

Nunthorpe Primary Academy

Pupil premium strategy statement 2025/26

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 effect that last year's spending of pupil premium had within our school. We publish a new strategy each autumn, based on a 3-year rolling plan. On the fourth year it is completely renewed.

School overview

Detail	Data
School name	Nunthorpe Primary
Number of pupils in school	215 FTE
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers	2025/26
Date this statement was published	November 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Mrs A O'Gara
Pupil premium lead	Mr N Salter
Governor lead	Mrs J Hewison

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,510
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£51,510

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Part A: Pupil premium strategy plan

Statement of intent

At Nunthorpe Primary, every child matters. Our commitment to academic excellence is rooted in our school motto: *"The days that make us happy make us wise."* We believe that children learn best when they are happy, valued, and supported — and this applies to every learner, particularly those facing disadvantage.

Pupil Premium funding plays a vital role in helping us ensure that all pupils — especially our most vulnerable learners — achieve their full academic potential while enjoying a rich and fulfilling school experience. Some of our pupils may be entitled to Pupil Premium, be in care, or have a social worker. Whatever the circumstance, our commitment remains the same: high achievement and developing kind, confident individuals for the future.

Our strategy focuses on closing the attainment gap for disadvantaged pupils, while also supporting the progress of high prior attainers. Ultimately, we aim for disadvantaged children to experience school life that is just as successful, enriching, and enjoyable as their peers.

We are proud that our commitment has been recognised. In our last full Ofsted inspection, inspectors noted:

"Additional funding is used superbly well to ensure that pupils who are disadvantaged make equally excellent progress and any differences diminish swiftly."

The percentage of pupils eligible for Pupil Premium increased to around 18% during the pandemic and in the following few years. It is now returning to our long-term average of 13–14%. Regardless of these fluctuations, our drive to support these learners remains unwavering.

Our Approach

We adopt a responsive, evidence-informed strategy that addresses both common barriers and individual needs. Our approach is rooted in robust diagnostic assessment and not based on assumptions about the impact of disadvantage.

To ensure maximum impact, we will:

- **Challenge** disadvantaged pupils through ambitious, high-quality teaching
- **Act early** with timely, targeted interventions — including support for attendance
- **Embed a whole-school approach** where all staff share responsibility for pupil outcomes and raise expectations for what disadvantaged pupils can achieve

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Challenges

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

Challenge number	Detail of challenge
1	Attainment gap between disadvantaged and non-disadvantaged pupils in maths and English. We will continue to move forwards and endeavour to close the attainment gap between disadvantaged and non-disadvantaged pupils through high quality teaching and other strategies. <i>“High quality teaching - every day, for all pupils - can and will make a positive difference” (EEF, Moving Forwards, Making a Difference, 2022)</i>
2	Discussions with disadvantaged children reveal that many have limited opportunities to experience the wider world beyond their immediate home and school environments. This restricted exposure can hinder their understanding of key curriculum concepts, reduce their vocabulary acquisition, and impact their confidence to engage in unfamiliar activities. To address this, we are committed to ensuring that all pupils—regardless of financial circumstance—can access a broad and enriching range of extra-curricular opportunities, including school trips, residential, theatre visits, and sporting events. We recognise that, in the context of the ongoing cost of living crisis, financial barriers must not prevent disadvantaged children from participating fully in the wider life of the school. <i>“Through participation in these challenging physical activities, outdoor adventure learning interventions may support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes.” Outdoor adventure learning (EEF, Teaching & Learning Toolkit, 2025)</i>
3	Attendance and punctuality of disadvantaged pupils. Some of our Pupil Premium pupils often have lower attendance rates, which directly impacts learning outcomes. <i>“There is some evidence of promise for several strategies including parental engagement approaches and responsive interventions to target the individual causes of low attendance.” Attendance Interventions Rapid Evidence Assessment (EEF, 2022)</i>
4	Poor mental health and emotional wellbeing among disadvantaged pupils. <i>“Effective Social and Emotional Learning can lead to learning gains of +4 months over the course of a year.” Improving Social and Emotional Learning in Primary Schools (EEF, 2021)</i>

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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
Attainment gap between PPG and non-disadvantaged children narrows as a result of interventions.	The attainment gaps from summer 25 at end of KS2 has narrowed by summer 26, on average, for PPG pupils.
PPG pupils have had the opportunity to attend extra-curricular events and personal finance is not a barrier to them attending.	The same proportion of PPG pupils attend residentials, trips and sports events as non-disadvantaged pupils.
The attendance of disadvantaged children increases.	Attendance of PPG children will be in line with, or better than, national average.
Supporting positive learning behaviours for our PPG pupils.	Mental Health counsellor will work with identified pupils to support their mental health.

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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

Budgeted cost: £40,965

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP children have greater access to high quality teaching. PP children have more 1:1 and focus group sessions with the teacher than non-PP children	"Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils" <i>DfE – Menu of Approaches, Using pupil premium guidance for school leaders 2022</i> "Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months)" <i>EEF- T&L Toolkit</i> "One to one and small group tuition" <i>DfE – Menu of Approaches, Using pupil premium guidance for school leaders 2022</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition <i>EEF</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition <i>EEF</i>	1

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Targeted academic support

Budgeted cost: £7280

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured timely interventions will be provided for pupils in Phonics, Reading, Writing, Maths and SPaG. This will be facilitated by Teachers /Teaching Assistants.	“Teaching assistant deployment and interventions”, “One-to-one and small group tuition” and “Interventions to support language development, literacy, and numeracy” <i>DfE – Menu of Approaches, Using pupil premium guidance for school leaders 2022</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches <i>EEF</i> https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability <i>DfE</i>	1
PPG pupils not on track to meet age-related expectations will be identified through our PPG tracker (and other systems, such as our ‘First Readers’ database) and will receive high-quality extra support from teachers and teaching assistants. Progress monitored on PPG tracker.	“One to one and small group tuition” and “Interventions to support language development and literacy” <i>DfE – Menu of Approaches, Using pupil premium guidance for school leaders 2022</i> Small group tuition has an average impact of four months’ additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs. Diagnostic assessment can be used to assess the best way to target support. One-to-one tuition and small group tuition are both effective interventions. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school’s pupil premium strategy. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition <i>EEF</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions <i>EEF</i> https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability <i>EEF</i>	1

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Wider strategies

Budgeted cost: £3265 (based on 50% subsidy on residentials and 2 educational visits/theatre for identified children) + £1788 for attendance officer. (Mental Health Counsellor funded by a government grant).

Activity	Evidence that supports this approach	Challenge number(s) addressed
Our PPG children are limited in accessing cultural/ adventurous experiences, so we will offer to financially subsidise outdoor educational residentials and other visits in 25/26.	"Extracurricular activities, including sports, outdoor activities, arts, culture and trips" <i>DfE – Menu of Approaches, Using pupil premium guidance for school leaders 2022</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning <i>EEF</i>	2
Employment of Attendance Officer to work with families falling below our targets. Teachers to have meetings with parents to discuss attendance and punctuality. Close monitoring of PPG pupils' attendance using PPG tracker. Regular reviews of attendance by AO. Half termly reviews of attendance by HoS.	"Supporting attendance" <i>DfE – Menu of Approaches, Using pupil premium guidance for school leaders 2022</i> https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium <i>EEF</i> In order for children to thrive at school, the positive interventions in terms of behaviour, attendance and achievement can have a significant impact on the attainment of all disadvantaged children. The EEF has researched that it can add up to 4 months onto the progress of children. <i>EEF</i>	3
Mental wellbeing. We have employed a mental health counsellor to support children identified as needing extra support.	"Supporting pupils' social, emotional and behavioural needs" "Supporting attendance" <i>DfE – Menu of Approaches, Using pupil premium guidance for school leaders 2022</i> "It is recognised that the Covid-19 pandemic has had wider impacts on pupils aside from attainment, which this report focuses on. There is evidence that suggests the pandemic has negatively impacted children's mental health. More research is needed to understand the long-term effects of the Covid-19 pandemic on children's mental health and the influence of specific risks factors as they evolve over time." (Busières et al., 2021). While there is limited data, teachers have identified mental health as a significant challenge in the classroom. (The Impact of COVID-19 on Learning: A review of the evidence, EEF)	4

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Total budgeted cost: £51,510

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Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes for 2024/25

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Challenge 1 – Attainment gap between PPG and non-disadvantaged children continues to narrow and move towards pre-pandemic standards, as a result of interventions.

The number of disadvantaged pupils who took the KS2 test was just under a quarter of the class (7 out of 30 pupils). The percentage of PPG pupils achieving the expected standard in reading, writing and maths (RWM) was 57% (4 pupils out of 7). 6 out of the 7 pupils achieved the expected standard in reading and maths; 4 out of the 7 pupils achieved the expected standard in writing. No children achieved a higher score in RWM combined; 1 out of the 7 pupils achieved a higher score in reading; 2 pupils achieved a higher score in maths. Two of the Y6 PPG children had SEN in 24/25.

KS2 Attainment

PERFORMANCE DATA Expected Standard		2023			2024			2025			3yr Avg.		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
RWM** TEST (Read / Maths) TA (Writ)	School PP	33%	0%	17%	50%	67%	60%	50%	60%	57%	43%	45%	44%
	National NonPP	63%	70%	66%	64%	71%	67%	66%	72%	69%	64%	71%	67%
	National All	56%	63%	59%	57%	64%	61%	59%	65%	62%	57%	64%	61%
	National PP	41%	47%	44%	42%	49%	45%	44%	51%	47%	42%	49%	45%

KS1 Attainment

In KS1 there were 3 disadvantaged pupils. 1 of those pupils had SEN.

2 of the 3 pupils made the expected standard in reading, writing and maths.

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PERFORMANCE DATA		2023			2024			2025			3yr avg.		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pupils		16	14	30	14	16	30	18	11	29	48	41	89
School PP Cohort	Pupil Premium	2	1	3	3	5	8	1	2	3	6	8	14
	SEN	2	0	2	1	0	1	1	0	1	4	0	4
	EAL	0	0	0	0	0	0	0	0	0	0	0	0
	LAC	0	0	0	0	0	0	0	0	0	0	0	0
READ TA	School PP	0%	0%	0%	67%	80%	75%	0%	100%	67%	33%	75%	57%
	National NonPP	70%	77%	73%									
	National All Pupils	65%	72%	68%									
	National PP	50%	58%	54%									
WRIT TA	School PP	0%	0%	0%	67%	60%	63%	0%	100%	67%	33%	63%	50%
	National NonPP	60%	71%	65%									
	National All Pupils	54%	66%	60%									
	National PP	38%	51%	44%									
MATHS TA	School PP	0%	100%	33%	100%	60%	75%	0%	100%	67%	50%	75%	64%
	National NonPP	76%	75%	75%									
	National All Pupils	71%	70%	70%									
	National PP	56%	55%	56%									

Success Criteria: The attainment gap from summer 24 has narrowed by summer 25, on average, for PPG pupils.

Outcome: In 2025 the attainment gap remained broadly as it had for the previous year. Those pupils with disadvantage compare well to their peers nationally.

Challenge 2 – PPG pupils have had the opportunity to attend extra-curricular events and personal finance is not a barrier to them attending.

Disadvantaged families were informed of how to receive financial support for trips and residential. Families engaged with the PPG coordinator and financial assistance was provided for many families. All PPG pupils from Y4-Y6 attended residential in summer 25.

Success Criteria: The same proportion of PPG pupils attend residential, trips and sports events as Other pupils.

Outcome: The same proportion of PPG pupils attended residential, trips and sports events as Other pupils.

Challenge 3 – Our Y4 and Y3 pupils had their EYFS time disrupted so we aim to fill the gaps in both academic and social progress.

Some learners were affected greatly by lockdowns and missed crucial early learning at the start of their school life. It was our intention that we would achieve a greater percentage of pupils achieving the Early Learning Goal.

Success Criteria: Percentage of pupils achieving the ELG is greater than in 2023/24.

Outcome: 80% of children achieved ELG in 24/25 compared to 83.3% in 23/24.

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Challenge 4 - The attendance of disadvantaged children increases.

Attendance for PP children in 2022-23 94.6%

Attendance for PP children in 2023-24 93.47%

Attendance for PP children in 2024-25 95.67%

Success Criteria: Attendance of PP children will be in line with, or better than, national average.

Outcome: Attendance for PP children dropped slightly and was still below the 96% target. Analysis shows that a small number of PPG families take multiple holidays which affects the attendance figures.

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We have a very small number of service family pupils, and the serving parents live with the pupils as they are drafted close by. Close monitoring of these pupils using our tracking systems and interventions, from teaching staff, ensured that they achieved as well as their non-PPG peers.
What was the impact of that spending on service pupil premium eligible pupils?	The pupils made progress in line with their non-PPG peers.