

Pupil Premium Strategy Statement

Nash Mills CofE Primary School

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	234
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Allan Maher
Pupil premium lead	Allan Maher
Governor / Trustee lead	Angie Baker

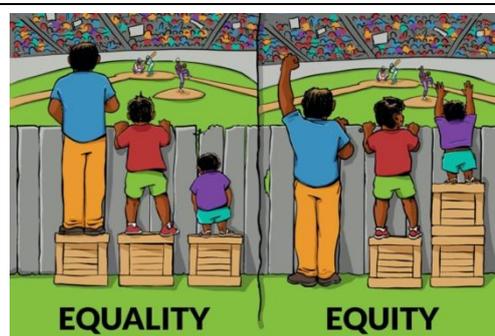
Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,420
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£42,420

Pupil premium strategy plan

Statement of intent

At Nash Mills CofE Primary School, we strongly believe that every child should be provided with the support and guidance that they need to be the best that they can be. Our School Vision, based around the story of The Good Samaritan means we prioritise support for all; in relation to our most vulnerable pupils, this means we will work to ensure they can achieve their potential regardless of any challenges that they face.



The support that we provide to pupils is based on an equity model, where we accept that some children may need a highly personalised offer in order to fulfil their potential. Work is completed across the curriculum to promote this equity model and support all in understanding this.

Taking into account the EEF Pupil Premium guidance, we recognise that many of our children may present with different vulnerabilities, including attendance and access to wider school life, which will affect their ability to achieve their potential. We also consider those who have a social worker, those in care and young carers. Our policy and work is targeted on those pupils who experience the greatest number of barriers, in addition to those who are eligible for Pupil Premium.

As a generalisation, we recognise that pupils in receipt of the Pupil Premium Grant (PPG) may have specific challenges which may hinder their progress and mean that they are at risk of not achieving as highly as their peers.

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 within this work is to develop and embed a pedagogy within the school in which all pupils are able to access learning without competition or stigma – pupils are able to recognise where they are within learning and know what they need to do in order to progress.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations and discussions with pupils have shown that many vulnerable pupils do not make sufficient progress in core subjects to maintain an age-appropriate level of attainment. This is especially the case for maths, where the gap widens in Key Stage 1.</p> <p>Staff have observed that some of these pupils struggle when they face challenge and some will lose focus in a lesson as soon as they meet any difficulty.</p>
2	<p>Tracking shows that many of our vulnerable pupils do not complete home learning and so lack the fluency skills in mathematics and reading that their peers will have.</p> <p>In recent years, we have ensured that pupils have access to technology and the internet at home and that support is provided where they don't.</p>
3	<p>Records show that attendance of our most vulnerable pupils is lower than that of other pupils.</p>
4	<p>Observations and discussions have shown that our most vulnerable pupils face the risk of social isolation and are less likely to attend clubs, trips and wider activities than their peers. Our most vulnerable pupils do not always come to school having eaten breakfast and parents often face difficulty in attaining uniform.</p>
5	<p>Tracking within school shows that our most vulnerable pupils are likely to present with social and emotional difficulties or require additional support to meet pastoral needs, both at home and school. These families are more likely to need to access wider support, for example through our Family School Work partnership, in order to ensure that all needs are met.</p>

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
A reduction in the number of children facing vulnerability across the school, despite the increasing need within the younger year groups.	For no child in the school to meet all six vulnerability criteria.
Improved fluency and confidence with basic skills in reading and maths.	Assessments and observations indicate significantly improved fluency among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To continue to increase the number of pupils able to access wider school life, including clubs and visits.	Data to show that there is no gap between disadvantaged pupils and their non-disadvantaged peers when accessing wider life of the school.
To continue to develop support for families to overcome any common difficulties that are identified, including financial hardship.	
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2027 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • an 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 by 2027 demonstrated by: <ul style="list-style-type: none"> • the overall unauthorised 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 2%. • Those considered vulnerable having comparable levels of attendance to their peers.

How we know

Through stakeholder feedback, it was clear that there is a culture of support within the school and that most felt that the needs of pupils were met. All stakeholders commented on how there is a culture to support all pupils to succeed. Respect came up in every area.

Pupil

Statement	All pupils	Pupil Premium	3+ Vulnerable
Learning is important	96%	97%	95%
I am good at learning	80%	74%	65%
Sometimes, some people need more help than others to learn	91%	90%	90%
My adults in class know when I need more help	83%	85%	87%
If I need more help, it is usually given to me quickly	72%	70%	70%
It is fair that some people get more help than others	85%	80%	85%
I have an adult I know I can ask for help if I need it	95%	96%	95%
I have help at home with my learning if I need it	88%	83%	78%

Can you think of anything that we do well at Nash Mills to help everyone to learn?

- Pupils recognised many things that happen within the class to support learning, including carpet teaching, small groups and additional adults.
- Some pupils recognised how targeted support is used in some areas of the curriculum.
- Pupils noted the calm environment, in which all can learn, all were included and all were welcome.

Staff

- All staff know what the Pupil Premium is and the majority felt that they could confidently explain how we support pupils who are eligible.
- The vast majority (92%) were confident in identifying pupils who were eligible for Pupil Premium from within their classes.
- Staff could see many of the school's strategies in practise, however some felt that those focused on improving attendance were less impactful than others.

- Of the things staff felt had the most impact:
 - Targeted and personalised provision to support learning
 - Pastoral staff – play therapy and discussion around ongoing needs to ensure pupils are ready to learn.
 - Access to school – free clubs, breakfasts, financial support.
- One staff member noted “we help them to feel part of our community and valued”. Another said “We’re a small school and pay great attention to the needs of each and every child, we know our children and families well. There is a strong culture of inclusivity across the school community which means that there is a very proactive approach to ensuring that nobody misses out”.

Governors

- 3 governors responded to the survey.
- All knew what the Pupil Premium was, however only one was confident in explaining how we support pupils.
- One governor recognised the need for provision to be targeted due to the individualised nature of the needs we were considering. “Many of the needs of vulnerable pupils are met through a constant focus on them feeling safe and valued, and on the day to day practices that support with their growing self-efficacy”

Suggestions for action moving forward

Staff

- Find a more rigorous and failsafe way to ensure that every child reads regularly.
- Continue to develop pedagogy to support pupils to see themselves as learners.
- Develop strategies for ‘buddies’ to be implemented, providing closer support to those who need it.
- Additional 1:1 support for those that need it.
- Understand what is important to the children outside of school. Begin to understand how they learn in their culture/community outside of school, begin to bring their learning culture into the classroom.

Governors

- How do we know that pupils are not being missed for support?
- How is support monitored and measured in real time as the data won't tell the full story?

Activity in the 2024-2025 Academic Year

This details how we intend to spend our pupil premium (and recovery premium) funding in the 2024-2025 academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 18,458

Activity	Evidence that supports this approach	Challenge number(s) addressed
To work to ensure that there is a consistent and clear language for learning across the school which enables all pupils to see themselves as learners. To focus on this in maths across the school.	Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. – EEF Menu of Approaches	1
To continue with a whole-school focus on scaffolding within lessons to ensure that every pupil is supported.		1
To embed the Pupil Premium Pledge to ensure that disadvantaged pupils receive equitable support within class to access learning. This also includes how pupils are positioned within the class to be targeted by staff during classwork.		1, 5
To develop staff understanding in making the most from routines at the start of the school day, including how fluency teaching can be used to support pupils' skills.		1, 2, 5
To support three further members of staff to complete NPQ programmes which will increase their knowledge and understanding of how to strategically develop the school's practice.	Supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques, and	1

	embed new approaches – EEF Menu of Approaches	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £25,568

Activity	Evidence that supports this approach	Challenge number(s) addressed
To introduce focused pre-teaching sessions for pupils who are disadvantaged and struggle to stay focused when they face difficulties within their learning.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups: Small group tuition Teaching and Learning Toolkit EEF	1, 5
At the start of the year, to provide focused and intensive phonics support to pupils who have not made the expected level of progress within Reception, Year 1 or Year 2.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	1,2
To increase the importance of home learning through reading, Times Tables Rock Stars and Numbots, which will help pupils to develop fluency. Where this is not done, to develop ways in which this can be done in school, for example through parent volunteer support and weekly class buddy reading.	Levels of parental engagement are consistently associated with improved academic outcomes. – EEF Menu of Approaches	1, 2, 5
To purchase an implement the Essentials Maths higher level package, which provides diagnostic testing for pupils, identifying gaps in learning so that support can be targeted.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics_guidance: key stages 1_and 2 The EEF guidance is based on a range of the best available evidence:	1

	Improving Mathematics in Key Stages 2 and 3 When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	
To implement a mentoring system within school for pupils whereby they have a staff advocate, beginning in Year 6 with support being provided from senior staff.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	1, 2, 3, 5

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

Budgeted cost: £16,339

Activity	Evidence that supports this approach	Challenge number(s) addressed
To incentivise regular attendance for disadvantaged pupils through <ul style="list-style-type: none"> developing ways to recognise pupils whose attendance has improved over time developing a more robust mechanism for identifying those working below the level expected ensuring that parents are aware of their child's attendance patterns. 	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1,3
To buy into the local School Family Partnership, including additional wellbeing support.	Levels of parental engagement are consistently associated with improved academic outcomes. – EEF Menu of Approaches	3, 5
To continue to develop extracurricular provision and wider curriculum opportunities, which are open to all pupils,	Extracurricular activities are an important part of education in their own right. These approaches may	1, 4

including those who are disadvantaged.	increase engagement in learning – EEF Menu of Outcomes	
To ensure that emotional regulation strategies are taught effectively and consistently across the school.	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): Improving_Social_and_Emotional_Learning in Primary Schools EEF	1, 5
To create book and stationary packs which are sent home to pupils who do not have these items to enrich and provide value within their home life.	National Literacy Trust (2022) study showed Pupil Premium pupils are less likely to have books at home and can be on average 2 years slower to learn basic reading skills.	1, 2, 3, 4, 5
To explore strategies that can be shared with families to support better sleep of children at home.	Levels of parental engagement are consistently associated with improved academic outcomes. EEF Menu of Approaches	3, 5
To spend more time analysing data from parent surveys to compare the views of those whose children are Pupil Premium registered compared to those who are not.		

Total budgeted cost: £60,365

Review of the 2024-2025 Academic Year

Assessment Feedback

Due to low number of pupils who are registered as Pupil Premium in some year groups, it is not always statistically viable to compare progress within each class. However, we have tracked trends in data across three-year periods.

Table showing the gap in attainment for Pupil Premium registered pupils compared to their peers.										
	Early Years			Key Stage 1				Key Stage 2		
	English	Maths	GLD	Reading	Writing	Phonics	Maths	Reading	Writing	Maths
2021-2024	-13%	-22%	-15%	-18%	-35%	+10%	-31%	-11%	-30%	-29%
2022-2025	-16%	-9%	-16%	-12%	-13%	+6%	-2%	-12%	-15%	-21%

Updated analysis, following the 2024/2025 assessment cycle shows that in most areas of the curriculum the gap between attainment for Pupil Premium eligible children has closed when compared with the previous year.

The gap has closed considerably in maths in both Early Years and Key Stage 1 following a considerable focus within the curriculum.

End of Year Data - Pupil Premium Comparison

		2021	2022	2023	2024	2025
Pupil Premium Numbers		24	28	34	41	33
Average Attendance	Pupil Premium	n/a	93.8%	92.1%	94%	94%
	Non-Pupil Premium	n/a	95.2%	94.8%	93.9%	96.5%
	Gap	n/a	-1.4%	-2.6%	+0.1%	-2.5%

Phonics Screening Check

Subject		2021	2022	2023	2024	2025
Phonics Screening Check – pupils achieved in Year 1	Pupil Premium	75%	100%	100%	50%	83%
	Non-Pupil Premium	88%	96%	93%	93%	83%
	Gap	-13%	+4%	+7%	-43%	-

Key stage 1 Data

Subject		2021	2022	2023	2024	2025
English reading	Pupil Premium	No data due to COVID pandemic	50%	40%	71%	75%
	Non-Pupil Premium		81%	89%	82%	76%
	Gap		-31%	-49%	-11%	-1%
English writing	Pupil Premium		25%	40%	60%	75%
	Non-Pupil Premium		73%	81%	91%	88%
	Gap		-48%	-41%	-31%	-13%
Mathematics	Pupil Premium		50%	40%	60%	75%
	Non-Pupil Premium		73%	85%	73%	79%
	Gap		-23%	-45%	-13%	-4%
Reading, Writing, Maths combined	Pupil Premium		50%	60%		
	Non-Pupil Premium		65%	77%		
	Gap		-15%	-17%		

*Note – KS1 data was externally moderated in 2022.

Key stage 2 Data

Subject		2021	2022	2023	2024	2025
			5 PP Pupils	3 PP Pupils	3 PP pupils	4 PP pupils
English reading	Pupil Premium	No data due to COVID pandemic	80%	66%	66%	50%
	Non-Pupil Premium		80%	87%	82%	84%
	Gap		-	-21%	-16%	-34%
English writing	Pupil Premium		80%	33%	66%	75%
	Non-Pupil Premium		70%	91%	91%	88%
	Gap		+10%	-58%	-25%	-13%
Mathematics	Pupil Premium		80%	66%	33%	75%
	Non-Pupil Premium		80%	91%	74%	76%
	Gap		-	-25%	-41%	-1%
Reading, Writing, Maths combined	Pupil Premium		80%	33%		
	Non-Pupil Premium		68%	80%		
	Gap		+28%	-47%		

Access to school provision (comparisons from start of plan)

		2021	2022	2023	2024	2025
Pupils accessing school music tuition	Pupil Premium	11%	33%	35% (+24%)	38%	28%
	Non-Pupil Premium	16%	18%	18%	22%	20%
Pupils accessing school clubs	Pupil Premium	n/a	40%	65% (+25%)	70%	68%
	Non-Pupil Premium	n/a	78%	72%	76%	76%
Pupils accessing breakfast each morning	Pupil Premium	n/a	93%	95% (+2%)	95%	90%
	Non-Pupil Premium	n/a	82%	84%	84%	78%
Pupils accessing Year 6 residential trip	Pupil Premium	50%	100%	100%	100%	100%
	Non-Pupil Premium	94%	92%	95%	100%	96%

Review of Strategies Used

Area of Spend	Activities completed	Evaluation
Teaching	<ul style="list-style-type: none"> Language for learning consistency Scaffolding consistency Pupil Premium pledge introduction Four staff to complete NPQ qualifications 	<p>Lesson observations and external reports from curriculum advisors and the school's SEA (School Effectiveness Advisor) show that there is increasing use of a consistent language for learning and methods for scaffolding across the school. The SEA SEND report (March 2025) stated that support provided to pupils was 'impressive'. This links to staff ability to identify and support pupils from across the school.</p> <p>Impact data shows that 3-year trend outcomes for pupils who are registered as Pupil Premium Eligible are coming closer to parity when compared with Non-Pupil Premium eligible peers, particularly in maths, which has been a focus during 2024/2025.</p> <p>Three members of staff have completed NPQ qualifications, with two further members of staff working towards qualifications. This has supported school</p>

		development through increased understanding.
Targeted academic support	<ul style="list-style-type: none"> • Pre-teaching introduction • Phonics focused support • Home learning through Numbots and TTRS • Maths curriculum development and early needs diagnosis 	<p>Pre-teaching has been well used alongside our Pupil Premium Pledge to ensure that pupils are ready for learning and less likely to disengage from tasks if they are unsure of what to do. We have begun to introduce peer observation and support to monitor the impact of this further.</p> <p>Phonics support has been highly effective, with there being no gap in attainment this year, despite low starting points. Pupil Premium eligible pupils made greater levels of progress than their peers.</p> <p>The introduction and focus on attainment for home learning, supporting pupils' basic learning skills through Times Tables Rockstars and Numbots has been a strong addition to provision. Pupils are excited to work through the programmes and uptake has significantly improved this year. There are further plans next year to identify the skills pupils can then focus on in class.</p>
Wider strategies	<ul style="list-style-type: none"> • Attendance improvement • Local School Partnership (LSP) engagement • Extra-curricular provision • Emotional regulation • Sleep • Data analysis from Parent Surveys • The Scholars Programme 	<p>The attendance of Pupil Premium pupils has remained strong, at 94%. Following tightening of rules around holidays, the attendance of pupils generally has improved, which has led to a small gap being created, which will be monitored.</p> <p>Engagement with the LSP has increased, which has had a direct impact on several vulnerable families, leading to wide ranging changes which will help the children.</p> <p>The impact of work to ensure that all pupils can access school equally continues to be highly effective. Data shows that the access to school events, trips and visits is very similar for vulnerable and non-</p>

		vulnerable pupils due to support and planning in place.
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Activity in the 2025-2026 Academic Year

This details how we intend to spend our pupil premium (and recovery premium) funding in this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 13,852

Activity	Evidence that supports this approach	Challenge number(s) addressed
To work to ensure that there is a consistent and clear language for learning across the school which enables all pupils to see themselves as learners.	Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. – EEF Menu of Approaches	1
To focus on consistency of the approach and language around writing across the school, including how Scribble and Drawing Clubs are used from EYFS, through to Essentials writing in KS1 and 2 to support the most reluctant writers.		1
To continue with a whole-school focus on scaffolding within lessons to ensure that every pupil is supported.		1
To embed the Pupil Premium Pledge to ensure that disadvantaged pupils receive equitable support within class to access learning.		1, 5
To develop staff understanding in making the most from routines at the start of the school day, including how fluency teaching can be used to support pupils' skills.		1, 2, 5
To adapt the Teacher Appraisal cycle to focus on support through training and development rather than a focus on punitive target setting.	Supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should	1

	balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches – EEF Menu of Approaches	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £26,568

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue developing focused pre-teaching sessions for pupils who are disadvantaged and struggle to stay focused when they face difficulties within their learning.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups: Small group tuition Teaching and Learning Toolkit EEF	1, 5
At the start of the year, to provide focused and intensive phonics support to pupils who have not made the expected level of progress within Reception, Year 1 or Year 2.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	1,2
To purchase and implement the Essentials Maths higher level package, which provides diagnostic testing for pupils, identifying gaps in learning so that support can be targeted.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics_guidance: key stages 1_and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1

To implement a mentoring system within school for pupils whereby they have a staff advocate, beginning in Year 6 with support being provided from senior staff.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	1, 2, 3, 5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To incentivise regular attendance for disadvantaged pupils through <ul style="list-style-type: none"> developing ways to recognise pupils whose attendance has improved over time developing a more robust mechanism for identifying those working below the level expected ensuring that parents are aware of their child's attendance patterns. 	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1,3
To buy into the local School Family Partnership, including additional wellbeing support.	Levels of parental engagement are consistently associated with improved academic outcomes. – EEF Menu of Approaches	3, 5
To continue to develop extracurricular provision and wider curriculum opportunities, which are open to all pupils, including those who are known to be disadvantaged.	Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning – EEF Menu of Outcomes	1, 4
To ensure that emotional regulation strategies are taught effectively and consistently across the school.	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):	1, 5

	Improving_Social_and_Emotional_Learning in Primary Schools EEF	
To create book and stationary packs which are sent home to pupils who do not have these items to enrich and provide value within their home life.	National Literacy Trust (2022) study showed Pupil Premium pupils are less likely to have books at home and can be on average 2 years slower to learn basic reading skills.	1, 2, 3, 4, 5

Total budgeted cost: £52,420

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
NELI	Nuffield Foundation
Firm Foundations	Numicon
Maths Essentials Resource	HfL
Writing Essentials Resource	HfL
Times Tables Rockstars	Times Tables Rockstars
Numbots	Times Tables Rockstars
Herts Music Service	Herts Music Service
The Scholars Programme	The Brilliant Club