

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils for the academic year 2026 to 2027.

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	The Nethersole CofE Academy
Number of pupils in school	197 (includes Nursery)
Proportion (%) of pupil premium eligible pupils	26.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026 to 2027
Date this statement was published	September 2026
Date on which it will be reviewed	August 2027
Statement authorised by	LAB
Pupil premium lead	Mrs S J Goode
Governor / Trustee lead	Mrs G Sparrow

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85250
LAC Funding	£2690
Recovery premium funding allocation this academic year	Not Applicable 2026 to 2027
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	£87940

Part A: Pupil premium strategy plan

Statement of intent

The Nethersole Church of England Academy and Nursery has a Christian foundation that inspires its life and work. Following the teaching of Jesus, we accept the challenge: ***‘to be light [living in our community and reaching out beyond it], bringing out the God-colours in the world.’ Matthew 5:16.***

At The Nethersole CofE Academy, we believe that every child, regardless of background or circumstance, deserves the opportunity to flourish academically, socially, emotionally and spiritually. Guided by our Christian vision of enabling all children to "let their light shine", we are committed to removing barriers that prevent disadvantaged pupils from achieving their full potential.

Our strategy is informed by robust analysis of school performance data, educational research and the priorities identified within the School Improvement Plan 2026-2027. While outcomes for disadvantaged pupils have improved significantly, particularly at the end of Key Stage 2, we recognise that some disadvantaged pupils, particularly those who are also identified as SEND, continue to face additional barriers to achievement.

Through high-quality teaching, adaptive classroom practice, targeted interventions, strong attendance systems, effective pastoral support and rich enrichment opportunities, we aim to ensure disadvantaged pupils make good progress from their individual starting points and achieve outcomes comparable with their peers.

Our approach is based upon four principles:

1. High-quality teaching for all.
2. Early identification and intervention.
3. Removing barriers to attendance, wellbeing and engagement.
4. Developing aspiration, cultural capital and life experiences.

Summary of Strategic Shift for Pupil Premium Strategy 2026 to 2027 –

Move writing into a major challenge area. Retain attendance as a key focus. Retain SEMH and family support provision. Place greater emphasis on adaptive teaching and inclusion. Create a specific focus on disadvantaged SEND pupils. Include cultural capital, diversity and enrichment as an explicit strand. Recognise that PP attainment at Year 6 is now comparatively strong and focus on sustaining this success while addressing remaining barriers.

This would align fully with both the Summer 2026 outcomes and the 2026-27 School Improvement Plan.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and Persistent Absence - Attendance remains lower for disadvantaged pupils and particularly disadvantaged pupils with SEND. 2025-26 attendance data showed: -Whole School Attendance – 94.4% -Statutory Attendance – 94.8% -PP attendance: 92% (Up 0.6% previous year) -Non-PP attendance: 96.5% (Up 0.6% previous year) -SEND attendance: 92% -Non-SEND attendance: 96.1% -PP/SEND attendance: 92% (Up 2.6% previous year) -Higher rates of authorised and unauthorised absence for PP pupils. The School Improvement Plan identifies attendance and engagement, particularly for disadvantaged pupils, as a key priority. Purposeful play, belonging and family engagement will continue to support this work.
2	Attainment – Writing Outcomes – Writing is now the most significant attainment challenge. Year 6 Summer 2026 outcomes showed: -Reading EXS: 75% -Writing EXS: 61% -Maths EXS: 61% -Combined EXS: 56% Writing was the weakest area across the cohort and remains below national standards. The School Improvement Plan identifies writing as a whole-school priority. Year 2 Summer 2026 outcomes showed: -Reading EXS: 54.2% -Writing EXS: 29.2% - Maths EXS: 50% -Combined EXS: 25%

	Writing was the weakest area across the cohort and remains below national standards. The School Improvement Plan identifies writing as a whole-school priority.
3	Attainment – Disadvantaged Pupils with SEND - Although pupil premium outcomes improved significantly overall, outcomes for disadvantaged pupils who are also SEND remain considerably lower than their peers. Year 6 SEND outcomes: -Reading EXS: 25% -Writing EXS: 17% -Maths EXS: 17% -Combined EXS: 17% SEND and PP Combined: -50% achieved expected standard. Year 2 SEND outcomes: -Reading EXS: 0% -Writing EXS: 0% -Maths EXS: 0% -Combined EXS: 0% Year 1 SEND Phonics outcomes: 40% Year 1 PP Phonics outcomes: 75% The School Improvement Plan identifies inclusion and adaptive teaching as the highest priority.
4	Limited Cultural Capital and Life Experiences – Many disadvantaged pupils have limited opportunities beyond their immediate community. The SIAMS priority highlights the need for pupils to develop understanding of diversity, equality, global citizenship and life beyond their locality.
5	Social, Emotional and Mental Health Needs – A significant proportion of disadvantaged pupils require support for emotional wellbeing, resilience and self-regulation. SEMH needs continue to affect attendance, engagement and achievement for some pupils. The Family Support Worker, ELSA provision and nurture support remain essential elements of the strategy.

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
1. Improve attendance for disadvantaged pupils	PP attendance at least 94%; reduction in persistent absence and unauthorised absence.
2. Improving writing outcomes.	Writing attainment improves across the school and attainment gap remains minimal.
3. Improve outcomes for disadvantaged SEND pupils.	Increased proportion achieving age-related expectations and individual SEND targets.
4. Raise quality-first teaching through adaptive practice.	Monitoring shows adaptive teaching consistently embedded and disadvantaged pupils accessing age-related learning successfully.
5. Improve wellbeing and readiness to learn.	Improved Boxall, ELSA and pupil voice outcomes.
6. Increase cultural capital and aspiration.	All disadvantaged pupils participate in enrichment opportunities, trips and experiences beyond their local community.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £43,970

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Adaptive Teaching and Inclusion.	Actions: -Staff training on adaptive teaching. -Development of effective scaffolding. -Coaching and monitoring of classroom practice. -SEND provision reviews. -Implementation of recommendations from EHCPs, Learning Plans and Pupil Passports.	All children in receipt of Pupil Premium funding.
Writing Development.	Actions: -Sentence Level Mastery programme. -Consistent writing timeline across school. - Writing moderation. -Transcription and handwriting development. -High-quality text purchase. -Release time for English leadership.	All children in receipt of Pupil Premium funding.

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

Budgeted cost: £21,985

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Reading – Little Wandle – Keep Up and Catch-Up interventions and Reading Fluency – Whole School.	-Little Wandle interventions. -Fluency groups. -Reading mentoring. -Additional reading books for disadvantaged pupils. Although Year 6 and Year 2 disadvantaged reading outcomes were strong, maintaining this remains essential. In Year 6, PP pupils achieved 81% EXS compared to 75% whole cohort.	

	Year 2 PP outcomes: -Reading EXS: 50% compared to 56% non-PP. Year 2 SEND outcomes: -Reading EXS: 0% -Writing EXS: 0% -Maths EXS: 0% -Combined EXS: 0% Year 1 SEND Phonics outcomes: 40% Year 1 PP Phonics outcomes: 75%	
Maths Support.	NCETM Mastering Number. -Year 4 and Year 5 Number Sense programme. -Mental fluency support. -Targeted arithmetic intervention. -Linked to closing gaps for disadvantaged and disadvantaged SEND pupils.	
Disadvantaged SEND Support.	-Precision teaching. -Speech and language support. -Structured SEND interventions. -External agency programmes. Linked directly to the largest remaining achievement gap.	

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

Budgeted cost: £21,985

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker	Focus: -Attendance. -Persistent absence. -Early Help.	

	-Family engagement. -Parenting support. -Safeguarding and wellbeing. Attendance remains the biggest non-academic barrier for disadvantaged pupils.	
ELSA and Nurture Provision.	-ELSA interventions. -Emotional regulation programmes. -Boxall profiling. -Nurture provision. -Supports pupils whose SEMH needs affect learning and attendance.	
Cultural Capital and Enrichment.	-Subsidised educational visits. -Residential support. -OPAL play provision. -Diversity and global citizenship experiences. -Music and enrichment opportunities. -Linked directly to SIAMS priorities and School Improvement Priority 5.	

Total budgeted cost: £87,940

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 2026 to 2027 academic year.

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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 (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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.