

School name

Pupil Premium Strategy

2024-2025

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 outcomes for disadvantaged pupils last academic year.

The statement has been completed inline with the guidance on [using pupil premium](#).

School Overview	
Detail	Data
School name	Naseby C of E Primary Academy
Number of pupils in school	39
Proportion (%) of pupil premium eligible pupils	5% (2)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 26/27
Date this statement was published	2024/2025
Date on which it will be reviewed	July 2025
Statement authorised by	July 2025
Pupil premium lead	Louise Cook Headteacher
Governor / Trustee lead	Hannah East

Funding Overview 2024-2025	
Detail	Amount
Pupil premium funding allocation this academic year	£2,960
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£2,960

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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal and external (where available) assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	On entry to Reception class in the last 3 years, our disadvantaged pupils arrive below age-related expectations. This gap remains steady to the end of KS2.
5	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.

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 reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025/26 show that more than 75% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: qualitative data from student voice, student and parent surveys and teacher observations. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils
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 3%.• the percentage of all pupils who are persistently absent being below 2% and the figure among disadvantaged pupils being no more than 2% lower than their peers.

Activity in this academic year: 2024-2025

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: £850

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments and therapies through PIXL.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p>	<p>1</p>

	<u>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</u>	
Continue purchase of RWinc Phonics resources, including ongoing training with RWinc consultant and online portal to secure strong phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <u>Phonics Toolkit Strand Education Endowment Foundation EEF</u>	2
Following implementation of Effective Maths fluency, implement full Effective Maths scheme to improve Maths achievements across the school. Train staff and ensure regular coaching by Effective Maths Author.	<ul style="list-style-type: none"> - Assessment to build upon pupils' existing knowledge and understanding, - Manipulatives and representations - Teaching strategies for problem solving - Enabling pupils to develop a rich network of mathematical knowledge - Develop pupils' independence and motivation 	1,2,3

	<ul style="list-style-type: none"> - Use tasks and resources to challenge and support pupils' mathematics - Use structured interventions to provide additional support EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf 	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 4</p>

<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and 'good learning behaviours' across the school. Implementation of Zones of Regulation throughout each class.</p> <p>Team teach training for identified staff.</p> <p>Draw and Talk & Bereavement training support for Nurture lead to support health & well being.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>5</p>

<p>Whole school 'Mental Health Champion' scheme to promote and support health and well-being.</p>		
<p>Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6</p>
<p>Contingency fund for acute issues.</p>	<p>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.</p>	<p>All</p>

<p>Total budgeted cost:</p>	<p>£ 2,960</p>
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Part B: Review of the previous academic year 2023-2024

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Intended outcome	Success criteria	Impact Narrative to date	Impact Judgement
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>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.</p> <p>Reading overall - In 2023/24 we achieved;</p> <ul style="list-style-type: none"> - 71% GLD against national average of 68%. - 83% in Year 1 Phonics screening compared to a national of 80%. - 78% achieved EXS+ compared to 74% nationally and 67% achieved GDS, compared to 28% nationally 	<p>School is in the third year of embedding RWinc Phonics and second year of RWinc Fast Track tutoring and Fresh Start. There has been improvement in improved oral language among disadvantaged pupils.</p>	<p>This outcome has been fully met as EYFS GLD, phonics screening check and KS2 Reading results all exceeded national standard. Strategies will continue in order to sustain the activity to continue achievement of improved standards.</p>
Improved reading attainment among disadvantaged pupils.	<p>KS2 reading outcomes in 2023/24 show that more than 75% of</p>	<p>There has been an improvement in reading among disadvantaged pupils with 14% achieving above age-</p>	<p>This has been fully met.</p>

	<p>disadvantaged pupils met the expected standard.</p> <ul style="list-style-type: none"> - 78% achieved EXS+ compared to 74% nationally and 67% achieved GDS, compared to 28% nationally 	<p>related expectation at KS2. However, in order for more than 75% of disadvantaged pupils to meet the expected standard, strategies need to continue to be embedded to improve outcomes.</p>	
<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS2 maths outcomes in 2023/24 show that more than 75% of disadvantaged pupils met the expected standard.</p>	<p>Data & evidence shows improvements in KS2 outcomes in Maths for Disadvantaged pupils but we feel at this stage we have partly met this target with 71% disadvantaged pupils achieving the expected standard. Following this, we need to sustain the activity.</p>	<p>Partly met</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> - qualitative data from student voice, student and parent surveys and teacher observations - a significant reduction in bullying - a significant increase in participation in enrichment activities, particularly among disadvantaged pupils 	<p>We feel at this stage we have exceeded the target. Following this will you sustain the activities & strategies. So far, involvement in enrichment activities such as Dance, Sport & Music has significantly improved, with 95% of disadvantaged children taking part. There have no cases of bullying of/involving disadvantaged children.</p>	<p>Exceeded target but will continue strategy.</p>

	qualitative data from student voice, student and parent		
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Step by Step	Dancing Schools UK
African Drumming Project	NMPAT
Ukelele Project	NMPAT
Well-being champions	One Goal
Bereavement Support	Winston's Wish

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	

What was the impact of that spending on service pupil premium eligible pupils?	
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Further information (optional)

<i>Next Year we will be implementing 'Farm to Fork', 'Draw and Talk', Mental Health champions award and national young leaders for PP and disadvantaged Pupils.</i>
