

Pupil premium strategy statement – Nene Valley Primary School

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.

School overview

Detail	Data
Number of pupils in school	314
Proportion (%) of pupil premium eligible pupils	7%
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)	2023-2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Neil Reilly (Headteacher)
Pupil premium lead	Katie Brown (EYFS Lead)
Governor / Trustee lead	Katie Brown (staff governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,100
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
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>	£29,100

Part A: Pupil premium strategy plan

Statement of intent

Nene Valley Primary's Pupil Premium strategy is embedded within whole-school improvements and runs through the School Development Plan's objectives, which focus predominantly in 2023-2024 on writing opportunities in EYFS, strategic staff CPD, transition through EYFS to year 1 and vocabulary development.

The school will continue to adapt its spending of the Pupil Premium funding in 2023/2024 through to 2025/2026 following analysis of our positive outcomes for disadvantaged students in 2022/2023.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment and progress across all subject areas. The focus of our pupil premium strategy is to support our limited number of disadvantaged pupils to achieve that goal.

While interventions can be one focus of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve teaching and learning. High quality teaching is at the heart of our approach, and attend to wider barriers to learning, such as attendance and behaviour, therefore our Pupil Premium Spending will encapsulate a wider range of strategies.

Our approach will be responsive to common challenges to the needs of individuals, rooted in robust diagnostic assessment using PiXI assessment tools, not assumptions about the impact of disadvantage.

The approaches we have adopted complement each other to help pupils to meet and exceed their potential. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in all 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 raising outcomes for our disadvantaged pupils

Challenges

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

Challenge number	Detail of challenge
1.	The proportion of pupils with EAL is increasing year on year (30% whole school in 2024-2025 – 34% in 2025-2026 and 48% in EYFS). Assessments show that disadvantaged pupils vocabulary is not as extensive when compared to their peers and their oral language is therefore more limited. This has meant vocabulary development is a focus for the whole school. 4 Access to out of school sport/ activity for some of our disadvantaged pupils is lower than for other pupils. This lack of physical activity and well delivered content may
2.	PiXL and Year 6 SAT assessments indicate that mathematics attainment among disadvantaged pupils is below that of non-disadvantaged pupils in almost all year group). Due to the small numbers, standardised scores offer an easier and more reliable comparison than percentages of pupils. This gap has shortened in the 2 years of this pupil premium strategy up until 2024-2025. We are determined for this improvement to continue in 2025-2026.
3.	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. Phonic Knowledge is often less well embedded for disadvantaged pupils. This gap has been shortening over 2 of the 3 years of this strategy and we are determined for it to close further in 2025-2026.
4.	Access to out of school sport/ activity for some of our disadvantaged pupils is lower than for other pupils. This lack of physical activity and well delivered content may have a knock-on effect on their attainment, behaviour and wellbeing.

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 application 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.	Statutory data will show sustained improvements in disadvantaged pupils progress and attainment
Improved maths attainment for disadvantaged pupils at the end of KS2.	Statutory data will show sustained improvements in disadvantaged pupils progress and attainment

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – for teachers and teaching assistants to understand and implement greater knowledge rich curriculum. Purchase of quality, rich resources.	All curriculum areas offer opportunities to gain vocabulary and extend writing, with inclusive materials	1,2
Provide targeted CPD for teachers and teaching assistants on how to plan, deliver and evaluate effective pre-teach and post-teach sessions.	CPD strengthens staff skills in delivering structured pre-teach and post-teach sessions, improving the precision of vocabulary teaching and addressing misconceptions quickly. Well-trained staff deliver more consistent, targeted support.	1,2,3
CPD on adaptive teaching, assessment and feedback	High-quality CPD in adaptive teaching, assessment and feedback strengthens teachers' ability to respond to diverse learning needs. Training improves the precision of instruction, enables staff to scaffold learning effectively, and ensures misconceptions are identified and addressed quickly	1,2,3

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pre-teaching Vocabulary and concepts supports pupils to enter lessons with key language and concepts already understood, increasing confidence and accelerating progress	To strengthen disadvantaged pupils' vocabulary, background knowledge and conceptual understanding through daily pre-teaching sessions, enabling them to better access whole-class learning.	1,2

Post-teach to close gaps rapidly by providing same-day re-teaching of misconceptions in reading, writing and maths for disadvantaged pupils.	Post-teaching consolidates learning, prevents gaps from widening and ensures pupils keep up rather than catch up.	1,2
3. Phonics Catch-Up (1:1 & Group) To accelerate disadvantaged pupils' reading fluency and accuracy through targeted daily phonics catch-up using validated approaches.	Frequent, short, high-quality phonics sessions have strong evidence of rapidly improving decoding, blending and fluency for disadvantaged pupils.	3
Speech, language and communication intervention (WellComm/NELI/SaLT)	Supports vocabulary development, phonological awareness and communication skills.	1,2

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

Budgeted cost: £13,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and family support - Target pupils at risk of persistent absence. Provide home visits, breakfast club support, mentoring and personalised plans.	Targeted support improves attendance by addressing barriers early. Home visits, mentoring and personalised plans help families establish routines, while club/trip access supports punctuality and readiness to learn. These approaches strengthen engagement and reduce the risk of persistent absence.	4
The school will provide discounted or fully subsidised access to clubs, educational visits, residential and enrichment activities for disadvantaged pupils. This will ensure that financial barriers do not limit participation in cultural, sporting or curriculum experiences. Funding will be used to support:	Boosts engagement, confidence and cultural capital. Increased participation broadens experiences beyond the classroom and ensures pupils benefit from the same opportunities as their peers, supporting their personal development and motivation.	4
Establish, resource and staff a dedicated Wellbeing Room to provide targeted academic support, emotional regulation interventions, and pastoral mentoring	Improved emotional regulation and reduced time out of class due to anxiety or dysregulation. Improved engagement in learning and attendance for pupils. Increased access to high-quality academic support. Improved behaviour indicators, fewer internal behaviour incidents. Increased sense of safety, belonging, and readiness to learn.	1,2,3,4

Contingency fund for acute issues	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.	1,2,3,4
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Total budgeted cost: £ 29,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. Due to the low numbers of PP children, in at Nene Valley, internal data at this point is more reliable than statutory data.

Our pupil premium strategy delivered success against our three-year strategy.

1) 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. Evidence in books shows increased vocabulary used. Lesson drop ins/ walk through show evidence of teacher focus on establishing Deliberate Vocabulary Development.

2) Improved writing attainment among disadvantaged pupils

KS2 writing outcomes continue to improve. The children in year 6 improved on the provisional 75% predicted achieving the expected outcome in 2024-2025 to 80%

3) Improved maths attainment for disadvantaged pupils at the end of KS2

The children in year 6 improved on the provisional 70% predicted achieving the expected outcome in 2024-2025 to 80%

3) Improved reading attainment for disadvantaged pupils at the end of KS2

The children in year 6 improved on the provisional 62% predicted achieving the expected outcome in 2024-2025 to 80%

4) Improved physical health and behaviour for disadvantaged pupils

Access to more physical activity Pupil premium children regularly accessing organised activity at lunchtimes. Behavioural incidents logged linked to PP children reduced in 2022/23 and 2023/2024 and 2024/2025

Our evaluation of the approaches delivered last academic year indicates that many elements of the strategy are proving effective, and we will maintain those throughout 2025/2026. Although there have been many successes within the first and second year of the strategy, we have reviewed our strategy plan and made changes to how we intend to use our budget this academic year

Externally provided programmes

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

Programme	Provider
N/A	N/A
N/A	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

Further information (optional)

N/A