

Pupil premium strategy statement (2025/2026)

This statement details our school's use of pupil 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	Nightingale Primary School
Number of pupils in school	362
Proportion (%) of pupil premium eligible pupils	174 (48.07%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 2024-2025 2025-2026
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Hannah Beckett
Pupil premium lead	Hannah Beckett
Governor / Trustee lead	Bob West

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£272,950 FSM = £266,640 (based on 174 children at £1480 per child) Post LAC = £5260 (2 pupils) LAC child = £1050 (1 pupil)
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	Financial year: 2025-26 → £293,652.00 (£20,702 overspent)

Part A: Pupil premium strategy plan

Statement of intent

Nightingale is a safe and nurturing school community where the whole child is at the heart of all that we do. As respectful and respected individuals, all those at Nightingale, will promote and set high expectations around the development of life-long learning skills such as resilience, self-belief and adaptability.

Throughout their Nightingale journey, each child, regardless of starting point, will be given the tools to succeed and the inspiration to meet every challenge head on. Our pupils will be valued, confident, recognise their own value and will be empowered to make a positive impact upon the world in which they reside.

Nightingale has 48.07% (174) Pupil Premium of which 29.31% (51) have a Special Educational Need. We aim for these pupils to have access to a wide range of interventions in addition to quality first teaching. At the end of last academic year, we saw a 2.2% difference in the attendance of our Pupil Premium children (93.8%) compared to their peers (96.1%). We will concentrate the efforts of our Inclusion team to embed this gap enabling them to experience the full learning experience at Nightingale.

We will focus on raising the attainment of disadvantaged pupils with the aspiration that we improve their life choices and chances. This intervention will take place at the earliest possible stage in their school career. We will place emphasis not only on their academics but their Social and emotional mental health alongside enrichment opportunities.

Our ultimate objectives are:

Priority 1: To embed school culture and expectations of Pupil Premium children.

Priority 2: To reduce the gap between attainment in PP and non-PP children in reading across the school.

Priority 3: Ensure that feedback given to pupils, over time and across the school, consistently enables them to achieve the aims of the curriculum. (SIP Target)

Priority 4: To provide opportunities where school and families can work together to support children's learning . (SIP target for developing parental engagement

Challenges

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

Challenge number	Detail of challenge
1	Developing a cohesive Whole School Leadership approach surrounding narrowing the gap with the aim to raise awareness of all leaders and staff of Pupil Premium students and their individual needs to ensure that all children meet their full potential.
2	Low level literacy skills on entry, including limited vocabulary acquisition, impacts on their understanding, knowledge of the world and subsequently their reading and writing.
3	Outcomes and progress of the children in receipt of Pupil Premium funding is significantly affected by parental engagement in their child's education.
4	Social and emotional development and attachment needs impact on their social skills, the forming of positive relationships and their readiness to learn.
5	Nearly a third of our Pupil Premium children have a Special Educational Need placing them at a significant disadvantage.
6	The attendance of our Pupil Premium children as a group is lower than that of the whole school.
7	To improve the effectiveness of ensuring pupils understand how they learn best and how to learn more, using "fast feedback".

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
Priority 1: To embed school culture and expectations of Pupil Premium children.	- All staff foster high attainment expectations for Pupil Premium children and feel equipped with the skills to ensure that all children meet their full potential. - Leaders and teachers use data to identify learning needs embedding any underperformance swiftly. Every decision around meeting learning needs is driven by robust analysis of core subject domain data.

	• The school is an outward looking school on a journey to self – improvement of CPD where leaders actively seek opportunities to champion best practice and engage in collaborative working. • The School Improvement Priorities and Performance Management targets are both intrinsically linked to aspirational outcomes for all. • Governors work strategically with school leaders to embed the attainment gap. Leaders welcome outside challenge and support to ensure that the school does everything it can to embed the disadvantage gap and ensure equity for all.
Priority 2: To reduce the gap between attainment in PP and non-PP children in reading in across the school.	• Pupil Premium children to achieve at least in line with Pupil Premium children nationally. • The gap between Pupil Premium and non-Pupil Premium in school is reducing compared to national • A tailored programme of support ensures that staff make effective use of routine opportunities of rehearsal of key skills and identified domain gaps. • Greater consistency will be seen in the application of key skills. • Teachers subject knowledge and pedagogy in reading is embedded through a targeted CPD programme of regular professional dialogue and reflection. • CPD will focus on giving feedback to pupils, over time and across the school, consistently enables them to achieve the aims of the curriculum. See SIP.

Priority 3: Ensure that feedback given to pupils, over time and across the school, consistently enables them to achieve the aims of the curriculum.	• Staff's increasing understanding of metacognition and feedback will mean that children understand their own learning journeys. • Staff CPD on Adaptive Teaching to support effective feedback. • Trained practitioners deliver therapeutic interventions to improve motivation and resilience for learning. • De-escalation techniques will be evident in classroom practice. • Children with the most complex needs have planned opportunities in and out of class which supports their metacognition and self-regulation. • Our feedback policy has recently been changed and two teaching sprints have been developed to work on feedback mechanisms. Through monitoring we will be able to monitor the impact.
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	• Training and communication ensures that everybody has an understanding of the reasonable adjustments that need to be made to ensure that children are successful in school. • Places in Breakfast club will be offered to children who require additional support with self-regulation strategies when transitioning from home to school.
Priority 4: To provide opportunities where school and families can work together to support children's learning	• The Inclusion Team support families, through systems and processes, to be better informed resulting in them being better equipped to support their children's learning. • There will be more opportunities for parents to engage with their children's learning with wider aspects of the curriculum other than maths and literacy. • Increased engagement of PP parents at school events. • Increased engagement of PP parents in parent's evening, including the continuation out of Year 6 Parent Consultations delivered by the children themselves. • Attendance of PP student to be in line with national average

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to embed the challenges listed above.

Teaching

Budgeted cost: £25,145

Activity	Evidence that supports this approach	Challenge number(s) embedded
<u>Leadership</u> Maintain capacity within the leadership team to enable a focused approach to developing a cohesive and whole school approach surrounding narrowing the gap with the aim to	Successful schools 'have clear, responsive leadership.' <i>DFE 'Supporting the Attainment of disadvantaged pupils: articulating success and good practice'</i>	Challenge 1 Priority 1, 2

raise awareness of all leaders and staff. For example a Curriculum Lead and two Assistant Heads who all focus on developing teaching and learning across the school. Create the Assistant Head Inclusion Lead post to emphasise and monitor the provision for PP students. Half termly meetings to discuss the needs of pupils. Our SIP and all subject leader action plans will have Pupil Premium considered throughout. Monitoring schedule in place focusing on the PP children. First progress meeting to discuss the needs of the PP pupils and complete action planning. Senior staff completing NPQs (NPBC, NPQSL, NPQEL) Y6 teacher completing "Supporting Year 6 to improved outcomes at the EoKS2"	EEF Implementation Guide states that 'school leaders play a central role in improving education practices through high-quality implementation' by 'defining both a vision for, and standards of, desirable implementation'.	
<u>Recruitment/ Retention</u> Training and retention of Forest School teacher	Outdoor adventure learning EEF (educationendowmentfoundation.org.uk) "Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning	Challenge 3,4,7 Priority 3,4

	interventions can 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”	
CPD Jonathan Hannam whole staff training on Adaptive Teaching. Jonathan Hannam Leadership training of SLT and of Phase Leads in raising standards Pedagogical Lead to lead development of the 6 areas of pupil leadership with our Future Leaders ERA (Equalities and Rights Advocate) pupil group supported by HB and ES SENDCo to deliver weekly training sessions to Learning Coaches based on MITA guidance with the ultimate aim of promoting independence in confident learners. Jo Castro to deliver coaching training to all staff.	“Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning. Developing pupils’ metacognitive knowledge of how they learn – their knowledge of themselves as a learner, of strategies, and of tasks – is an effective way of improving pupil outcomes”. 7+ months Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk) EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Phonics Toolkit Strand Education Endowment Foundation EEF Sutton Trust – quality first teaching has direct impact on student outcomes. Training and supporting highly qualified teachers deliver targeted support. The EEF reports that ‘a fluent reading style supports comprehension because pupils’ limited cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text.’ Understanding leads to fluency which leads to further understanding.	Challenge 4 Priority 2 Challenge 1,2,3 Priority 2 Challenge 2,3 Priority 2 Challenge 2,3 Priority 2

CPD to improve phonics teaching and reading. This includes buying RWI resources and the subscription to the

RWI online training and development day to improve standards. Ensure all staff (including new staff) have received training to deliver the RWI. Out of class Pedagogical Lead for weekly phonics coaching.		Challenge 3,5 Priority 1,2,3
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Targeted academic support

Budgeted cost: £127,589

Activity	Evidence that supports this approach	Challenge number(s) embedded
<u>Tracking the data in order to intervene early</u> Data team will ensure robust tracking systems are in place so that domain level analysis can be provided to year teams ahead of Pupil Progress meetings. Action plans then put together for the most vulnerable pupils. SIMS is now utilized to support data.	The EEF's guide "Putting Evidence to Work, A Guide for Implementation" (Sharples, Albers, & Fraser, 2018) – highlights the importance of building teams such as "data teams" to improve leadership capacity and deliver school improvement Wider educational literature e.g. Lemov (2010) & Sherrington, (2019)	Challenge 1 Priority 1,2,

Tracking of combined score/GLD for PP children Year teams will carry out regular assessments to identify under- performing students and to signpost interventions. New NFER assessments in place across the school to track progress. Teachers and subject leaders will be released to join SLT in conducting regular Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place. Pupil Progress meeting will include all teachers and Learning Coaches to support consistency of knowledge. Extra pay for LC to come to Pupil Progress meetings.	highlights importance of effective assessment improving student outcomes. This is further supported by the EEF Tool Kit (2021) which claims effective assessment has a significant improvement in learning i.e..+7 months impact Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collected responsibility for PP children's progress in order to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs.	
<u>Tutoring</u> Implementation of IDL reading and maths intervention after school. Two members of staff are trained using ELKLAN and then deliver speech and language interventions focusing on the development of vocabulary. We are part of the Hampshire SLCN project and this helps to train staff. (JB)	EEF Toolkit (Education Endowment Foundation, 2021) suggests that small group tuition has +4 months benefit and 1:1 tuition can have a benefit of +5 month Small group tuition Toolkit Strand Education Endowment Foundation EEF	Challenge 2, 5 Priority 2

<u>Quality First Teaching/Quality Interventions</u> Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. (Fresh Start) Implementation of IDL reading and maths intervention. Establish small group interventions for disadvantaged pupils falling behind age-related expectations in Reading, Writing and Maths. This will include Pre-teaching same day/ specific skill based interventions as well as over learning. Annual purchase of dyslexia workbooks and overlays. Full time Speech and Language Assistant to support the development of language acquisition and our children in need of SALT intervention. We are part of the Hampshire SALT project which has focused on PP/SEN pupils. Language Link subscription for assessment, intervention and parent support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF IDL Learning has undertaken independent research studies to determine the efficacy of its online reading and spelling programs. Behind the Scenes: The Story of IDL (idlsgroup.com) EEF Toolkit – Oral language interventions- +6 months impact Oral language interventions EEF (educationendowmentfoundation.org.uk)	Challenge 2, 5 Priority 2 Challenge 2, 5 Priority 2 Challenge 2, 5 Priority 2 Challenge 2, 5 Priority 2
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Wider strategies

Budgeted cost: £140,918.99

Activity	Evidence that supports this approach	Challenge number(s) embedded
<u>Parental engagement in learning</u> Target parental engagement resulting in them being better equipped to support their children's learning. Inclusion team building solid relationships with families. Raise the profile of attending parents' evenings with our PP parents. Teachers and leaders will take a collected responsibility for encouraging participation. Early opening of bookings, emails, phone calls to book appointments and the offerings of face-to-face on phone consultations will all be offered. Making changes to parent meetings to ensure they are more accessible. Delivery of Year 6 Parent Consultations delivered by the children themselves.	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. Parental engagement EEF (educationendowmentfoundation.org.uk)	Challenge 3,5 Priority 1,4

Continued use of Class Dojo/ Tapestry platforms to provide positive feedback and to provide insights into the children's		
Use of systems such as Edukey, Widget and CPOMs.		

learning and achievements in school. Subject leads will run parent workshops targeted at parents of PP children that are not at ARE which will support parents in supporting at home within core subject areas. Reading café/ reading volunteers for parents to be able to read with their parent. Half-termly Inclusion Coffee Morning for parents of vulnerable children to meet with different professional and learn different strategies to be used at home. Family links Nurturing Parenting Programme delivered weekly for ten sessions to support parents to develop better family relationships. (Each family has the cost of a book to support this)		
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<u>Attendance</u> We will concentrate the efforts of our Inclusion team to embed the current gap in PP attendance enabling them to experience the full learning experience at Nightingale. Welfare Leader works closely with attendance officer,	At the end of last academic year, we saw a 2.2% difference in the attendance of our Pupil Premium children (93.9%) compared to their peers (96.1%). Attendance of FSM students nationally (2023/2024) is 88.6%. Pupils with the highest attendance make the most progress due to increased opportunities for overlearning and access to a personalised curriculum.	Challenge 6 Priority 4
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pupils below 96% are identified and protocols followed. Welfare Leader will pick up child from home if required. Attendance is promoted and celebrated weekly with certificates and prizes given. If behaviour, mental health or parental concerns are identified as a barrier to attendance then referrals for PP children are prioritised. If punctuality or separation anxiety is a barrier then Breakfast club is offered free of charge.	A dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance.	
<u>Ready to Learn</u> Skilling up staff to support our children who struggle to access their learning due to social and emotional barriers. Use of THRIVE and Mental Health Curriculum.	EEF – Behaviour interventions – approaches to develop a positive school ethos and discipline which also aims to support greater engagement in learning. +4 months Impact The EEF confirm that behaviour systems are unlikely to meet the needs of all students and that, for children with more challenging behaviour, the approach should be tailored to meet individual needs Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)	Challenge 4 Priority 3

Training/subscription for THRIVE. Assessments and activities used to support vulnerable pupils. Mental Health Lead training undertaken by Welfare Lead. Delivery of The Zones of Regulation and delivery by the ELSA Sensory Circuits delivered twice a day for emotional and sensory regulation.		
<u>Therapeutic Interventions</u> Improve the quality of social and emotional (SEL) learning. ELSA sessions Drawing and Talking training and delivery of sessions Thrive Lego Therapy Nurture Provision has been set up to give an alternative curriculum to some high needs pupils.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) Social and emotional learning EEF (educationendowmentfoundation.org.uk) Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	Challenge 4 Priority 4

Sensory Room at the pavilion.		
Sensory Room at NPS		
<u>Enrichment</u> Lunchtime provision to be developed to ensure that we are maximising the learning opportunities Life Skills and Nurture group planned visitors and trips.		Challenge 2 Priority 4

on offer and to impact on the transition from free time back into the classroom ensuring the climate for learning is optimum. Life Skills Curriculum to give more children opportunities to be part of the community and have a sense of belonging. Reduction in cost of trips for PP Residential trip cost is greatly reduced for PP. This could be up to 10 pupils. Sports events promoted to PP are encouraged to attend Children carefully considered when picking those for the Sports premium strands. After school clubs subsidised and we give funded places.	Learning is contextualised in concrete experiences and language rich environments. Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced in pupil books and data. EEF – sports participation increases educational engagement and attainment. EEF – outdoor adventure learning shows positive benefits on academic learning and self-confidence.	
<u>Basic needs</u> Proactive approach in maintaining school uniform policy whilst supporting those parents who need it. School pantry to support those families that need it.		

Total budgeted cost: £293,3652.99.

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.

Quality First Teaching outcomes:

National figures July 2025 for PP children

- **GLD (Good Level of Development):** 60% of Pupil Premium (PP) pupils in Reception achieved GLD, which is above the national average (NA) of 51%.
- **Phonics Screening Check:** 67% of PP pupils achieved a score of 32 or above in the phonics screening check, outperforming last year's national average of 63%.
- **Key Stage 1:** In Year 2, the attainment gap between PP and non-PP pupils has narrowed across reading, writing and maths. Notably, the reading gap decreased by 20% compared to the previous year.
- **Key Stage 2 SATs:** We were externally moderated this year, and all judgments were validated. PP pupils performed above both the national and local averages in writing.
- **Whole School Average:** Overall, PP pupil attainment across the school is close to national averages. For example, PP attainment in reading stands at 60%, just 3% below the national average of 63%.

Intervention outcomes:

Core skills interventions:

Reading and Writing interventions:

Category	Pupils	Average outcome
No pupil premium	40	0.27 As expected
Pupil premium	54	0.08 As expected
Total	94	0.15 As expected

Speech and Language interventions:

Category	Pupils	Average outcome
No pupil premium	28	0.17 As expected
Pupil premium	25	0.21 As expected
Total	53	0.19 As expected

Progress measures from EduKey show:

- Progress score (0 being expected) for interventions between Sept 2024 and July 2025 are: Reading and Writing: +0.15 progress measure and Speech and Language: +0.19 progress measure
- 23 children undertook the weekly IDL intervention with 16 of them improving by over 4 months additional progress.

Therapeutic Interventions:

- 57 pupils have been able to have ELSA, Drawing and Talking or Thrive support throughout the year. We have increased our capacity for emotional support due to the needs of the pupils.
- We have successfully established a SEND provision running four afternoons a week. This has enabled over 11 children to receive targeted support focusing on emotional, social, and language development throughout the year. As a result of this nurturing provision, two pupils who were previously on reduced timetables are now attending full time. Pupils are showing increased independence and are better able to manage within the classroom setting. Additionally, 10 children have completed the 'Bucket Time' intervention up to Stage 4, demonstrating significant progress in attention and engagement skills.

Wider school outcomes:

Attendance:

- Year 5 stands out with strong attendance: PP pupils (95.3%) and Non-PP pupils (97.7%), both higher than most other cohorts, showing particularly good engagement across the board.
- Year 2 PP pupils improved compared with last year, rising from 93.8% to 94.3% (+0.5%), closing the gap slightly with their Non-PP peers.
- Year 3 PP pupils also held fairly steady compared to last year, with only a small dip (-1.5%) and remain above 93%.
- Whole school attendance for FSM pupils is virtually consistent with last year, with just a -0.7% change – a smaller dip than Non-FSM (-0.2%), showing that FSM attendance has remained relatively stable.
- The PP/Non-PP gap across the whole school has only widened slightly (from -1.7% to -2.2%), showing a broadly consistent picture with last year.
- Overall whole-school attendance remains strong at 95%, very close to the national benchmark and only slightly down from 95.5% last year.

Parental Engagement:

This year, we've seen a significant increase in parent engagement, thanks to changes in the timing of meetings and the introduction of open afternoons, where children have the opportunity to share their work with their families.

- Strengthened partnerships is evidenced by an average of 78% of parents attending the spring term parents' evening, with attendance ranging from 61% in a Year 5 class to 100% in a Year R class. This marks an increase from last year, demonstrating greater parental engagement and commitment to their child's education. Increased communication and collaboration have led to a deeper understanding of individual pupil needs, resulting in more targeted support at home and in school.
- Regular parent-teacher partnership meetings, including informal "drop-in" sessions, have provided valuable opportunities for open dialogue. As a result, parents feel more informed and involved in their child's progress, leading to greater engagement in learning beyond the classroom. This is evidenced in our SWAY Analytics and our Communication Survey. Our last two newsletters had 515 and 306 views.

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

Service pupil premium funding

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A