Nicol Mere School – 3 YEAR PLAN
Pupil Premium Strategy Statement

School overview

Metric	Data
School name	Nicol Mere Primary School
Pupils in school	420
Proportion of disadvantaged pupils	25.7% (108 pupils)
Pupil premium allocation this academic year	£152620
Academic year or years covered by statement	2026 - 2027
Publish Date	September 2026
Review Date	July 2027
Statement Authorised By	Mr Tom Boardman Chair of Governors
Pupil Premium Lead	Mrs Emma Hunter – Acting Head teacher
Governor Lead	Mr Tom Boardman

Disadvantaged Pupil Progress Scores for 2025- 2026

Measure	Score
Reading	0.2 (-0.7 NAV)
Writing	1.1 (-0.5 NAV)
Maths	1.1 (-0.9 NAV)

Disadvantaged pupil attainment at end of KS2 for 2025 - 2026

Measure	% EXP
Reading	81% (61% NAV)
Writing	81% (60% NAV)
Maths	85% (61% NAV)
GPS	81% (61% NAV)

Teaching priorities for current academic year

STATEMENT INTENT

At our school, we believe that every child deserves the very best education, experiences and opportunities, regardless of their background or circumstances. We are committed to

ensuring that all pupils eligible for Pupil Premium achieve their full potential and are equipped with the knowledge, skills and confidence needed to succeed both academically and personally.

We have high aspirations for every child and are determined to remove barriers to learning, reduce disadvantage and close gaps in attainment, attendance and wider opportunities. Our intention is that all pupils, irrespective of their starting points or the challenges they may face, make strong progress and achieve highly across the curriculum. This includes disadvantaged pupils who are already attaining well, ensuring that they are challenged to reach the highest standards.

High-quality teaching remains at the heart of our strategy. Research from the Education Endowment Foundation (EEF) consistently shows that the greatest impact on improving outcomes for disadvantaged pupils comes from excellent classroom practice. We therefore prioritise Quality First Teaching, ensuring that all pupils have access to a rich, ambitious curriculum delivered by skilled and knowledgeable staff. Through small class sizes, targeted small-group teaching and carefully planned interventions led by trained staff, we provide timely support to address identified needs and strengthen pupils' core skills.

Our approach is underpinned by robust assessment and careful monitoring to ensure that support is responsive, evidence-informed and tailored to individual needs rather than based on assumptions. We recognise that disadvantage can present in different ways and are committed to identifying and addressing barriers early.

Alongside academic achievement, we are dedicated to broadening horizons and raising aspirations. Through our core offer of enrichment opportunities, educational visits, visitors and wider curriculum experiences, we aim to ensure that every child develops the confidence, ambition needed to thrive and succeed in later life.

We also work closely with families to promote strong attendance, recognising that regular school attendance is a key factor in securing positive educational outcomes.

Using a tiered approach aligned with EEF guidance—focusing on high-quality teaching, targeted academic support and wider strategies—we will continue to invest Pupil Premium funding where it has the greatest impact. Through this commitment, we strive to ensure that every disadvantaged pupil is supported to succeed, flourish and leave our school ready for the next stage of their education.

Challenges

Challenge Number	Details of Challenge
1.	**Priority 1: Language, Communication and Literacy (Reading)** Assessment on entry and internal school data indicate that many disadvantaged pupils begin school with lower levels of oral language, vocabulary, communication and early literacy skills than their peers. These gaps can impact pupils' ability to access the wider curriculum, engage in classroom discussion, develop reading fluency and achieve expected standards in reading and writing.
2.	**Social, Emotional and Mental Health (SEMH) Needs** Some of our pupils experience emotional difficulties linked to poverty, family circumstances, trauma or adverse childhood experiences. SEMH needs are regularly identified as barriers to learning.
3.	**SEND and Additional Learning Needs** 31/82 SEND children are PP. Disadvantaged and SEND often overlap, creating additional barriers to progress.
4.	**Limited Enrichment and Wider Learning Opportunities** Many of our disadvantaged pupils and those working families who just miss out on government support, may have fewer opportunities to access experiences that broaden vocabulary, aspirations and knowledge of the wider world.

Intended Outcomes

Intended Outcomes	Success Criteria	Monitoring Evidence
Language, Communication and Literacy (Reading) **£46414** (Staffing and support staff split 3 ways) + £6700 Learning resources		
Disadvantaged pupils will develop a broader vocabulary and improved oral language skills, enabling them to communicate confidently and access learning across the curriculum. An increased proportion of disadvantaged pupils will achieve age-related expectations in reading and writing. Disadvantaged pupils will demonstrate improved reading fluency, comprehension and enjoyment of reading.	1. The percentage of disadvantaged pupils achieving age-related expectations in Reading, Writing and phonics continues to be above national expectations. 2. Disadvantaged pupils make at least expected progress in Reading, Writing and phonics from their starting points. 3. The attainment gap between disadvantaged pupils and their peers in Reading and Phonics is reduced. 4. EYFS assessments demonstrate improved Communication and Language outcomes for disadvantaged children. 5. Pupils receive targeted speech, language and communication interventions demonstrate measurable progress from baseline assessments.	EYFS Communication and Language assessment data. Phonics screening outcomes. Termly Reading and Writing attainment and progress data. Standardised reading assessment scores. Speech and language intervention entry and exit data.

Early identification and intervention will ensure pupils with speech, language and communication needs make accelerated progress from their starting points. The attainment gap between disadvantaged pupils and their peers in reading and writing will continue to narrow.	6. Reading engagement increases, evidenced by reading records, library use and participation in reading activities. 7. Trained staff to provide Welcom programme and Time to Talk programme across the school. 8. Phonics is taught in small groups by class teachers and Tas deliver intervention for all those that need it. 9. Maintain the level of TA and Teachers to ensure small group teaching and interventions.	Reading fluency and comprehension assessments. Pupil voice surveys relating to reading confidence and enjoyment. Learning walks focused on oracy, vocabulary and reading provision. Book scrutiny and writing moderation outcomes. Reading records and home-reading engagement data.
Social, Emotional and Mental Health (SEMH) Needs	**£46414 (Staffing and support staff split 3 ways**	
Disadvantaged pupils will demonstrate improved emotional well-being, resilience and self-regulation. Pupils will have access to timely pastoral and emotional support, enabling them to engage positively with learning. Behaviour incidents and learning behaviours that present barriers to achievement will reduce over time. Pupils will develop positive relationships with peers and adults and feel safe, valued and included within the school community. Improved wellbeing will contribute to increased attendance, engagement and academic progress.	1. Monitor the current PSHE curriculum to support our children's needs. 2. Provide training to staff on new PSHE curriculum. 3. Work alongside outside agencies with expertise to support our children. 4. Ensure staff are confident with identifying changes to children's mental health and the early signs. 5. Learning Mentor to time table weekly therapy sessions for identified pupils. 6. Implement work with newly appointed Mental Health Champions in school lead by AS including: 7. Use CPOMs to track mental health concerns for children so that identified children can be tracked and monitored. 8. Lead responsible for tracking who and what interventions are being offered. Evaluate the effectiveness of these. 9. Lead responsible for tracking attainment and attendance of these pupils.	Attendance and persistent absence data. Behaviour logs and incident records on Cpoms Pastoral support and intervention records. Wellbeing surveys and pupil voice. Support plans and evaluations Emotional literacy intervention records and impact reviews. Learning walk observations of engagement, learning behaviours and interventions Parent and carer feedback and surveys.

		Referrals to and feedback from external agencies.
SEND and Additional Learning Needs	**£2240 + £46414 (Staffing and support staff split 3 ways**	
Disadvantaged pupils with SEND will make at least expected progress from their individual starting points. Additional needs will be identified early and appropriate interventions implemented swiftly. Staff will effectively adapt learning to meet the needs of disadvantaged pupils with SEND. Pupils will be supported to access the full curriculum and participate fully in school life. Gaps in attainment and progress between disadvantaged pupils with SEND and their peers will diminish where appropriate.	1. Disadvantaged pupils with SEND make at least expected progress from their individual starting points. 2. SEND needs are identified early and appropriate support is implemented promptly. 3. Intervention data demonstrates positive impact on targeted pupils' academic and personal development. 4. Teachers consistently adapt learning to meet identified needs, as evidenced through monitoring activities. 5. Increased numbers of pupils successfully access the wider curriculum and participate fully in school life. 6. Pupil progress meetings demonstrate that attainment and progress gaps are narrowing where appropriate. 7. Parents report positive levels of support and communication regarding their child's needs.	SEND support plan reviews. Pupil progress meeting records and data. Provision maps and intervention tracking data. Graduated approach documentation (Assess, Plan, Do, Review). Teacher assessment and termly attainment data. Learning walks focused on adaptive teaching and inclusion. Pupil voice regarding access to learning and support received. Parent surveys External agency reports and recommendations. EHC Plan and SEND Support review outcomes.
Limited Enrichment and Wider Learning Opportunities		**4439**
All disadvantaged pupils will have equal access to enrichment opportunities, regardless of financial circumstances.	1. All disadvantaged pupils participate in educational visits, themed curriculum events and enrichment experiences. 2. Participation rates in extra-curricular clubs, residential visits and enrichment activities are at least in line with non-	Participation rates in clubs and extracurricular activities. Attendance at educational visits and residential experiences.

Disadvantaged pupils will participate in educational visits, residential experiences, clubs and wider curriculum activities at rates comparable to their peers. Pupils will develop greater knowledge and understanding of the wider world beyond their immediate community. Increased opportunities will enhance pupils' vocabulary, aspirations, confidence and cultural awareness.	disadvantaged pupils. 3. Financial barriers do not prevent pupils from accessing wider opportunities. 4. Pupil demonstrates increased aspirations, confidence and awareness of future opportunities. 5. Pupils can articulate learning gained from enrichment experiences and make connections to curriculum learning. 6. Monitoring shows that targeted pupils access a broad range of cultural, sporting, creative and educational opportunities throughout the academic year. 7. School to continue to provide a broad offer of extra curricular events and wider opportunities. 8. All year groups to provide at least 3 visits/visitors per year. 9. School to continue to provide swimming and wider music offer for children in years 4 and 5.	Records of subsidised enrichment activities. Pupil voice surveys on aspirations, interests and experiences. Enrichment passports/journals (if used). Curriculum monitoring demonstrating wider opportunities and experiences. Photographic evidence/facebook celebrating enrichment activities. Parent feedback regarding participation in wider opportunities. Monitoring of disadvantaged pupils' engagement in music, sport and arts provision. Case studies demonstrating the impact of enrichment opportunities on individual pupils. Tracking of participation rates comparing disadvantaged and non-disadvantaged pupils.
Projected spending	£152620	

Part B: Review of outcomes

Pupil Premium strategy outcomes

This details the impact that our pupil premium activity had on pupils int eh 2026 to 2027 academic year.