

Pupil premium strategy statement – Nythe Primary School.

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	160
Proportion (%) of pupil premium eligible pupils	18.1%
Academic year/years that our current pupil premium strategy plan covers	2024-27
Date this statement was published	December 25
Date on which it will be reviewed	December 26
Statement authorised by	Gudrun Osborn
Pupil premium lead	Joshua West
Governor / Trustee lead	Andrew Twine

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,905
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£40,905

Part A: Pupil premium strategy plan

Statement of intent

At Nythe Primary school, we strive to provide the best standard of education we can for all of our pupils. We want to enable all of our pupils to soar. We pride ourselves in giving our pupils the strength, opportunity and aspiration to become respectful, confident, happy children, who are positive about themselves and what they can achieve both now and in the future. We provide a stimulating environment, where each child can develop at his or her own pace and where each child is valued as an individual. We believe that learning should be fun, exciting and inspiring for all pupils regardless of their individual needs and personal circumstances.

All of our staff members are well qualified, experienced, skilled, dedicated, committed and passionate about their role. At Nythe, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

The focus of our Pupil Premium strategy is to support disadvantaged pupils, by removing any hurdles that they may face, to achieve that goal, including progress for those who are already high-attainers. At Nythe, we encourage all children to soar, and by utilising this funding correctly, we can achieve this together.

How the strategy works towards those objectives

Our approach is built around the DfE's Menu of Approaches, ensuring a clear focus on high-quality teaching (Tier 1), targeted academic support (Tier 2) and wider strategies that help remove barriers to learning (Tier 3). The strategies we use are chosen because they are backed by strong, independent evidence, particularly from the Education Endowment Foundation and DfE guidance. They strategies fit Nythe's context as a one-form-entry suburban school in Swindon with 24% of pupils learning English as an additional language and 23% with SEND.

Our priority is to secure consistently strong classroom practice for all pupils. This includes high-quality phonics, effective maths pedagogy and clear, fluent handwriting. Where assessment shows gaps that remain, we use well-evidenced, targeted tuition and small-group support. Alongside this, Tier 3 strategies focus on addressing wider barriers to learning through improved attendance, pastoral support and strong relationships with families.

All interventions are driven by assessment. We begin with precise diagnostic information, provide targeted teaching or tutoring, and then review the impact each term. Provision is continually evaluated, adapted where needed and reported to the Academy Committee to ensure it remains effective and focused on pupils' needs.

Key principles of the strategy

Our work is rooted in high-quality research, drawing on evidence from the EEF and DfE to shape every targeted activity. We begin by prioritising the classroom, investing first in strengthening teaching and teacher subject knowledge, as the most meaningful and long-lasting gains come from consistently strong classroom practice.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils at Nythe Primary School.

Where assessment identifies specific gaps, we provide targeted small-group or one-to-one support to help pupils keep up and catch up. Alongside this, we focus on removing wider barriers to learning through purposeful attendance work, strong relationships with families and well-planned pastoral support, recognising that pupils learn best when they feel safe, supported and are attending regularly.

We review the impact of our actions termly using clear success criteria, adapting or redirecting resources towards what is working most effectively. Across the whole school, reading, phonics, writing and mathematics are carefully sequenced so that pupils build secure knowledge over time and can apply it confidently in writing, reasoning and wider curriculum tasks.

Challenges

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

Challenge number	Detail of challenge
1	Poor attendance among disadvantaged pupils (Pupil Premium attendance currently 89.9%). Persistent absence is concentrated in the disadvantaged cohort and reduces curriculum exposure and attainment gains.
2	Very low KS2 Maths outcomes for disadvantaged pupils (KS2 Maths: 0% PP at ARE). Significant gaps in Maths knowledge, reasoning and procedural fluency.
3	Low KS2 Reading attainment for disadvantaged pupils (KS2 Reading: 17% PP at ARE). Gaps in comprehension, vocabulary, and application of reading strategies.
4	Weak KS2 transcription (handwriting and spelling) across the school: transcription limiting pupils' ability to write with fluency and accuracy (KS2 SPAG: 34% at ARE).
5	Poor phonological knowledge from Year 4 upwards which affects spelling and therefore writing accuracy and confidence.
6	Children are entering school with increasingly poor spoken language skills.
7	54% of children are registered as SEN+PP. Accurate identification of the causes of barriers to children making ARE progress.
8	Reluctance by some parents to sign up for FSM. Accurate identification of the reasons to be identified.

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
Improve attendance for disadvantaged pupils	<ul style="list-style-type: none"> • Raise overall disadvantaged pupils (PP) attendance from 89.9% to at least 94% within 18 months. • Reduce persistent absence (PA) among PP pupils by 50% within 18 months. • Demonstrate reduced PA specifically within the SEND+PP subgroup.
Improve KS2 Maths outcomes for disadvantaged pupils	<ul style="list-style-type: none"> • Increase the percentage of PP pupils achieving KS2 age-related expectations (ARE) in Maths from 27% to 61%, with phased interim targets by cohort and term. • In-school attainment gap to be at least in line with the national disadvantage gap. • Measurable improvement is evidenced through end-of-year summative assessments and termly diagnostic gap analysis.
Improve KS2 Reading outcomes for disadvantaged pupils	<ul style="list-style-type: none"> • Increased percentage of PP pupils achieving KS2 ARE in Reading from 45% to 63%, using phased targets. • Improvement in reading comprehension strategies and vocabulary knowledge, assessed termly.
Secure accurate transcription (handwriting and spelling)	<ul style="list-style-type: none"> • Ensure consistent handwriting progression across all year groups, with 90% of PP pupils meeting the school's handwriting standard for their year by the end of each academic year (R–Y6). • Improved presentation and transcription in pupils' books. • Increase in KS2 SPAG outcomes for PP pupils from 34% to 75% over two years.
Secure foundational phonological knowledge for older pupils	<ul style="list-style-type: none"> • Targeted support for Years 4–6 pupils with phonological gaps, leading to measurable improvement in phonological awareness. • Evidence of impact through termly phonics assessments and improved spelling accuracy in written work.
Early identification and effective intervention addressing language gaps	<ul style="list-style-type: none"> • Accelerated progress in oral language and literacy skills of targeted children
Barriers to learning and well-being swiftly identified and support provided.	<ul style="list-style-type: none"> • Close tracking of disadvantaged pupils beyond the academic to ensure early identification of new or changing needs.
Devise strategies to improve parental engagement to support pupils' learning, pupils' families and wellbeing. Strategies to	<ul style="list-style-type: none"> • Increased parental involvement in school activities, events, and learning opportunities, evidenced through attendance records, participation rates, and engagement in workshops or school-led initiatives.

include supporting all eligible families in applying for PP funding for their child.	<ul style="list-style-type: none"> Enhanced understanding of pupils' needs and improved capacity to support learning and wellbeing at home, demonstrated through feedback from parents, regular communication with staff, and collaborative goal setting. Strengthened home-school partnership, ensuring families feel supported, informed, and empowered to contribute positively to their child's education and personal development.
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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: £3,009.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Annual program of mathematics CPD for teachers and Learning Support Assistants.</p> <p>To include: termly coaching, subject-knowledge workshops, modelling and lesson-drop ins to embed agreed mathematics pedagogical framework; release for subject lead to model lessons and co-teach with colleagues. Use of diagnostic assessments to identify gaps and plan for weekly fluency practice. Subject Leader release to engage with the Mobius Hub, attending the Primary Teaching for Mastery (Introductory) Course and Can Do Maths CPD.</p>	<p>EEF: Small group tuition and EEF guidance on effective tuition emphasizes aligning teaching and diagnostic assessment; EEF implementation guidance stresses high-quality curriculum plus CPD to improve classroom teaching.</p> <p>EEF – Small Group Tuition; EEF – Making a difference with effective tutoring.</p>	2
<p>Sounds-Write phonics training for all staff and ongoing programme of CPD and support from the school's experienced phonics lead. Targeted delivery for older pupils needing decoding support; support from Ramsbury Hub in implementing the Sounds-Write approach into KS2.</p>	<p>EEF – Phonics shows extensive evidence; positive impact and EEF Early Literacy/Evidence</p> <p>EEF – Phonics ; EEF – Early Literacy/Early Years Evidence Store.</p>	3, 4, 5
<p>Implementation of the Kinetic Letters handwriting scheme. All staff trained in the approach and ongoing CPD</p>	<p>DfE – The Writing Framework contains guidance on transcription; importance of explicit handwriting teaching.</p>	4

and support from the English subject lead to support consistent implementation of the approach. Daily short discrete handwriting sessions in all year groups, teacher modelling, 'ready to write' routines, adapted resources for left-handers and fine motor skill activities in EYFS/KS1.	DfE – The Writing Framework (July 2025) .	
Writing CPD to focus on transcription to ensure all PP pupils have gaps filled in order to reduce the barrier to composition in KS2.	DfE – The Writing Framework recommended approaches to transcription; EEF Improving Literacy in KS2 references integration of writing and reading approaches. DfE – The Writing Framework ; EEF – Improving Literacy in Key Stage 2 .	3, 4
Embed wide assessment routines that include and go beyond the academic to ensure accurate identification of barriers to learning. Teacher training on consistent use of academic formative and summative assessment to identify gaps and plan targeted in-class support, including: precision marking and live feedback; post-summative gap analysis. Additional assessments to include Welcomm speech and language screener N1 – Yr 6 and SDQ (Strengths and Difficulties Questionnaire) to identify behavioural barriers.	EEF – Teacher Feedback to improve pupil learning ; EEF- Improving behaviour in schools	2, 3, 4, 6

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

Budgeted cost: £17,570.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Third Space Learning Maths Intervention Targeted maths mastery tutoring for identified PP pupils Y4 - Y6 (diagnostic gap-based, short-term, regular sessions) plus same-day in-class practice to embed learning.	EEF – Small group tuition and tutoring guidance; effective tuition aligned to classroom curriculum is key. EEF – Small Group Tuition ; EEF – Making a difference with effective tutoring .	2
Sounds-Write Phonics Interventions Phonics catch-up programme for older pupils (Years 3–6) with decoding/phonological gaps (daily short	EEF – Phonics evidence: phonics is effective for word reading and spelling for younger and older struggling readers; one-to-one intensive	3, 5

sessions, 1:1 or 1:3), using validated SSP approaches (Sounds-Write).	phonics can be beneficial for older pupils who still have decoding gaps. EEF – Phonics.	
Kinetic Letters Handwriting Targeted handwriting and transcription lessons. Focused Kinetic Letters 1:1/small-group practice, plus dictated-sentence practice to improve fluency and spelling application.	DfE – The Writing Framework - explicit handwriting and dictation practice recommended; EEF guidance on using structured interventions for literacy. DfE – The Writing Framework ; EEF – Improving Literacy in Key Stage 2.	4
Reading Benchmark assessments ensure well-matched books from the school's KS2 banded reading scheme, with accelerated progress supported by 1:1 and group fluency interventions.	EEF guidance on using structured interventions for literacy. EEF Improving Literacy in KS2	3
Wellcomm Targeted in-setting intervention for pupils with areas of concern in speech, language and social communication.	EEF - There is evidence of language gaps for disadvantaged pupils at the beginning of school, so targeted communication support may be a promising approach to narrow these inequalities. EEF Early Years Toolkit Communication and Language The EEF emphasizes developing speech and language in KS2 (ages 7-11) through embedding high-quality classroom talk, using collaborative learning, structured questioning, and verbalising ideas before writing. EEF Improving literacy in KS2	

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

Budgeted cost: £20,325

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>PP lead to work closely with Attendance Officer to monitor and coordinate attendance.</p> <p>Implement an early-warning system: daily attendance checks, reminders to parents, and personalised letters for emerging absence.</p> <p>Same day phone call by PP lead when children with attendance concerns are absent.</p> <p>Provide targeted, responsive family support and casework, engaging multi-agency support where needed.</p> <p>Discrete and individual recognition of improved attendance through termly incentives and positive recognition.</p>	<p>EEF Attendance Rapid Evidence Assessment indicates that multi-component interventions, personalised parental contact, and responsive approaches show promise in improving attendance. Evidence is stronger for parental engagement strategies such as letters, texts, 'nudges' than for single interventions.</p> <p>EEF – Attendance: Rapid Evidence Assessment</p>	1
<p>Develop a targeted outreach plan to actively involve parents and carers in their child's learning and wider school community.</p> <p>Deliver workshops on key areas including attendance, reading at home, phonics/phonological awareness, and maths fluency strategies. parents evening.</p> <p>Maintain regular, personalised contact with parents through class teachers, PP lead and the Attendance Lead.</p>	<p>Research shows that parental involvement in education is strongly linked to improved pupil achievement, with engaged families positively influencing learning outcomes and school success (Desimone, 1999; Fan & Chen, 2001). Targeted outreach efforts and structured communication strategies can strengthen home-school partnerships, helping parents support learning at home and participate in school decision-making processes (OECD, 2019). By fostering meaningful parental engagement, schools can create a collaborative environment that benefits both pupils and families. Parental engagement approaches show promise in improving attendance and supporting home learning. Evidence from the EEF also highlights the importance of parental involvement in early literacy, maths and phonics development.</p> <p>EEF – Attendance: Rapid Evidence Assessment: EEF Phonics Guidance</p>	1,2,3,4,5,7
<p>Improve the quality of social and emotional (SEL) learning.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance,</p>	1

<p>SEL approaches will continue to be embedded into routine educational practices and supported by professional development and training for staff led by the school's ELSA.</p> <ul style="list-style-type: none"> • ELSA sessions • Reflection Book • Child's Voice Meetings • Lego Therapy • Lunchtime Club • Zones of Regulation • Young Carers Club • Trauma Informed Approaches 	<p>attitudes, behaviour and relationships with peers):</p> <p>EEF Teaching and Learning Toolkit – SEL/Behaviour</p>	
<p>Use Pupil Premium funding to ensure disadvantaged pupils can participate in extracurricular activities, educational trips, and enrichment experiences beyond the classroom. Promote a culture of inclusivity and equity within all programs, including leadership opportunities to ensure every pupil feels valued, supported, and able to pursue their interests and passions.</p>	<p>Research demonstrates that engagement in extracurricular and enrichment activities can enhance academic achievement, social skills, and overall wellbeing, particularly for disadvantaged pupils (Fredricks & Eccles, 2006; Mahoney et al., 2005). Providing equitable access to these opportunities helps to broaden pupils' experiences, develop confidence, and foster motivation, contributing to both personal growth and educational success.</p> <p>Evidence for the impact of extra-curricular activities on attendance is limited but they are important for pupil engagement and broader outcomes. Cultural capital opportunities help close gaps in experience and aspiration.</p> <p>EEF – Attendance: Rapid Evidence Assessment; EEF Early Years/Evidence Store</p>	<p>1</p>

Total budgeted cost: £40,905

Part B: Review of the previous academic year

Intended Outcome	Outcome/review
<p>For all staff to be accountable and drive forward progress for PP in core areas of the curriculum.</p>	<p>Teachers understand who PP children are and identify them during pupil progress meetings.</p> <p>Regular meetings, book looks and termly reporting structures ensure clear accountability for the progress of PP pupils in core subjects.</p> <p>Leaders actively monitor performance data, identified gaps, and implemented targeted strategies, resulting in measurable improvements in engagement and attainment in several curriculum areas.</p> <p>Overall, the school now has a sustainable structure that ensures ongoing focus on closing gaps, with clear lines of responsibility and improved tracking of teaching and learning.</p>
<p>To achieve and sustain access to enrichment and personal development opportunities for all children.</p>	<p>Participation in trips and clubs is tracked termly, monitoring access for all pupils.</p> <p>There was a significant increase in engagement in 2024-2025, with the percentage of children accessing enrichment opportunities rising from 17% to over 50% across the year. In Term 2, full participation was achieved, with 100% of pupils engaging in at least one enrichment activity.</p> <p>This demonstrates that targeted planning, monitoring, and support for access (including transport and financial assistance) effectively removed barriers to participation.</p> <p>The initiative has ensured equitable access to personal development opportunities and has supported wider engagement, confidence, and cultural experiences for all children</p>
<p>PP children with identified SEN needs receive appropriate support and assessments.</p>	<p>35% of pupils with SEN in 2024-2025, were also PP. A graduated response is in place to support these pupils, with on-going training for staff to ensure a consistent approach. Appropriate assessments and applications for ECHNA were made in several cases to ensure pupils receive appropriate support. Many of these applications are being finalised in 2025-2026 and the impact will be measured at the end of this academic year.</p>
<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>Despite targeted interventions, GAP analysis and additional support, KS2 maths attainment for disadvantaged pupils has not yet reached the intended benchmark. Current data indicates that gaps remain between disadvantaged pupils and their peers.</p> <p>Some progress has been observed in specific cohorts or for individual pupils, suggesting that strategies such as small-group tuition, focused mastery sessions, and fluency interventions have had localised impact.</p> <p>Evidence from assessments, in-class work, and termly tracking highlights that further targeted, consistent intervention is required,</p>

	<p>alongside continued focus on teaching quality, engagement, and scaffolded support to close the attainment gap.</p> <p>This target remains a priority for the coming year, with plans to review intervention fidelity, adapt approaches to individual needs, and strengthen monitoring to accelerate progress.</p>
<p>An understanding of what pupil premium is, and the benefits that it can have to their child's progress, to be outlaid to parents in order to increase the number of PP children on roll.</p>	<p>Awareness of pupil premium among parents has increased, with clear communication of its purpose and benefits for children's progress delivered through the school's newsletter.</p>
<p>Children to have high expectations for themselves and from their teachers regarding their attitudes towards school.</p>	<p>Children have demonstrated strong engagement with school expectations and values. Many can confidently articulate the school values, British values, and protected characteristics, showing clear understanding of the principles that underpin their learning community.</p> <p>Evidence from class discussions, assemblies and observations from our playtime activities indicates that pupils hold high expectations of themselves and understand the importance of respectful attitudes, responsibility, and perseverance in learning.</p> <p>Overall, children's awareness of school values, coupled with the majority's consistent demonstration of expected behaviours, shows that this target has been successfully achieved.</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Sounds-Write Phonics training	Sounds-Write
Can Do Maths	Buzzard Publishing