

## Pupil Premium Strategy Statement Nursteed Primary School 2025-2026

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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	182
Proportion (%) of pupil premium eligible pupils	25.3 % 46 pupils
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Hannah Duffy
Pupil premium lead	Hannah Duffy
Governor / Trustee lead	Peter Corbett

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£81,310</b> PPG for 25/26 Financial Year (Academic year expected to be similar)
School Led Tutoring Grant for 2025/26 academic year	<b>£0</b>

<p>Pupil premium (and recovery premium*) funding carried forward from previous years</p> <p><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	£0
<p><b>Total budget for this academic year</b></p>	<p><b>£81,310</b></p>

## Part A: Pupil premium strategy plan

### Statement of intent

*"If you get it right for the most disadvantaged, you get it right for everyone."*

Sir Marytn Oliver, OFSTED Chief Inspector.

At Nursteed School, we value diversity and strive to promote equity in all that we do. Our school provision offers learning opportunities that develop children's skills, knowledge and thirst for learning, within a safe and nurturing environment, working alongside our families and the wider community to ensure every child is able to succeed.

Our aim is that all children thrive and we work to ensure that all vulnerable learners, especially those who are disadvantaged, are given the appropriate support to thrive at Nursteed, irrespective of their background or the challenges they face. At Nursteed, all our children who are experiencing disadvantage are known to all our staff team and we have a good understanding of their needs. Collectively we use our skills, knowledge and expertise to ensure our disadvantaged learners are given all they need to succeed. We aim to 'level the playing field' to ensure the best possible academic progress and high attainment, including for those who are already high achievers.

At the heart of our approach is high-quality teaching as this is proven to have the greatest impact on closing the disadvantage attainment gap while also benefitting the non-disadvantaged learners across all year groups. Regular pupil progress meetings will allow us to review and modify our approach as necessary. Our governing body has also chosen to adopt the Disadvantaged Learner Charter from Wiltshire Local Authority which cements our commitment to all vulnerable learners.

Our Pupil Premium Strategy focuses on a three tiered approach to closing the disadvantage gap, all rooted in educational research:

1. To strive towards ensuring every child in every class receives quality first teaching
2. To offer targeted support in a variety of ways to ensure all children keep up, or catch up, as appropriate to need.
3. To offer wider strategies focused on need to support children and families who are struggling to thrive.

### Challenges

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

Challenge number	Detail of challenge
1	<p><b>Attainment levels of some disadvantaged learners in statutory testing is below national averages, particularly those with additional needs (e.g. SEND)</b></p> <p>Assessments, observations and discussions with children and staff suggest some disadvantaged learners are struggling to achieve age related expectations. This is increased more so for those with SEND</p>
2	<p><b>Low self-esteem and wellbeing of some disadvantaged learners.</b></p> <p>Discussions with parents / staff and observations of children suggest some disadvantaged learners lack confidence or have low self-esteem because of home environment/family dynamics, and struggle in school. For some this is also affecting their ability to learn in school and may be seen through their ability to focus and engage or retain knowledge. A further pocket of disadvantaged learners struggle with the skills to self-regulate.</p>
3	<p><b>Attendance levels of some disadvantaged learners.</b></p> <p>Monitoring of attendance rates suggests a small percentage of children eligible for PP have a below expected attendance rate which is negatively impacting their progress and outcomes in school through missed learning opportunities.</p>
4	<p><b>Language development level of some disadvantaged learners.</b></p> <p>From our baseline assessments in Reception, we know that some of our disadvantaged learners join us with language development needs beyond those of non-disadvantaged learners.</p>
5	<p><b>Access to enrichment opportunities for some disadvantaged learners.</b></p> <p>From our records of participation in enrichment activities, we know that some of our disadvantaged learners do not access any after school activities.</p>
6	<p><b>Parental support of some disadvantaged learners</b></p> <p>In discussion with parents, children and the staff team, we know that some families of disadvantaged learners experience their own challenges in supporting their children at home because parents</p>

themselves need support. A number of our families struggle financially and are affected by the cost of living which adds a financial barrier to school engagement.

## 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
All children will learn synthetic phonics in line with our planned curriculum.	100% of children pass the phonics screen at the end of Y1. Children in Year 2 will be able to read fluently and the % passing the KS1 SAT will be at least in line with the national average.
Quality First Teaching is in place in all classes so that all children can make good progress and achieve well.	The percentage of children achieving the expected and higher standards in national tests is at least in line with the national average.
Children are supported to 'keep up' with the learning if they are struggling.	Early interventions mean that our disadvantaged learners do not fall behind. The gap between disadvantaged learners and non-disadvantaged learners is decreasing over time.
Children who have fallen behind in their learning will be supported to catch up	Targeted interventions mean that those children who have been identified as below the expected standard for their age are making rapid progress and are catching up over time.
Children will be able to maintain good mental health and will engage positively with their learning.	Children will be focused, keen and effective learners in lessons. Children will engage in all areas of school life, including clubs. Staff will have good

	knowledge of regulation strategies and support children to do this.
Children are in school every day on time and parents and carers will be able to support their child's learning.	Parents will support their child by ensuring they come to school regularly, on time and ready to learn. They will support them to do their homework and will communicate appropriately with the teacher if there are any issues concerning the child. The absence rate for disadvantages learners will be broadly in line with their non-disadvantages peers.

### Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£31,814**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><i>During 2025/26 CPD and coaching will be provided for our teaching team to develop Quality First Teaching - with a specific focus on feedback, modelling and scaffolding.</i></p>	<p>Through the provision of Quality First Teaching, our intention is that our disadvantaged learners will make strong progress and achieve in line with or above their non-disadvantaged peers.</p> <p>This links to our SDP focus for teaching and learning.</p> <p>This will have the greatest impact in terms of outcomes for our disadvantaged learners.</p> <ol style="list-style-type: none"> <li>1. <a href="#">High-quality teaching   EEF</a></li> <li>2. <a href="#">EEF blog: Scaffolding – more than just a worksheet   EEF</a></li> </ol>	<p>1+4</p>
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<p><i>Phonics Training (Sounds Write) for new staff to ensure all teachers and TAs have had training in this area and can deliver high quality lesson and interventions.</i></p>	<p>We are committed to raising the quality of the teaching of phonics and early reading across the school and have invested in training our teachers and TAs in '<a href="#">Sounds Write</a>' as our chosen SSP, validated by the DfE.</p> <p>New members of staff joining the school during 2025/26 will receive Sounds Write training and regular CPD will be given in staff meetings to ensure the quality of teaching and learning is high and the Sounds Write approach is being applied consistently and with fidelity to the scheme across the whole school.</p> <p>The EEF toolkit shows that high quality phonics teaching can improve learning by an additional 5 months:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/phonics</a></p>	1
<p><i>We have designed our reading curriculum for children at KS2 to ensure they learn all the skills of a fluent reader with good comprehension. This will require planning and training for new teachers joining the school</i></p>	<p><a href="#">Improving Literacy in Key Stage 2   EEF</a>  <a href="#">Why focus on reading fluency?   EEF</a></p> <p>Recommendation 3: Teach reading comprehension strategies through modelling and supported practice.</p>	1

<p><i>Our maths curriculum follows a mastery approach using <a href="#">White Rose</a>. We will strengthen the teaching of maths with staff engaging in mastery courses from the <a href="#">Mobius Maths Hub</a>, supporting EYFS and the maths subject leader.</i></p>	<p>White Rose Maths is inspired, influenced and informed by the work of leading maths researchers and practitioners. <a href="#">Coordinating mathematical success: the mathematics subject report - GOV.UK</a></p> <p>The <a href="#">EEF guidance</a> is based on the best available evidence.</p> <p>Year 1 will also strengthen their number skills using Mastering Number: <a href="#">Mastering Number at Reception and KS1   NCETM</a></p> <p><a href="#">'They can see it straight away': the impact of Mastering Number   NCETM</a></p>	1
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: **£35,116**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Speech and Language Interventions will be in place for all those children identified with a need.</i></p>	<p>Oral Language activities are shown to give 6-7 months additional learning in early years and primary respectively.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions</a></p>	1+4
<p><i>Keep up and catch up phonics interventions</i></p>	<p>Giving vulnerable children additional support before they fall behind has been shown to reduce the number who fall behind in key areas such as phonics.</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly those from a disadvantaged background. Targeted phonics interventions</p>	1

	<p>have been shown to be more effective when delivered as regular sessions.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a></p>	
<i>School-Led tutoring</i>	<p>The EEF Toolkit shows us that one to one tutoring can add five months learning.</p> <p>Small group tuition can add four months learning. We will use a combination of the two.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	1

<p><i>Some staff have been trained to use this structured Intervention and they will be given time to train other members of staff to pass on their skills.</i></p> <p><i>Training will also be provided as necessary for new members of staff.</i></p>	<p>The Reciprocal Reading programme is an example of a structured intervention designed to explicitly teach reading comprehension strategies to pupils. It was developed by FFT literacy and has been tested in a rigorous EEF trial. The programme teaches reading comprehension strategies through regular 20- to 30-minute paired reading and structured discussion sessions over a period of 12 weeks.</p> <p>An EEF evaluation found that a targeted version of Reciprocal Reading delivered by teaching assistants to small groups of Year 5 and Year 6 pupils who were struggling with reading comprehension positively impacted children's reading comprehension and overall reading ability.</p>	1
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£14,380**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><i>ELSA to support those with behavioural, social or emotional needs</i></p>	<p>Our ELSA helps children to learn how to self-regulate to improve metacognition. The EEF suggests up to 3 months of additional learning using self-regulation strategies.</p> <p><a href="#">Self-regulation strategies   EEF</a></p> <p>The EEF identify three elements to improve readiness to learn: developing cognition, metacognition and motivation. This can add up to 7 months of additional learning and our ELSA supports this process.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/metacognition-and-self-regulation</a></p>	2+3
<p><i>Attendance Champion to ensure regular attendance of all children, embedding the principles of good practice set out in the DfE's Working Together to Improve School Attendance.</i></p>	<p>The attendance champion will attend regular CPD and regularly and rigorously monitor attendance of key groups of children, including disadvantaged learners and ensure contact is made with parents and carers and initiatives are in place to encourage regular attendance. They will work with our EWO where necessary and link with our PSA if parents require support.</p> <p><a href="#">Working together to improve school attendance (applies from 19 August 2024)</a></p> <p><a href="#">Supporting school attendance   EEF</a></p> <p><a href="#">EEF blog: Taking a tailored approach to improving attendance   EEF</a></p>	3+6
<p><i>PSA to support parents with mental health and other issues and to sign post them to external services</i></p>	<p>We are using the EEF document on Parental Engagement to improve how we work with parents to have more impact on individual children's learning.</p> <p><a href="#">Working with Parents to Support Children's Learning   EEF</a></p>	2, 6 +7

	<a href="https://d2tic4wvo1iusb.cloudfront.net/eefguidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1669908837">https://d2tic4wvo1iusb.cloudfront.net/eefguidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1669908837</a>	
<i>PSA to support parents to get their children to school on time in a condition that means they are ready to learn.</i>	Working Together to Improve school Attendance sets out the cost to children's education by non-attendance. Higher attendance leads to higher attainment.	3+6
<i>Free extra- curricular activities that prioritise places for Disadvantaged Pupils.</i>	Supporting our disadvantaged learners to attend extra-curricular activities has been shown to improve their engagement with school life and learning more generally.	2+5
<i>Disadvantaged Learner Lead release time to access CPD</i>	Attending the programme of CPD for Disadvantaged Learner Leads will allow valuable insight into national and local authority-level priorities, sharing of best practice from similar schools and contextual updates.	1, 2, 3, 4, 5 & 6
<i>Contingency fund for acute issues</i>	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. This may include subsidising extra-curricular activities such as music lessons or supporting parents with resources such as PE kit. <a href="#">Parental engagement   EEF</a> <a href="#">Arts participation   EEF</a>	5 & 6

**Total budgeted cost: £81,310**

## Part B: Review of the previous academic year 2024-2025

### Outcomes for disadvantaged pupils

Impact is measured by looking at our key challenges and to what extent our selected activities have achieved our desired outcomes. We look at active ingredients and their impact on our pupils when evaluating success.

We look at four strands when considering the impact our strategy has had on the progress and outcomes of our disadvantaged pupils:

1. Culture and ethos changes: staff acquisition of new knowledge and expertise
2. Implementation evaluation: staff use of new knowledge and expertise
3. Implementation evaluation: organisational support
4. Impact on pupils as learners (academic, social and emotional)

#### **Attendance**

“Poor attendance is a major barrier to disadvantaged pupils' success, linking it to lower attainment and wider issues like social-emotional needs. EEF research emphasizes that improving attendance requires a holistic, tailored approach, addressing individual barriers (e.g., through parental engagement, mentoring, enrichment) rather than one-size-fits-all solutions, with a focus on preventing early gaps from widening” - EEF.

As a school, this has been a real focus this year as part of our disadvantaged learners strategy and we have seen good progress. From our previous attendance monitoring we know that our disadvantaged learners are a pupil group for focus on attendance and this year we have also worked with their parents to support them to boost their child's attendance.

Through a focused targeted approach we have been able to increase our attendance of all pupils and importantly for our disadvantaged learners there has been a relative improvement of 0.6%.

Our persistent absence levels have decreased as a school by 20% which is very significant and has also decreased for our disadvantaged learners by 2.7% and is now close to national. This will remain a key focus for this academic year 2025-

2026 to build on our strong foundations through existing processes and further bespoke strategies.

### **Academic Outcomes:**

Our outcomes last academic year with regards to statutory testing for our disadvantaged learners were as follows:

In **Reception** 40% of disadvantaged learners achieved GLD; this continues to be an area of focus as these children move into Year 1. Our continued emphasis on QFT, phonics provision and on pre and post-teaching to accelerate progress will continue. For those children not achieving GLD, our transition arrangements ensured the Year 1 teacher was aware of the areas the children had not achieved GLD to ensure planning and provision was in place to focus on these areas and maximise progress on entry. Close monitoring of our disadvantaged learners continues to ensure they have achieved GLD.

Our **Year 1 phonics** outcomes for disadvantaged learners were in line with national figures for DLs and just below their peers. We have continued phonics provision as outlined above to be delivered into Year 2 to ensure the children who had not met the phonics expected standard do so by the end of Year 2.

Our **Year 4 MTC** data shows that our disadvantaged learners achieved 13.5 APS which is below national and their peers. This is an area of focus for these learners in Year 5 and we are using strategies from the MTC disadvantaged learners network provided by the local authority as well as the recommended approaches from the Mobius hub to support those children develop their arithmetic skills.

Our **Year 6 SATs** data for disadvantaged learners is below national for reading, writing, maths and GPS, however through our internal data we can demonstrate that the rate of progress for the children from their starting points shows that our disadvantaged learners have made good progress.

For all our disadvantaged learners to achieve in line with national remains a focus as outlined in our strategy above.

The ELSA support to support disadvantaged learners with their SEMH needs continues to provide essential support. From discussions with parents and staff of

children receiving this support and children themselves, there has been an improvement in children developing strategies to manage their emotions as well as children reporting that the support has given them strategies to be able to manage their feelings in positive ways.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
N/A	

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

We have a very small number of service children in school and their funding was used as part of the whole school PPG provision.  
For one child, whose parent was deployed, we engaged our ELSA on a weekly basis to provide additional emotional support.

#### **The impact of that spending on service pupil premium eligible pupils**

The service children are achieving at the expected standard or above for Reading, Writing and Maths.