

Pupil premium strategy statement

This statement details Nayland School's use of pupil premium funding to help improve the attainment of 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 |
|---|----------------------|
| School name | Nayland CP School |
| Number of pupils in school | 198 |
| Proportion (%) of pupil premium eligible pupils | 7.6% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2025/28 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | December 2026 |
| Statement authorised by | K. Coburn - HT |
| Pupil premium lead | K. Coburn - HT |
| Governor / Trustee lead | T. Moriarty – C of G |

Funding overview

| Detail | Amount |
|--|-----------------|
| Pupil premium funding allocation this academic year | £ 29 848 |
| 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 | £ 29 848 |

Part A: Pupil premium strategy plan

Statement of intent

The school receives additional Pupil Premium funding which is based on the number of children who are currently known to be eligible for Free School Meals (FSM) including pupils eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure), children who have been looked after continuously for more than six months (including those who have left care and are adopted or under a special guardianship order) and to children of service personnel. Schools are free to spend the Pupil Premium Grant as they see fit but its purpose is to raise attainment and improve outcomes for vulnerable pupils.

It is our responsibility to ensure that every child leaves Nayland Primary School excited about learning and determined to succeed.

Pupil Premium will be used and managed to enable us to tailor support for identified children in a range of ways appropriate to their needs.

- We ensure that teaching and learning opportunities meet the needs of all pupils.
- We ensure that appropriate provision is made for pupils that belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged children are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who are eligible for free school meals (or who have been eligible in the last 6 years) are socially disadvantaged.
- We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils that the school can legitimately categorise as being socially disadvantaged.

Pupil Premium funding will be allocated following a needs analysis. This will identify priority groups and classes. Progress and attainment data will be fundamental in identifying need. During pupil progress meetings, the progress and attainment of pupil premium children will be analysed and levels of support to accelerate progress and close gaps will be tailored to need. This is changeable and we believe in the importance of flexible support at Nayland Primary School.

We have a range of provision in place to support children belonging to vulnerable groups, including those that are socially disadvantaged. This provision has the full support of the Governing Body. Provision will be outlined in the strategy and is specific to the current pupil need.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Teacher observations and liaison with feeder nurseries and playgroups show that school readiness on entry to EYFS is not secure for all children. Some have underdeveloped oral language skills and vocabulary gaps that cause a lack of understanding. There is a need to learn the necessary skills to meet the criteria for self-regulation as one of the prime areas of the EYFS curriculum. Some children need additional support to secure the knowledge and skills to meet the EYFS expectations in number. Some children need support to develop reliable self-care skills (e.g. toilet training). |
| 2 | External test and teacher assessment data shows that the attainment and progress of disadvantaged pupils, although improved, is not broadly in line with school levels, particularly in writing. There is a need to identify gaps in learning and intervene for positive progress. A deeper understanding of how they learn best (meta-cognition) so that it can be replicated could have positive impact. |
| 3 | The understanding of previously embedded learning, present attainment and the steps needed to secure continued progress is lacking for pupils and parents/carers from a range of groups, including particularly disadvantaged children and their families. |
| 4 | Access to wider school experiences to build confidence and self-esteem has been identified. This can cause social and emotional issues for many pupils, notably due to a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. |
| 5 | Instances of poor attendance and a lack of home support, poor quality of home support and lower aspirations have a detrimental effect of the attainment and progress of pupils, particularly those belonging to a disadvantaged group. |

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 |
|--|--|
| <p>By the end of EYFS, children are using oral language and numbers in line with age expectations to successfully access the EYFS curriculum. They reliably use self-care skills.</p> | <p>% of children reaching GLD at the end of EYFS is above national and includes children identified as disadvantaged.</p> |
| <p>Pupils have the metacognitive skills, learning and resilience needed to reach individual targets and secure sustained progress.</p> | <p>Attainment and progress of disadvantaged children is broadly in line with the whole school levels in reading, writing, maths science and foundation subject areas.</p> |
| <p>Individuals and small groups, including disadvantaged children, are highly aware of previous learning and accessing additional support to secure sustained progress.</p> | <p>School assessment data shows that children across all age groups are making links with previous learning, progressing well and narrowing identified gaps.</p> |
| <p>A range of enrichment activities are offered and taken up by a wide group of pupils including those from disadvantaged circumstances.</p> | <p>School, data shows that children from disadvantaged groups are accessing enrichment activities and these are having a positive impact on learning by building confidence and self-esteem.</p> |
| <p>Good communication and an understanding of the importance of high levels of attendance secure low absence across all groups. A range of easily accessible communication tools are used and learning options are available so that home learning is valuable to all children and parents/carers understand the expectations and how they can help.</p> | <p>Attendance data shows that school attendance is high, including for those children identified as possible disadvantaged (Spotlight children). Pupils and parents/carers report that they feel well supported by school and pupils are accessing home learning and making expected or better progress.</p> |

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: £6457 met through Nayland revenue budget

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>PPG co-ordinator appointed to SLT (TLR 3 for 1 year) to embed systems and procedures that ensure identification of improvement areas, actions and clear communication with parents, carers and colleagues to 'spotlight' the attainment and progress of disadvantaged pupils. £6457</p> | <p>A single staff member with authority to ensure disadvantaged children and parents are a high priority and to develop sustainable systems and procedures for continued progress can impact positively on attendance, pupil outcomes and well-being.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> | <p>1,2,3,4,5</p> |
| <p>Whole school focus on linking previous learning and timely and effective feedback to ensure all learners understand next steps to secure progress.</p> | <p>Meaningful feedback supports pupil progress, builds learning, addresses misunderstandings, and thereby closes the gap between where a pupil is and where the teacher wants them to be.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p> | <p>1, 2,3</p> |
| <p>Whole school focus on using metacognitive strategies so that learners can understand their learning and apply this to secure consistent progress.</p> | <p>Evidence suggests the use of metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> | <p>1, 2, 3</p> |

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

Budgeted cost: £33 212 (supplemented by school revenue budget)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Drawing Club, Chatterbox and Tricky Words - Speech, language and communication 1:1 and small group to provide quality talk for sentence writing, fine motor control, phonics reinforcement and letter formation, tricky word spelling. TA 3 x week, 6 hrs total. 6 x £19 x 38 Wks</p> | <p>There is a strong evidence base that suggests oral language interventions at an early stage can significantly improve speech, language and communication: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p> | 1 |
| <p>Additional TA support in EYFS - Increased level of TA support (10 hrs week) in Reception to ensure obstacles to learning are identified early and gaps closed before the move to NC expectations, including self-regulation, self-care and number expectations. 10 x £19 x 38 Wks</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p> | 1 |
| <p>Booster Groups – PPG co-ordinator, SENCO and class teachers direct SEN support TAs in order to narrow identified gaps in reading, writing and mathematics... small group tuition and interventions, in class group and 1:1 support. 30 hrs wk 30 x £19 x 38 Wks</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | 2,3 |

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

Budgeted cost: £ 1600 Met through Nayland School revenue budget

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| School readiness sessions led by SLT after offer day in April for September 2026 reception intake. | Parents/carers who understand the expectations of school are more able to help their children be ready so that they can quickly optimise learning opportunities. These parents/carers are able to build an early bond with school and continue to support throughout. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement | 1, 3, 5 |
| Support for families to ensure that children entitled to PPG can access extra-curricular activities. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding (£600) aside to respond quickly to needs that have not yet been identified. | 4 |
| Spelling Frame, Times Tables Rock Stars and SATs Companion - Subscription to online English and maths lessons and home learning facility. Parent support to allow reinforcement of learning. | Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside the classroom in an engaging and motivating way. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital | 5 |

Total budgeted cost: £ 41 269

(£29 848 PPG and £12 109 from Nayland School revenue budget)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Challenge 1 success criteria - % of children reaching GLD at the end of EYFS is above national and includes children identified as disadvantaged. 87% GLD in EYFS. 50% PPG children (FSM x 2) met standard in reading, writing and maths goals.

Challenge 2 success criteria - Attainment and progress of disadvantaged children is broadly in line with the whole school levels in reading, writing and maths. From Rec. -Y6 (18 children entitled to PPG across FSM, service and previously LAC) 67% EXS or better reading, 61% EXS or better writing, 67% EXS or better maths. Continued target for 25/26. Spotlight on writing.

Challenge 3 success criteria – School assessment data shows that children across all age groups are progressing well and narrowing identified gaps, including those caused by extended home learning time. 100% of PPG children (x3) in Y6 (2025) expected or better in reading with 67% at above, 100% in writing and 100% maths. Continued target for 25/26 and whole school SIP focus meta-cognition and retrieval practice.

Challenge 4 success criteria – School, data shows that children from disadvantaged groups are accessing enrichment activities and these are having a positive impact on learning by building confidence and self-esteem. 94% of responses to parent questionnaire say ‘My child can take part in clubs and activities at this school.’ All before and after school clubs and lunchtime activities are well-attended with % of PPG participants broadly in line with % entitled to PPG. Families accessing payment options through government scheme to reduce costs, support offered by school and parish hardship fund (also for residential visit costs), some clubs e.g. running and ukulele have no cost. iRock paid for one PPG child to attend free of charge.

Challenge 5 success criteria - Pupils and parents/carers report that they feel well supported by school and pupils are accessing home learning and making expected or better progress. Parent questionnaire responses show 86% stated the school responds well to concerns (with 14% answering ‘don’t know’ because they have not raised a concern). Governor monitoring reports that parents/carers feel positive about school to home communication and the ease of access for home to school contact, including prompt responses and support from teachers and administrative staff.

Externally provided programmes

| Programme | Provider |
|-----------|----------|
|-----------|----------|

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|--|--|
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Service pupil premium funding

| Measure | Details |
|--|---|
| How did you spend your service pupil premium allocation last academic year? | Additional small group support in Y3 and Y6 |
| What was the impact of that spending on service pupil premium eligible pupils? | All service children achieved expected in reading, writing and maths. |