

Nutfield Church C of E Pupil Premium Strategy Statement

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	205
Proportion (%) of pupil premium eligible pupils	9.8%
Academic year/years that our current pupil premium strategy plan covers (3 -year plans are recommended – you must still publish an updated statement each academic year)	<u>2024/2025</u> <u>2025/2026</u> 2026/2027
Date this statement was published	December 2024 January 2026
Date on which it will be reviewed	November 2025 October 2026
Statement authorised by	Imogen Woods Claudette Farray-Green Head Teacher
Pupil premium lead	Imogen Woods Claudette Farray-Green Head Teacher
Governor Lead	Sam Nicholls Sam Nicholls

Funding overview

Detail	Amount	
	2024/2025	2025/2026
Pupil premium funding allocation this academic year	£25,160	£33,270
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2024/25 cannot be carried forward beyond August 31, 2025.</i>	£0	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£653.68	£0.00

Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£25,813	£33,270
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Part A: Pupil premium strategy plan

Statement of intent

At Nutfield Church Primary, we fully embrace the vision stated in the Church of England's Vision for Education 'Deeply Christian, Serving the Common Good' published in July of 2016 of educating the whole person. We aim for our children and members of the wider school community to flourish in all they do and '**live life in all its fullness**'. (John 10:10)

When specifically focusing on Pupil Premium, our intention is that all pupils, including those who are vulnerable or disadvantaged can flourish. For us, this is evidenced by all pupils making good progress in areas across the curriculum, by meeting or exceeding high expectations set for them based on their age and starting points. We work together with parents, carers and outside agencies to ensure provision is tailored to the child's needs. We want all pupils to become confident individuals who will be able to make a successful transition on to the next phase of their educational journey and beyond, into adulthood.

We recognise and value the importance of quality first teaching. We have a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raising expectations of what they can achieve. We believe this has 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 our intended outcomes is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We recognise the role of targeted intervention and pastoral care for all our children, particularly those from disadvantaged backgrounds. We offer a bespoke approach to children who require additional support for SEMH, neuro diversity and behavioural needs. This includes our Inclusion staff team, DSL team and the deployment of additional adults as required. We fully utilise our extensive grounds and Trinity Farm to provide emotional space and care, both to targeted individuals through a regular timetable and sessions to manage specific situations as they arise.

Challenges

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

Challenge number	Detail of challenge
1	Speech and Language: Limited external resources and difficulty in waiting lists / referrals can result in slow identification and a low level of support for the most vulnerable.
2	Neurodiversity: Limited external resources and difficulty in waiting lists / referrals can result in slow identification and a low level of support for the most vulnerable.
3	Mental Health and Wellbeing: pupils and their families have greater social and emotional needs, notably due to financial needs and lack of enrichment opportunities, often resulting in low confidence and self-esteem which can affect a family's ability to support learning at school and at home.
4	Attendance: maintaining low levels of non-attendance and reduce persistent absence which is negatively impacting on disadvantaged pupils' progress

Intended outcomes (end of strategy plan 2024/25)

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
1. The provision requirements for children with speech, language and communication needs will be met through the school's early identification, involvement in the Infant Language Link Project, rapid referral to local and specialist agencies and by inviting all stakeholders to consult and external professionals to offer high quality support, advice and applicable action research.	Children with speech, language and communication difficulties needs are met. That any gap is diminishing/closing or/and that they are performing at least as well or better than their peers. Pupils who have these needs are being well supported within the classroom environment.
2. The provision requirements for children with neurodiverse needs will be met through the school's early identification, involvement in the PINS Project, rapid referral to local and specialist agencies and by inviting all stakeholders to consult	Children with neurodiverse needs are met. That any gap is diminishing/closing or/and that they are performing at least as well or better than their peers. Pupils who have these needs are being well supported within the classroom environment.

and external professionals to offer high quality support, advice and applicable action research.	
3. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustain high levels of wellbeing from 2023/24 demonstrated through qualitative data from Pupil Voice, Parent and Carer surveys, behaviour logs, Wellbeing and Values class books and teacher observations.
4. To sustain the outstanding attendance of all pupils, address Persistent Absence robustly and ensure robust and regular monitoring by the DSL and Inclusion Teams to avoid Severe Absence.	The percentage of pupils who are persistently absent continues to be below both the National and Surrey level.

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: £3,725

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase the support for vulnerable pupils with Speech and Language Communication Needs.</p> <p><u>(See SDP 24-25)</u></p>	<p>Research based on the principles and practice of the Infant Language Link Project.</p> <p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is</p>	1

	provided one-to-one. – EEF Oral Language Interventions Toolkit	
Increase awareness of and support for neurodiversity across the school. <u>(See SDP 24-25)</u>	Research based on the principles and practice of the Partnership for Inclusion of Neurodiversity in Schools Project (PINS)	2

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Prioritising of additional support staffing to ensure TA cover across the school to target children identified as needing additional support.	Financial Benchmarking demonstrates NCPS to be in line with outstanding schools in terms of spending on staffing.	1,2,3
Continuation of specified Special Support Arrangement Plans for individuals, targeting and addressing specific learning gaps.	Evidence from SSA Parent/Carer Meetings, reviews of SSAs and termly data analysis. SENC0 to review progress at each termly assessment point and monitor books of those pupils who are identified within the lowest 20% reading and maths. The SENCO and Inclusion Lead will review attainment and progress of all pupils who have a SSA plan and will support staff to ensure all disadvantaged pupils make significant progress wherever possible.	1,2,3
Targeted individual interventions	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.	1, 2, 3

	<p>Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver: EEF Teaching Assistant Interventions – Teaching and Learning Toolkit</p> <p>Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored — particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum — will be more effective. – EEF Individualised Instruction Toolkit</p> <p>Precision Teaching, Lego Therapy</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,088

Activity	Evidence that supports this approach	Challenge number(s) addressed
Leaders Monitoring attendance on half termly basis.	Attendance among all pupils has been strong. Careful monitoring and liaising with parents and carers have ensured the attendance of DP pupils is equitable to non-DP pupils. Weekly discussions around individuals take place in Staff Meeting and the DSL team also regularly discuss pupils who are a concern.	4
Activity/outdoor learning and sports days and wider sports trips enable all children including disadvantaged pupils, to access a full and enriched curriculum.	Outdoor Adventure Learning provides opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. – EEF Teaching and Learning Toolkit Year 6 residential trip in September. Years 4 and 5 sporting away days. Year	3

	3 pupils' intensive swimming lessons. Afterschool clubs. Wellbeing sessions.	
Trinity Farm – Well Being+ <u>(See SDP 24-25)</u>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. – EEF Social Emotional Learning Toolkit</p> <p>X3 per week – bespoke wellbeing+ opportunities.</p> <p>Appoint a part-time Farm Manager/Forest Worker.</p>	3

Total budgeted cost: £25,813

Part B: Review of the previous academic year: 2023-2024

Outcomes for disadvantaged pupils

Our internal and external statutory assessments during 2023/24 show that the performance of disadvantaged pupils has improved. 93% of all Reception pupils achieved a Good Level of Development. In Maths and Reading at KS2, data shows that disadvantaged pupils are performing above the expected standard compared to the national average.

The reasons for these positive outcomes include, stable staff, high ratios of staff in each classroom, a focus on a broad and balanced curriculum that places genuine planned for, learning opportunities relating to the children's emotional wellbeing. The use of rigorous assessment has continued alongside robust challenge from Governors and senior leaders to ensure children requiring additional support were identified and quality first teaching was bolstered as appropriate. Regular monitoring allowed Governors, senior leaders and teachers to tailor make plans to match individual need, including those in receipt of Pupil Premium. Many parents and carers supported additional home learning. Where this happened, the greatest gains were made.

Present results from statutory tests and checks show that the majority of all (and subsequently pupils in receipt of Pupil Premium) make outstanding progress and attain above and well above national figures. Examples of this include:

90% pupils meeting the threshold in the Year 1 phonics check (National 79%)

KS1 results well above national (compared to 2023)

90% of children making expected or better progress in Writing and Reading in KS2

35% of children achieving GDS in Reading in KS2.

All these results, alongside a rich, ambitious curriculum which puts the wellbeing of its most vulnerable centrally, have improved overall outcomes.

Review of the previous academic year: 2024-2025

Our ongoing evaluation of the Pupil Premium strategy shows that pupils are making consistent progress across key areas of learning. Children in Early Years and Year 1 continue to excel in phonics, achieving results above the national average, which reflects the strength of our early literacy interventions and the effective implementation of systematic synthetic phonics programmes.

While our Year 6 data showed a dip in overall attainment, the cohort's achievement was strong, with vulnerable pupils making better than good progress. Although the school would have liked to see higher attainment overall, the outcomes were in line with expectations, and some pupils excelled beyond these benchmarks. This highlights the positive impact of targeted support and the resilience of our learners.

We have addressed pupil wellbeing holistically, to enable sustained learning throughout the school day. Nutrition at lunchtime has been personalised to meet sensory needs and dietary requirements, ensuring pupils are supported to maintain energy and focus in the afternoon sessions as well as the morning. This approach has contributed positively to pupils' overall wellbeing and their ability to engage fully in learning.

The residential experience was a significant SEMH success, supporting children to develop resilience and face challenges they previously thought impossible. An unexpected but highly valuable outcome was the empathy and peer support shown to pupils who found the residential challenging. The event also achieved 100% attendance, underscoring its inclusivity and impact.

Attendance across the whole school consistently remains above the national average, demonstrating the effectiveness of our proactive attendance strategies. Pupils with attendance challenges have benefited from a soft start approach, involving visits to our school farm before entering class, which has eased transitions and improved readiness to learn.

However, we have identified a need to address individual attendance issues more closely, particularly extended holidays that include the last day of the school term or the first day back. This will be a focus area to minimise lost learning time and maximise pupil engagement along with outcomes.

Moving forward, we will continue to monitor and refine our Pupil Premium strategy, ensuring it aligns with the specific needs of our pupils and the latest evidence-based practises. Our approach will maintain a strong focus on high-quality teaching, targeted academic support, and tackling non-academic barriers, including attendance and SEMH, to close attainment gaps and promote full participation in school life.

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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***

N/A

The impact of that spending on service pupil premium eligible pupils

N/A

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