

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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.

School overview

Detail	Data
School name	Nansloe Academy
Number of pupils in school	222
Proportion (%) of pupil premium eligible pupils	45.5%
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	15/12/25
Date on which it will be reviewed	15/04/26 15/07/26
Statement authorised by	Lucy Swiggs – Head of School
Pupil premium lead	Kerstyn Richards
Governor / Trustee lead	Aspire Trust Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£89525
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	£89525
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

At Nansloe Academy, we want every pupil to achieve their very best and recognise the important role we play in this. All children deserve the opportunity to succeed and be the best versions of themselves: academically, socially and emotionally. We focus on developing the whole child and equipping them with the skills they need for lifelong learning and to become an active citizen for the future.

As a school, we are committed to raising the attainment for our disadvantaged pupils and understand that many of these pupils must make accelerated progress compared to non-Pupil Premium pupils to achieve this.

Our strategy, in line with our teaching and learning principles, is based on the following:

- Children must be supported academically, socially and emotionally in order to achieve their full potential.
- Early identification of need is vital in making the biggest difference to children's progress.
- Provide learning experiences which meet the needs of all pupils whilst exciting them and motivating them to succeed.
- Establish further provision to support the cognitive and emotional needs of identified pupils.
- Provide support for disadvantaged families (including signposting to services and attendance).

Challenges

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

Challenge number	Detail of challenge
1	Monitoring, including pupil conferencing, identified that disadvantaged children generally have lower aspirations, self-confidence and self-esteem. They often lack resilience in learning because they don't believe they can achieve.

2	Disadvantaged pupils struggle with their oracy skills, including their understanding of vocabulary. This can limit their ability to access wider curriculum learning.
3	Disadvantaged pupils starting school in Nursery and Reception are starting with lower baseline assessments for communication and language and require additional SEMH support when they start school.
4	Our disadvantaged children, especially our disadvantaged children with SEN, often struggle with memory and retention. Recall of key facts, e.g. number fluency is an ongoing challenge as well as key subject knowledge/key concepts.
5	The attendance and punctuality of key pupils is below national expectations and means they are missing further chunks of key learning.

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
Pupil's have high aspirations and believe they can achieve their goals. They have a 'can do' attitude to learning and are independent, resilient learners.	<ul style="list-style-type: none"> Pupils have high aspirations for their learning and for their life e.g. career choices Pupils believe they can achieve their goals Pupils are resilient in their learning, seek challenge and have systems to use when they are 'stuck' e.g. 5Bs, metacognitive self-talk Classroom systems are embedded which support children to be independent in their learning Children use our 'Nansloe Learning Powers' to 'Be their Best' Pupils experience a broad and balanced curriculum, enhanced by carefully planned trips and opportunities to support raising aspirations
Pupils demonstrate good oracy skills in the classroom and lessons are talk and vocabulary rich. Pupils vocabulary develops over time and allows them to access learning across all subjects.	<ul style="list-style-type: none"> Pupils engage in high-quality talk in the classroom Pupils use our systems and structures to support them in engaging in talk academically and socially – 'Nansloe Talk Rules' Talks rules are progressive across the school, from EYFS to Y6

	<ul style="list-style-type: none"> Teachers plan lessons which promote talk All learners actively engage in lessons. Pupils' vocabulary develops and facilitates access to the wider curriculum Pupils 'read to learn' as well as 'learn to read', supported by a growing vocabulary and comprehension Teachers are confident in planning reading lessons which promote language development and fluency
<p>Early identification and support in place to make greater progress in early communication skills (speech and language). Children are able to express themselves to get their needs met quickly and effectively.</p>	<ul style="list-style-type: none"> Ensure all children in Nursery and Reception are screened for language development and intervention organised as required, including Wellcomm in Reception Provide Speech and Language Therapy for those children who do not meet the high NHS thresholds for service - employ an independent Speech and Language Therapist Provide deliberate, explicit and systematic teaching of oracy across phases and throughout the curriculum to equip pupils with skills for life Talk rules are in place in all classrooms and being used effectively and consistently to develop oracy skills Provide deliberate teaching of vocabulary across the curriculum for all pupils Parents are involved in discussions about their child's needs and supported to better help with these needs at home Individual Provision Maps are used effectively to support a cycle of APDR which includes regular review meetings with parents EYFS staff have skillful, purposeful interactions with pupils, using the ShREC approach
<p>Children are able to recall and build upon prior learning to support good progress across the curriculum.</p>	<ul style="list-style-type: none"> The curriculum is well planned, sequenced and delivered skillfully to ensure children are being taught in

	<p>small steps, based on their starting points</p> <ul style="list-style-type: none"> • Agreed lesson structures are used across the curriculum to support retrieval and progress • Pupils know more and remember more • Pupils make good progress from their starting point • The gap between disadvantaged and non-disadvantaged pupils continues to reduce • Pupils demonstrate good subject knowledge across the curriculum
<p>Attendance rates will be the same for Pupil Premium and Non-Pupil Premium pupils.</p>	<ul style="list-style-type: none"> • Attendance rates have improved for identified families and are in line or better than national figures • School to work in collaboration with EWO to provide support for families where attendance is lower than expected (specific cases) • School-based support, such as access to wrap-around care in place for identified families • Home school links are strong and effective for all families, with strong communication in place to support attendance • Families are accessing support from external services via EHH referrals

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: £34,525

Activity	Evidence that supports this approach	Challenge number(s) addressed
Keep up not catch up – teachers work hard to ensure lessons are adapted to meet the needs of all learners – CPD on use of Task Design to support Targeted intervention is used to swiftly support any identified gaps in learning	Class room staff are best placed to know their children, their misconceptions and their gaps in learning to be able to provide quality first teaching to enable rapid progress. <i>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils (EEF - Teaching Assistant Interventions)</i>	1,2,3,4,5
Classroom TAs to be used flexibly by the class teacher to enable the class teacher to work with individuals or groups.	Class teachers are best placed to know their children, their misconceptions and their gaps in learning to be able to provide quality first teaching to enable rapid progress. <i>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils (EEF - Teaching Assistant Interventions)</i>	1,2,3,4,5
Teacher and TA training around our whole school ethos and metacognitive approaches. To ensure all children are being taught metacognitive strategies in their classrooms.	Teaching metacognition and self-regulation approaches to all children is one of the most effective ways to raise attainment and progress within the classroom. The EEF research suggests that it can improve progress by +7 months.	1,2,3 & 4
CPD linked to school development	EEF report states that effective CPD is carefully planned over a sustained	1,2,3,4 & 5

<p>priorities, teaching and learning principles and latest research to ensure staff are well informed to provide high quality provision</p> <p>Key focus on adapting reading provision to meet the needs of all learners post phonics and KS2</p>	<p>period of time, focusing on teaching and learning outcomes in the best interest of the children.</p>	
<p>Development and refinements of Nansloe Talk Rules to ensure progression from EYFS to Y6 with CPD provided to support delivery</p>	<p>The Education Endowment Foundation (EEF) evidence shows oral language (oracy) interventions have a significant, positive impact, averaging around six months of additional progress across primary and secondary levels, boosting literacy, critical thinking, and closing disadvantage gaps, especially when integrated into the curriculum. Key findings highlight high impact (+6 months), effectiveness for disadvantaged pupils, and the benefits of structured, curriculum-focused dialogue for deeper learning and better outcomes.</p>	1,2,3,4
<p>EYFS CPD linked to quality interactions between staff and children – use of ShREC approach</p>	<p>The Education Endowment Foundation (EEF) evidence shows high-quality interactions in Early Years Foundation Stage (EYFS) are crucial, boosting cognitive, social, and emotional skills, especially language and communication, leading to better reading, academic results, and future employment, particularly for disadvantaged children.</p>	1,2,3,4
<p>CPD for teachers and TAs in use of diagnostic tool and tracker to better identify and monitor disadvantaged pupils.</p>		1,2,3,4,5

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Highly trained support staff provide targeted catch up in RWInc	One to one fast track tutoring within RWInc is proven to close gaps rapidly ensuring no children fall behind	2,3,4
Outdoor learning intervention sessions offer our learners the opportunity to learn in a different environment, a different set of skills, which they're able to transfer in to every day practice. Intervention groups and 1:1 sessions support identified targets.	<p>Based on our experiences and those of similar schools to ours, we know a Forest school setting will encourage pupils to take managed risks appropriate to the environment and to themselves and will build on an individual's innate motivation, positive attitudes and/or interests. This will then be able to be applied to their academic learning.</p> <p>Sutton trust: Collaborative Learning +5 months</p> <p>Sutton Trust: Enrichment</p> <p>Forest School Principles</p> <p>Sutton Trust: Outdoor adventure learning +4 months</p> <p>Forest School Research</p> <p>Forest School Principles – Principle 3</p>	1, 3 & 5
Use of Wellcomm screening and intervention programme to identify speech and language gaps and accelerate progress.	<p>Evidence suggests that oral language interventions has a positive impact of children's progression.</p> <p>Wellcomm</p> <p>Sutton Trust: Oral language interventions +6 months</p> <p>Sutton Trust: Early Years Intervention +5 months</p>	1,2 & 3
<p>Private SALT booked half termly to assess and support pupils with identified needs.</p> <p>Private SALT provides support to school S&L</p>	<p>Evidence suggests that oral language interventions has a positive impact of children's progression.</p> <p>Wellcomm</p> <p>Sutton Trust: Oral language interventions +6 months</p> <p>Sutton Trust: Early Years Intervention +5 months</p>	1,2,3,4

TA who delivers regular intervention	Evidence from the Education Endowment Foundation (EEF) consistently demonstrates that early identification and intervention in the early years (ages 2-5) are crucial for narrowing the attainment gap, particularly for socio-economically disadvantaged children.	
Trauma Informed 1:1 sessions and access to the Hub at lunchtimes for calming and regulating experiences.	Children cannot learn when their brains are dysregulated and disconnected. Children need to be taught self-regulation strategies in order to learn effectively. The EEF research suggests that this can improve progress by +7 months.	1,2,3 & 4
Introduce and establish Boxall Profiling to support the needs of key pupils.		1,2,3,4,5

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging parents (through newsletters, Facebook and parent meetings) and children in the issue of attendance and the importance of being in school on time, every day.	There's a clear link between poor attendance and lower academic achievement. DfE research (2012) on improving attendance at school found that: Of pupils with absence over 50%, only 3% manage to achieve 5 or more GCSEs at grades A*-C including maths and English	5
Meetings with the EWO to support families of persistent lateness or absence.		
To support families with wrap-around care where needed.		
CPD for teachers to support attendance	There's a clear link between poor attendance and lower academic	5

	achievement. DfE research (2012) on improving attendance at school found that: Of pupils with absence over 50%, only 3% manage to achieve 5 or more GCSEs at grades A*-C including maths and English	
Widening pupils experiences and access to specific provision for identified pupils. HfC Partnership School	The best SEMH schools will be working with a range of external providers to cater for the needs of a very diverse set of students. Access to a range of therapies is vital including, but not limited to, on site counsellors. Connections to charities and voluntary groups can also provide opportunities for the children to access support and experiences that may meet their needs to an even greater extent. (SEMH Schools Website)	1, 2, 4, 5
Ensuring Pupil Premium pupils have the same access to school trips by supporting financial costs where needed.	The best SEMH schools will be working with a range of external providers to cater for the needs of a very diverse set of students. (SEMH Schools Website)	1, 2, 4, 5
Forest School Provision for all classes	Based on our experiences and those of similar schools to ours, we know a Forest school setting will encourage pupils to take managed risks appropriate to the environment and to themselves and will build on an individual's innate motivation, positive attitudes and/or interests. This will then be able to be applied to their academic learning. Sutton trust: Collaborative Learning +5 months <u>Sutton Trust: Enrichment</u> <u>Forest School Principles</u> Sutton Trust: Outdoor adventure learning +4 months <u>Forest School Research</u> <u>Forest School Principles</u> – Principle 3	1, 2, 4, 5

Military Kids Club	Military Kids Clubs (MKCs) are vital peer support groups, often run in schools or by charities like the Royal British Legion (RBL), offering service children a safe space to connect over shared experiences, build friendships, and receive emotional support through activities like games, crafts, and group chats, helping them cope with frequent moves and parental deployments.	1, 2, 3, 4, 5
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Total budgeted cost: £89,525

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.

Challenges addressed in last year's Pupil Premium Strategy were as follows:

Challenge number	Detail of challenge
1	Monitoring, including pupil conferencing, identified that disadvantaged children generally have lower self-esteem and poorer learning behaviours, including self-regulation and independence. This has an impact on their overall attainment.
2	Identified pupils require further support with their SEMH needs in order to make progress emotionally, socially and academically.
3	Low communication and understanding skills when entering Nursery and Reception mean children are unable to articulate their needs and/or their knowledge and understanding. This is now an issue that has been identified across the school.
4	A key group of children have difficulties when being creative and imaginative, resulting in an over reliance on support from adults. Therefore, the curriculum is being structured to provide children with a range of experiences and structures to overcome this.
5	The attendance and punctuality of key pupils is below national expectations and means they are missing further chunks of key learning

Progress made against these targets:

1 – Monitoring shows that the level of SEMH need across the school continues to increase. Whole school learning assemblies have been vital in disseminating key whole school messages to pupils and staff to support regulation and learning behaviours. The use of Motional has allowed staff to consider vulnerable pupils and plan SEMH support, both individualised and whole class, to target key areas. Monitoring has shown that behaviour across the school is good and does not, generally, detract from class learning, meaning learning opportunities can be maximised. Learning environments are better set up to promote independence and to facilitate learning. Children have been taught how to use available resources independently rather than to wait for an adult when stuck.

2 – Two members of staff have been trained as Trauma Informed Practitioners (10 day training) and have been able to implement a timetable of 1:1 support and small group support. Capacity is still limited but is supported by a whole school Trauma Informed approach which is being revisited across the school this year. We are seeing positive outcomes for pupils in terms of self-regulation and their ability to be in class accessing their learning.

3 – The curriculum prioritises and focuses on developing children's vocabulary and understanding. Vocabulary is explicitly taught alongside oracy skills. An independent Speech and Language Therapist provides us with faster action to support than the general NHS route. They have worked with our Speech and Language TA to upskill her and increase the quality of intervention provided for identified pupils.

4 – Children had a greater variety of extra-curricular visits and experiences throughout the year. Year 6 went to London on residential and Year 5 went to Carnyorth for an overnight stay as well. The curriculum is being planned to ensure trips and visits are pre-planned and support curriculum learning as well as developing pupils wider skills. Accessing a Trust employed minibus driver has facilitated a greater number of visits using the school minibus, removing the transport barrier previously faced.

The curriculum has been redesigned to ensure quality topics taught sequentially throughout the school. Agreed lesson structures support children in reducing their cognitive load, enabling them to focus on the specific learning task. The Nansloe Writing Sequence is being used to support independence and idea generation within writing and this structured approach is supporting greater independence in writing. Learning assemblies and improved classroom learning environments are also fostering greater independence within learning.

5 – Aspire attendance policy being followed and there has been considerable improvement in attendance over the last academic year. Persistent Absence has fallen (see attendance data below). The school has strong links with our EWO and we work in partnership with parents to improve attendance for pupils. Interventions are put in place where needed e.g. attending wrap around care, outdoor learning first thing in the morning and time spent helping younger pupils at lunch time. Cases are dealt with at a very individual level to ensure positive outcomes for all pupils.

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (2 term)	40	92.4%	92.4%	Close to average	Relative improvement	High - SEN
2023/24 (3 term)	45	90.4%	92.0%	Below	In line	-
2022/23 (3 term)	40	90.0%	91.6%	Below	Relative decline	-
2018/19 (3 term)	46	95.5%	94.4%	Close to average	Not available	-

FSM6 - Persistent absence

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25 (2 term)	40	15.0%	24.5%	Below (non-sig)	No sig change	High - SEN
2023/24 (3 term)	45	26.7%	27.1%	Close to average (non-sig)	No sig change	-
2022/23 (3 term)	40	27.5%	29.3%	Close to average (non-sig)	No sig change	-
2018/19 (3 term)	46	17.4%	16.1%	Close to average (non-sig)	Not available	-

Disadvantaged pupils' performance

Disadvantaged pupils reaching the expected standard in reading, writing and maths

Year	This school	National average	Compared with national average
Latest 3 year average	48%	46%	Close to average
2024/25	60%	47%	Above
2023/24	38%	46%	Close to average
2022/23	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

Year	This school	National average	Compared with national average
Latest 3 year average	57%	62%	Close to average
2024/25	80%	63%	Above
2023/24	38%	62%	Below
2022/23	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher assessed writing

Year	This school	National average	Compared with national average
Latest 3 year average	52%	59%	Close to average
2024/25	70%	59%	Close to average
2023/24	38%	58%	Below
2022/23	S	58%	S

Disadvantaged pupils reaching the expected standard in maths

Year	This school	National average	Compared with national average
Latest 3 year average	57%	60%	Close to average
2024/25	80%	61%	Above
2023/24	38%	59%	Below
2022/23	S	59%	S

Disadvantaged pupils' performance gap

Disadvantaged pupils reaching the expected standard in reading, writing and maths

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	48%	68%	-20 pp
2024/25	60%	69%	-9 pp
2023/24	38%	67%	-30 pp
2022/23	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	57%	80%	-22 pp
2024/25	80%	81%	-1 pp
2023/24	38%	80%	-42 pp
2022/23	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher assessed writing

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	52%	78%	-25 pp
2024/25	70%	78%	-8 pp
2023/24	38%	78%	-40 pp
2022/23	S	77%	S

Disadvantaged pupils reaching the expected standard in maths

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	57%	80%	-23 pp
2024/25	80%	81%	-1 pp
2023/24	38%	79%	-42 pp
2022/23	S	79%	S

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
RWI	Oxford University Press
PVPG	Grammasaurus
AR	Renaissance
White Rose Maths	White Rose
Trauma Informed Schools	Trauma Informed Schools
Wellcomm	Renaissance GL Assessment
Military Kids Club Heroes	British Legion

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	As above on a needs basis, with a particular focus and priority linked to deployment schedules
What was the impact of that spending on service pupil premium eligible pupils?	As above and children were able to successfully access the school curriculum and wider experiences