Standard	2023/2024	100%	100% (0 child difference)	2024/2025	89%	100%							
	Not DPP Eligible Expected Standard	DPP Eligible Expected Standard															
2023/2024	100%	100% (0 child difference)															
2024/2025	89%	100%															
2	<p>Disadvantaged children across the school are likely to be lower in reading, writing and maths than not disadvantaged. Years 1-6 Teacher Assessment Summer 2025 (JB/OT/GDS)</p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>73%</td> <td>71%</td> <td>68%</td> </tr> <tr> <td>Not Disadvantaged</td> <td>88%</td> <td>86%</td> <td>88%</td> </tr> <tr> <td>GAP</td> <td>-15%</td> <td>-15%</td> <td>-20%</td> </tr> </tbody> </table> <p>This is due to lower starting points for disadvantaged children who enter Reception.</p>		Reading	Writing	Maths	Disadvantaged	73%	71%	68%	Not Disadvantaged	88%	86%	88%	GAP	-15%	-15%	-20%
	Reading	Writing	Maths														
Disadvantaged	73%	71%	68%														
Not Disadvantaged	88%	86%	88%														
GAP	-15%	-15%	-20%														
3	<p>We know that our children who are disadvantaged and co-classified SEND are our most vulnerable group. This subgroup makes up 38% of our 2025/26 DPP Eligible cohort.</p>																
4	<p>Our analysis shows that children who are considered disadvantaged are much more likely to be involved with Children's Services or getting support from agencies including school. In the absence of many external services no longer available to families, school takes on much more of this support. The analysis is not presented here to avoid identifying children or families.</p> <p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain relatively high. A large proportion of disadvantaged pupils currently require additional support with social and emotional needs, with all pupils who are disadvantaged receiving individual / small group interventions.</p>																

5	Our attendance data for 2024/25 shows that whilst our disadvantaged children attend school much more regularly than disadvantaged children nationally there is a gap to our non disadvantaged children. The gap between our disadvantaged and not disadvantaged is bigger than we would like and we continue to work hard to close it.			
		Disadvantaged Eligible	Not Disadvantaged	Gap
	2024/25 School	94.4%	96.6%	-2.1%
	2024/25 National (All)	94.8%	94.8%	N/A
Gap to National (All)	-0.4%	+1.8%	N/A	

6	Analysis of our 2025/26 cohorts show that some classes have much higher than average levels of SEND and Disadvantage.				
		Pupils	Disadvantaged	SEND	EHCP
	Reception	10	9	0	0
	Year One	10	12	1	1
	Year Two	9	8	3	0
	Year Three	11	14	1	1
	Year Four	11	19	2	2
	Year Five	5	14	0	0
Year Six	9	15	2	2	

## 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.
Attainment in phonics for disadvantaged children remains strong.	PSC scores for 25/26, 26/27 and 27/28 continue to show no real gap between our disadvantaged and not disadvantaged children.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 25/26, 26/27 and 27/28 show that more the % of disadvantaged children who achieve the expected level is similar to that of National Other.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 25/26, 26/27 and 27/28 show that more the % of disadvantaged children who achieve the expected level is similar to that of National Other.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 25/26, 26/27 and 27/28 show that the % of disadvantaged children who achieve the expected level is similar to that of National Other.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 25/26, 26/27 and 27/28 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• Reduction in the need for Parental Support, TAF and ELSA</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 25/26, 26/27 and 27/28 demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced further by Year End Figures.</li> <li>• the percentage of all pupils who are persistently absent being at least in line with the National Average % and the figure among disadvantaged pupils is, like all children, at least in line with the national average.</li> </ul>
To accelerate the progress of children co-classified as SEND and deprived.	Gap between SEND disadvantaged and not SEND closes from the Summer 25 levels in R,W and M.
To close the gap in teacher assessment attainment in core subjects	By 25/26 close the gaps as measured in Summer 2025 in R,W,M
Disadvantaged children access extra curricular activities and residential opportunity at the same level as their disadvantaged peers	By 2025/26 there is no real gap in the % of disadvantaged children who attend clubs or residential opportunities to their not disadvantaged peers.

## 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: £22,459

Activity	Evidence that supports this approach	Challenge number(s) addressed
To have targeted teaching assistant support for classes with high levels of disadvantaged children (£13,309) DPP	The EEF suggest using TAs to <ul style="list-style-type: none"> <li>• Deliver high quality one-to one and small group support using structured interventions</li> <li>• Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction</li> </ul>	1,2,3,4,5,6
To teach EYFS children separately to KS1 children in the mornings to improve teaching of phonics, early reading and CLL more generally. (£5,830) DPP	It is notoriously difficult to teach the EYFS curriculum alongside KS1 as we have done in the past. The voice of our experienced EYFS and KS1 teachers tells us that this new strategy is having significant impact on the teaching and learning of the EYFS children and the Y1/2 children.	1,2,3,4,5,6
To have ongoing and enhanced training for Phonics and Early Reading and management time to enable our early reading / phonics leader to do QA.	Recommended by the LEAD Teaching School <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	1,2,3,4,6
To work with the English Hub on CPD to improve phonics and reading fluency and also to implement the teaching of Active Spelling across the school.	Recommended by the LEAD Teaching School	1,2,3,4,6

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

Budgeted cost: **£5,895**

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA hours to run Welcomme and Phonics daily interventions	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,3,4,5
To run an “Easter School” for all Y6 children wishing to attend to ensure they are secondary ready.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	4,5,6
To run additional intervention groups for children at risk of not being Secondary Ready in Y5/6	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	4,5,6
Resources for Interventions including LW, Success at Arithmetic and IDL	<p>These evidence based resources are necessary to deliver SBT and interventions.</p> <p><a href="#">Mathematics guidance: key stages 1 and 2</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> <p><a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a></p>	1,2,3,4,5,6
Phonics Resources	To invest in phonics resources, as recommended by the English Hub, to improve early reading.	1,2,3,4,5

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

Budgeted cost: **£3,351**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To have access to TAF support and ELSA key workers to support emotional wellbeing and improve attendance via support and EBSAs.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): There is extensive evidence that shows that good school attendance correlates with better outcomes for pupils	5,6
To have more access to a qualified SENDCo to support send children especially those who are considered disadvantaged.	Our data shows us that our co-classified SEND and deprived children are by far our most vulnerable group in terms of outcomes.	5,6
To have access to an educational psychologist to support overcoming learning barriers	EP input is invaluable in enabling us to remove barriers to learning for some children.	5,6
To purchase additional support from STT to expedite reports for disadvantaged children with SEND / suspected SEND.	Our data shows us that our co-classified SEND and deprived children are by far our most vulnerable group in terms of outcomes. Strategies suggested in the STT reports are invaluable to ensure those children make accelerated progress.	5,6
Support for disadvantaged children to attend clubs and residential opportunities. Deprived children to be prioritized for all activities and residential. Any deprived child not attending a residential event to be contacted to offer support to ensure they are able to go if they want to.	It is a moral imperative that deprived children have at least as much access their the aforementioned so as not to limit their exposure to cultural capital and further opportunities.	5
To purchase milk for all FSM children to drink in the school day	To fulfil our context specific intent of healthy children.	Overarching Context Specific Intent-Health
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	N/A

**Total budgeted cost: £31,705**

# 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.

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.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (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 pupils and schools differently).

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

### 2024 – 2025 Data Outcomes

#### Phonics

Year 1 – 100% of our pupil premium children met the required standard in the phonics test compared to 67% nationally. This means 4/4 children met the required standard.

Year 2 - By the end of Year 2, 100% of our pupil premium children had reached the required standard.

#### Year 4 Multiplication Check – average score

Mean average all pupils 22.2 5 pupils

Mean average disadvantaged 20.7(of those who sat it) 3 pupils

#### National 21

National outcomes for pupil premium children were Reading 60%, Writing 58%, Maths 59% meaning that our children achieved above or significantly above the national outcomes. They also achieved at least inline with their peers.

End of KS1 attainment – children achieving the expected standard or above

	All children	Children not eligible for PP (only)	Children eligible for PP	Difference
Reading	70%	75%	50%	20%
Writing	60%	63%	50%	10%
Mathematics	60%	63%	50%	10%

End of KS2 attainment – children achieving the expected standard or above

	All children	Children not eligible for PP	Children eligible for PP	Difference	National
Reading	73%	71%	75%	+2%	75%
Writing	64%	64%	63%	-1%	72%
Mathematics	77%	85%	63%	-14%	74%

Attendance

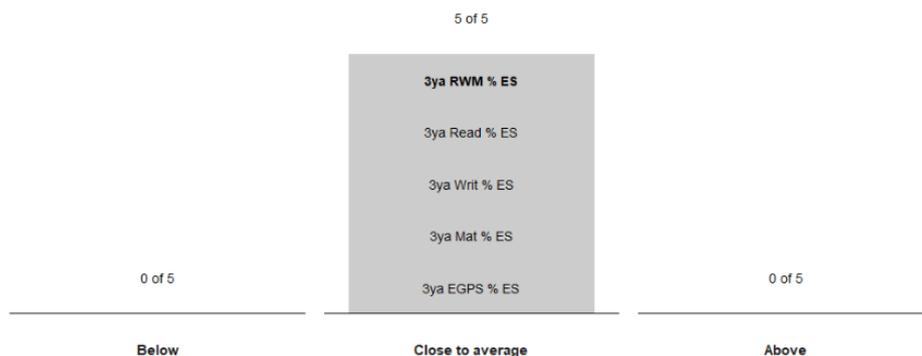
School attendance for those in receipt of pupil premium was 94.4% over the last academic year, which was slightly below the national figure of 94.8%. However, it was below the overall school figure of 96.6%.

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (2 term)	22	95.4%	92.4%	Above	Relative improvement	High - SEN
2023/24 (3 term)	18	90.9%	92.0%	Close to average	Relative improvement	High - SEN
2022/23 (3 term)	20	88.5%	91.6%	Below	Relative decline	High - SEN

Disadvantaged three year average – end of KS2:

Year	Key stage 2 (Year 6) cohort	MTC (Year 4) cohort	Phonics (Year 1) cohort
2025, 2024, 2023	17	-	-



**Disadvantaged pupils - Reading, writing and mathematics expected standard**

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	17	53%	46%	Close to average (non-sig)	68%	-15	Not applicable	Not applicable
2025	8	63%	47%	Above (non-sig)	69%	-7	Suppressed	High - SEN, Low - Stability
2024	2	0%	46%	Small cohort	67%	-67	Suppressed	High - SEN, Low - Stability
2023	7	57%	44%	Above (non-sig)	66%	-9	Not available	Low - Stability

Based on all the information above, the performance of our disadvantaged pupils overall met and in some cases exceeded expectations, and we are at present on course to achieve outcomes we set out to achieve by 2027/28, as stated in the Intended Outcomes section above. We continue to work hard to close the gap to ensure disadvantaged children close the gap in their combined reading, writing and mathematics outcomes. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year

**Externally provided programmes**

Programme	Provider
Little Wandle Letters and Sounds Reading for Fluency Active Spelling	Little Wandle / English Hub English Hub English Hub

**Service pupil premium funding (optional)**

Measure	Details
	Due to the very small number of pupils eligible for SPP (2 children), it would not be appropriate to share this information here for fear of identification.