



Pupil Premium Strategy Statement 2025-26



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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
Nunnery Wood Primary School	
Number of pupils in school	391
Proportion (%) of pupil premium eligible pupils	66 (16.8%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Rachel Higgins
Pupil premium lead	Richard Bidwell
Trustee lead or School governor?	Beth O'Sullivan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100705
Recovery premium funding allocation this academic year	£0
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	£100705

Part A: Pupil premium strategy plan

Statement of intent (MAT and school)

MAT INTENT:

Nunnery Wood Primary School has prioritised provision and outcomes for all vulnerable pupils (disadvantaged and SEND) during 2025-26.

Aims:

To improve outcomes for all disadvantaged pupils **so that:**

- The proportion of pupils attaining ARE or better in RWM combined compares favourably to disadvantaged and non-disadvantaged pupils nationally.
- The increased gap between disadvantaged and non-disadvantaged pupil in reading, writing and mathematics significantly closes.

To improve attendance for all disadvantaged pupils across the MAT **so that**

- Overall attendance improves and is, at least, in line with the national figure for all pupils.
- Persistent absence reduces significantly.

To ensure all disadvantaged pupils receive the appropriate mental health and well-being support so that:

- They engage in their learning and as a result attainment improves and they make at least good progress.

To ensure any language barriers faced by disadvantaged pupils are addressed with urgency from the start.

NUNNERY WOOD PRIMARY SCHOOL INTENT:

At Nunnery Wood Primary School, we are committed to all pupils making good or better progress from their relative starting points and to most pupils attaining age-related standards or greater, whether they are categorised as disadvantaged or non-disadvantaged pupils.

As a result of differing numbers of disadvantaged pupils in each cohort and the differences in their learning needs, progress and attainment is variable across the school and outcomes are very cohort dependent. Many of the additional interventions are often targeted for children who are working Just Below to achieve ARE in RWM.

Aims:

- ✓ To consistently improve outcomes for all disadvantaged pupils **so that** the proportion of pupils attaining ARE or better in RWM combined compares favourably to disadvantaged and non-disadvantaged pupils nationally
- ✓ To improve attendance for all disadvantaged pupils **so that** attendance figures compare favourably to non-disadvantaged pupils both in-school and nationally
To provide all disadvantaged pupils with the knowledge and cultural capital they need **so that** they succeed in life with all pupils **but in particular, disadvantaged pupils**

Key principles of our strategy plan:

We will:

1. Promote our school values:



2. Promote our whole Villages' MAT ethos of SEE, Secure, Engaged, Equipped for life with all pupils but in particular, disadvantaged pupils
3. Assess the needs of all disadvantaged pupils
4. Recognise when assessing needs that not all pupils in receipt of FSM will be socially disadvantaged and planning for pupils and the extension and support packages on offer will reflect this
5. Ensure that the most vulnerable are our priority
6. Endeavour to close the gap between the disadvantaged and non-disadvantaged pupils
7. Design and implement interventions that accelerate academic progress e.g. we will ensure that our plan meets the needs of our PP pupils and as a result the PPG is spent appropriately
8. Enrich their educational and life experiences through educational visits that are either fully or partly funded through the PPG
9. Utilise staff strengths so that planned action has the biggest impact
10. Rigorously and frequently track their progress

11. Work in partnership with parents and external agencies to ensure the best outcomes for disadvantaged pupils

Challenges and Barriers to learning

This details the key challenges to achievement that we have identified among our disadvantaged pupils at Nunnery Wood Primary School

Challenge number	Detail of challenge
1	Some pupils have fallen behind in Reading, Writing and Mathematics.
2	Often pupils who receive the Pupil Premium entitlement are also pupils with SEND (32%) and have more complex needs that can have an adverse effect on their learning.
3	Pupil mobility varies at NWPS and each cohort is different (6/12 children in year 4 have joined us, 7/12 are also on the SEND register).
4	Some of our parents of our Pupil Premium pupils are harder to engage in their child's learning and these pupils lack the support the majority of pupils receive at home.
5	Some of our Pupil Premium pupils have poor attendance.
6	Some of our pupils have lower expectations of themselves as learners; they lack the confidence to contribute in class.
7	Some of our pupils have lower self-esteem and have a lower sense of self-worth and have low aspiration.
8	Some of our higher attaining disadvantaged pupils do not reach their true potential because of limited life experiences compared to other pupils in school.
9	Many of our pupils sitting SATs in Year 6 lack the stamina and resilience required to do well in these tests and sometimes their test results do not reflect their teacher assessments.
10	Some of our disadvantaged pupils suffer high anxiety and come from families where there is a history of poor mental well-being that is impacting on their mental health and well-being.

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
Outcomes in RWM Combined	The percentage of disadvantaged pupils who attain ARE RWM at the end of KS2 closes the gap with their counterparts. Disadvantaged pupils who are targeted attain ARE+ (High Score/GD) RWM at the end of KS2
Outcomes in Reading	The percentage of disadvantaged pupils who make expected or better progress from the end of EYFS to the end of KS1 in Reading is inline with non disadvantaged pupils. Progress measures between KS1 and KS2 in Reading improve and close gap to other pupils.
Outcomes in Writing	The percentage of disadvantaged pupils who make expected or better progress from the end of EYFS to the end of KS1 increases Progress measures between KS1 and KS2 in Writing are inline with their peers
Outcomes in Mathematics	The percentage of disadvantaged pupils who make expected or better progress from the end of EYFS to the end of KS1 in Mathematics is inline with peers Progress measures between KS1 and KS2 in Mathematics improve in line with peers
Attendance of disadvantaged pupils	Attendance of disadvantaged pupils is >95% (90.9% 24/25) and the gap between all pupils and disadvantaged pupils is not <3% (4.2% for 24/25)
Good mental-health and well-being	Many of our disadvantaged pupils are developing resilience and we wish for them to be mentally strong and enjoy good health and well-being as this impacts positively on attendance and subsequently pupil outcomes therefore we will offer pastoral support appropriately

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: £20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Class teachers will target and prioritise PP pupils through QFT paying close attention to pupil participation in lessons and make use of specific immediate feedback that will accelerate progress	In-house evidence that supports the need for action: End of previous year's outcomes in R, W and M indicates that accelerated progress is imperative for some pupils,(especially those pupils who are also SEND	1 2 6
Prioritise the teaching of phonics in EYFS, Year 1 and Year 2 so that all pupils, but especially disadvantaged pupils have age related reading skills that enables them to access all of the curriculum	In-house evidence that supports the need for action: Many of our new EYFS pupils have started at Nunnery Wood Primary having had limited time at their pre-school settings and therefore less exposure to early synthetic phonics.	1 4
Year 2/3 writing	In-house evidence that supports the need for action: Children transitioning from year 2 to year 3 are below national averages and the gap is bigger for disadvantaged children End of year 2- PPG 43% vs non PPG 73%	1

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

Budgeted cost: £20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Plan and deliver an intervention timetable focusing on closing the gap- this will target phonics in years 1, 2 and reading, writing, via small groups or 1:1 intervention	In-house evidence that supports the need for action: Across the curriculum PP children are outperformed by their counterparts and the gap was significant in all year groups last year.	1 4
Plan and deliver additional interventions -reading comprehension -writing structure and stamina -bridging gaps mathematics	In-house evidence that supports the need for action: Our current data shows that PPG children are outperformed in all areas by their counterparts.	1 6

Plug the gap and target groups for disadvantaged pupils in KS2 who were not ARE at the end of the previous year		
Target disadvantaged pupils in mathematics Plug the gap intervention led by LSA	In-house evidence that supports the need for action:	1 8

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

Budgeted cost: £50000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Target parents of pupils whose attendance is below 90% and formulate attendance plans; school to agree to support level and parents to agree to plan. Weekly attendance checks on all PP pupils Targeted support for children to reach potential at Greater Depth in Writing	In-house evidence that supports the need for action: 2023/204 attendance School: 92.4% PPG: 87.19%	4 5
Pastoral support to aid children's SEMH needs.		

Total budgeted cost: £100000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes (2024-2025)

Outcomes for disadvantaged pupils

EYFS
10 children benefitted from PPG 7 boys, 3 girls 1 SEND EYFS Outcomes: Children obtaining GLD: 50% (non PPG 69%)
Year 1
7 children benefitted from PPG 5 boys, 2 girls
Year 2
9 children benefitted from PPG 5 boys, 4 girls 5 SEND
Year 3
14 children benefitted from PPG 7 boys, 7 girls 7 SEND
Year 4
13 children benefitted from PPG 6 boys, 7 girls 6 SEND
Year 5
11 children benefitted from PPG 11 boys 3 SEND
Year 6
7 children benefitted from PPG 4 boys, 3 girls 2 SEND
OUTCOMES:
3 Year trend of disadvantaged children performing below expected standard for Reading compared to National. 3 Year trend of disadvantages children performing below expected standard for RWM compared to National. 3 Year trend of disadvantaged children performing below expected standard for Maths compared to National.

3 Year trend of disadvantaged children performing below expected standard for Grammar, Punctuation and Spelling compared to National.

3 Year trend of disadvantaged children performing close to average in Writing compared to National.