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Pupil Premium Impact Statement for 2024/25

1. Summary Information

School					
Nightingale Primary School					
Academic Year	2024/25	Total PP Budget	£101,320	Date of the most recent PP review	September 2025
Total number of pupils	210	Number of pupils eligible for PP	85	The date for the following interval review of this strategy	January 25 , April 25 , July 25

Measure	National 22/23	National 23/24	National 24/25	All Pupils (School 24/25)	Pupils eligible for PP 22/23	Pupils eligible for PP 23/24	Pupils eligible for PP 24/25	Pupils not eligible for PP 22/23	Pupils not eligible for PP 23/24	Pupils not eligible for PP 24/25	Gap (24/25)
% achieving expected standard in RWM combined (KS2)	59%	62%	62%	83%	64%	67%	82%	67%	78%	85%	-3%
% achieving expected standard in Reading (KS2)	73%	73%	73%	83%	75%	82%	88%	89%	83%	85%	+3%
% achieving expected standard in Writing (KS2)	71%	71%	71%	83%	89%	73%	82%	89%	89%	85%	-3%
% achieving expected standard in Maths (KS2)	73%	73%	73%	93%	93%	82%	88%	89%	100%	92%	-4%



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% achieving expected standard in Phonics (Year 1)	~79%	~80%	~80%	86%	—	—	58%	—	—	61%	-3%
Good Level of Development (EYFS)	~67%	~69%	~69%	70%	—	—	63%	—	—	74%	-11%

Analysis of Current Attainment

- **KS2 Combined Outcomes:** School attainment (83%) is significantly above the national average (62%). The PP vs Non-PP gap is minimal (-3%), showing near parity.
- **Reading:** PP pupils (88%) are outperforming Non-PP (85%) and national (73%), closing and reversing the traditional disadvantage gap.
- **Writing:** Both PP (82%) and Non-PP (85%) are above national (71%), with only a small -3% gap, demonstrating equitable outcomes.
- **Maths:** Attainment is exceptionally strong (93% vs national 73%). The PP group trails Non-PP by 4%, but both groups are significantly higher than the national.
- **Phonics:** Whole-school attainment (86%) is above the national average (~80%). PP (58%) lags behind Non-PP (61%), but both are still broadly aligned.
- **EYFS:** School attainment (70%) is slightly above national (~69%), but a wider 11% PP vs Non-PP gap remains. This highlights early language and communication as a continuing priority.
- **NOTE NATIONAL DATA 46% of disadvantaged pupils achieved the expected standard in reading, writing, and maths (combined) in 2024 — compared to 67% of non-disadvantaged pupils. This represents a 22 percentage point gap.**

Detail	Data
School name	Nightingale Primary
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	40.6%



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Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	Year 3 of 3
Date this statement was published	September 25th th,2024
Date on which it will be reviewed	January 2026 -April 2026 - July 2026
Statement authorised by	Mr Jennings - Headteacher
Pupil premium lead	Mr Jennings - Headteacher & Andrea Rantell - Assistant Headteacher
Governor / Trustee lead	Lisa Tomkins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,320
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	£-101,320

Part A: Pupil premium strategy plan

Statement of intent



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Priorities for 2025–26

1. Early Communication and Oracy

- Expand SALT-led interventions (NELI, Talk Boost, Talk for Writing).
- Focus on vocabulary acquisition and oracy across EYFS–KS2.

2. High-Quality Teaching and Targeted Support

- Additional teaching days in Reception–Y4 (+9) and Y5–6 (+19).
- Intensive small-group and 1:1 interventions for pupils not yet at expected progress.
- Emphasis on early literacy and maths fluency.

3. Attendance and Readiness to Learn

- Welfare team to improve PP attendance and punctuality above national.
- Subsidised breakfast/after-school clubs and digital access (1:1 Chromebooks Y1–6).
Early interventions to support mobility and transition, ensuring pupils are ready to learn.

4. Enrichment and Wider Opportunities

- Forest School and outdoor learning to strengthen oracy and social skills.
- Subsidised trips, workshops, and residential to build cultural capital.
- Financial literacy and life skills through MyBnk programme.

Key Challenges Addressed

- Underdeveloped language and vocabulary.
- Slower progress for some PP/EAL pupils.
- Attendance gaps and mobility.
- Limited access to enrichment experiences.



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Intended Outcomes

- PP pupils show accelerated gains in language and communication, evidenced through SALT assessments and reading fluency.
- Gaps in RWM attainment narrow further, with PP pupils achieving at or above national averages.
- Improved attendance and readiness to learn.
- High participation of PP pupils in enrichment, with positive pupil voice feedback.

Pupil Premium Spending Plan 2025–26 (£101,000)

Barrier	Actions	Estimated Spend	Rationale / Evidence
A. Underdeveloped language & oracy (EYFS/KS1, high % EAL)	- SALT leader & interventions (NELI, Talk Boost, Talk for Writing). - Screening & progress tracking.	£24,000	Language is the foundation of learning; EEF shows NELI = +4 months. Vital with 50%+ EAL intake.
B. Slower progress in core subjects for some PP/EAL pupils	- Additional teaching days (+9 Rec–Y4, +19 Y5–6). - Small-group & 1:1 interventions (FFT, WCPM, IXL).	£32,000	EEF: small-group tuition +4 months; ensures equity in KS2 RWM outcomes.



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C. Disengagement in some groups (EAL, White British boys)	- Short-burst interventions & mentoring. - Use pupil voice to refine provision.	£6,000	EEF: metacognition +7 months. Improves engagement & self-regulation.
D. Limited enrichment access	- Forest School, subsidised trips/residentials. - MyBnk financial literacy.	£14,000	Ofsted (2019): cultural capital is essential for equity. Improves confidence & oracy.
E. Attendance gap & readiness to learn	- Welfare team & family support. - Breakfast & after-school clubs. - Digital access (1:1 Chromebooks Y1–6).	£18,000	Magic Breakfast: improved focus. EEF: parental engagement +4 months. Attendance is the gateway to progress.
F. High mobility (late arrivals/limited English)	- Early baselining for all new starters. - Tailored phonics, SALT, maths fluency support.	£7,000	High mobility intake; targeted early support ensures smooth transitions.

Action Plan

Barrier	Actions	Evidence Base	Timeline	Success Criteria
A. Underdeveloped language & oracy (EYFS/KS1, high % EAL)	- Expand SALT-led interventions (NELI, Talk Boost, Talk for Writing). - Screen all Reception/KS1 pupils for language needs. - Embed vocabulary-rich environments in all classrooms.	- EEF: NELI (+4 months progress). - Early Talk Boost research: strong gains in spoken language. - Talk for Writing: impact on oracy + writing.	Sep: SALT Renfrew baselines. Jan: Screening completed; SALT plans in place. Apr: Mid-year SALT assessments; staff training on vocabulary. Jul: 80%+ targeted PP pupils improve on Renfrew/NELI.	- Measurable gains in PP oracy assessments. - Teachers embed vocabulary strategies daily.



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B. Slower progress in core subjects for some PP/EAL pupils	- Add teaching days (+9 Rec–Y4; +19 Y5–6). - Targeted small-group/1:1 interventions (FFT, WCPM, repeated reading, IXL). -SALT baselines for KS1 (Renfrew) and KS2 (CELF5 Formulated sub-tests) PP children;	- EEF: small-group tuition (+4 months). - Hattie: small-group effect size 0.47. - CELF5 provides a streamlined approach for semantics, morphology, syntax and pragmatics (receptive/expressive lang).	Sep: SALT Renfrew/CELF5 baselines. Jan: Baseline PP (Star Reader, phonics, fluency). Apr: ≥70% of targeted PP show accelerated progress. Jul: PP RWM attainment ≥ national disadvantaged.	- PP attainment in RWM at/above national. - Reduced PP vs non-PP gaps in KS1/KS2 progress. - PP oracy and language improvements across core subjects.
C. Disengagement in some groups (EAL, White British boys)	- High-quality teaching reinforced with short-burst interventions. - Use pupil voice to refine support.	- EEF: metacognitive strategies (+7 months). - Ofsted: engagement improves with personalised interventions.	Jan: Pupil surveys baseline. Apr: Engagement tracked via lesson obs. Jul: Increased PP participation in learning activities.	- Improved PP engagement scores. - Evidence of confidence/oracy in classwork and pupil voice.
D. Limited enrichment access	- Forest School, subsidised trips/residentials. - MyBnk financial literacy programme.	- Ofsted (2019): cultural capital key to equity.	Jan: 100% PP in ≥1 enrichment activity. Apr: Pupil voice – 80%+ report confidence gains. Jul: Evidence in eBooks of enrichment linked to learning.	- All PP pupils access to enrichment. - Positive impact seen in confidence/oracy.



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E. Attendance gap & readiness to learn	- Welfare team drive attendance; home visits. - Subsidised breakfast/after-school clubs. - Digital access: 1:1 Chromebooks Y1–6.	- EEF: parental engagement (+4 months). - Magic Breakfast research: improved punctuality & focus.	Jan: Attendance monitoring live; reports shared. Apr: ≥50% PP engaged in breakfast/after-school provision. Jul: Attendance gap narrowed by ≥1ppt.	- PP attendance ≥ national average. - Reduced persistent absence.
F. High mobility (late arrivals/limited English)	- Early baselining for all new starters. - Tailored support: phonics, SALT, maths fluency.	- EEF: early intervention accelerates catch-up.	Jan: Systems live for new arrivals. Apr: Mid-year review of late-joiner PP progress. Jul: ≥70% of mobile PP pupils meet age-related expectations.	- Mobile PP pupils close gaps quickly. - Reduced disruption from late mobility.

**Parent View
Pupil Premium Plan Highlights 2025–26**

Challenge	What we are doing	When	What success looks like
Language and Communication	Extra speech and language support in the early years and across the school, including small group sessions and more focus on vocabulary in class.	Jan: All Reception/KS1 pupils checked for language needs. Apr: Mid-year review of progress. Jul: Majority of children show clear gains in speaking and understanding.	Children develop stronger speaking and listening skills, helping them in all subjects.



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Progress in Core Subjects	More teaching time in classes with many disadvantaged or EAL pupils. Extra small-group and 1:1 lessons in reading, writing and maths.	Jan: Pupils assessed and grouped. Apr: Most children in catch-up groups make faster than expected progress. Jul: Outcomes for disadvantaged pupils match or beat national results.	Children make good progress and gaps between groups narrow.
Engagement in Learning	Extra support in class and short daily activities to boost confidence and motivation.	Jan: Baseline surveys on pupil engagement. Apr: Teachers track participation in lessons. Jul: More pupils are involved and confident in class.	Children feel more confident and ready to contribute in lessons.
Enrichment and Wider Experiences	Subsidised trips, residentials, Forest School, and financial literacy projects to build confidence and life skills.	Jan: Every disadvantaged pupil joins at least one activity. Apr: Surveys show a positive impact on confidence. Jul: Evidence of enrichment in class work and eBooks.	All pupils take part in enrichment and show improved confidence and communication.
Attendance and Readiness to Learn	Home visits, welfare team support, subsidised breakfast and after-school clubs, and access to Chromebooks.	Jan: Attendance tracking in place. Apr: More children attending clubs. Jul: Attendance gap reduced.	Children attend regularly and arrive ready to learn.
Mobility (new pupils arriving late or with limited English)	Quick assessments and targeted support to help new pupils catch up.	Jan: Systems ready for all new arrivals. Apr: Mid-year review of progress for mobile pupils. Jul: Most new pupils working at expected levels by end of year.	New pupils settle quickly and keep pace with their peers.



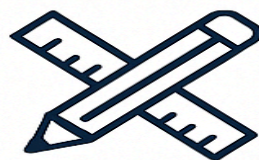
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Pupil Premium Plan Highlights 2025-26



Language and Communication

Extra speech and language support in the early years and across the school



Progress in Core Subjects

More teaching time in classes with many disadvantaged or EAL pupils



Engagement in Learning

Extra support in class and short daily activities to boost confidence and motivation



Enrichment and Wider Experiences

Subsidised trips, residential, Forest School, and financial literacy projects



Attendance and Readiness to Learn

Home visits, welfare team support, subsidised breakfast and after school clubs



Mobility

Quick assessments and targeted support to help new pupils catch up



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Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes

These details our pupil premium activity's impact on pupils in the 2024/25 academic year.

Pupil Premium Impact Statement: Performance of Nightingale Primary School 2024/25

Summary of Performance and Impact of Pupil Premium Funding

During 2024/25, Nightingale Primary School has continued to secure strong outcomes for pupils eligible for Pupil Premium (PP). With a total PP budget of £100,640, resources were allocated strategically to teaching, targeted interventions, and enrichment opportunities for our 70 PP-eligible pupils.

Current Attainment Overview

- In combined reading, writing, and maths (RWM) at KS2, 83% of all pupils achieved the expected standard, compared with 62% nationally. PP attainment was 82% and non-PP 85%, a gap of just -3%, demonstrating that PP pupils are achieving in line with their peers and significantly above national averages.
- In reading, 83% of all pupils reached the expected standard compared with 73% nationally. PP attainment was 88%, slightly higher than non-PP at 85%, reversing the national trend and showing the effectiveness of our targeted reading interventions and guided comprehension strategies.
- In writing, 83% of pupils achieved the expected standard compared with 71% nationally. PP attainment was 82% and non-PP 85%, a minimal -3% gap. This reflects the impact of our Talk for Writing approach, scaffolding strategies, and consistent feedback processes.
- In mathematics, 93% of pupils achieved the expected standard compared with 73% nationally. PP attainment was 88% compared with 92% for non-PP, leaving a small -4% gap but with both groups performing far above national outcomes. This reflects the impact of mastery approaches, Number Talks, and digital platforms such as IXL.
- In phonics, 86% of pupils met the expected standard compared with around 80% nationally. PP pupils achieved 58% compared with 61% for non-PP, showing only



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a marginal -3% gap.

- In EYFS, 70% achieved a good level of development (GLD) compared with 69% nationally. PP attainment was 63% compared with 74% for non-PP, leaving an 11% gap. This confirms that early years will remain a priority area for further closing the disadvantage gap.

Key Impact Highlights

- KS2 combined outcomes demonstrate equity: PP pupils (82%) achieved broadly in line with non-PP (85%), and well above the national disadvantaged benchmark of 46%.
- In reading, PP pupils (88%) outperformed their peers (85%) and reversed the national disadvantage gap of -17 percentage points.
- In writing and mathematics, both PP and non-PP outcomes are securely above national, with gaps narrowed to within 3–4 percentage points.
- Phonics outcomes show strong whole-school performance, with only a small gap between PP and non-PP.
- EYFS remains the main area for development, where a wider gap between PP and non-PP persists.

Next Steps for 2025/26

- Sustain equity at KS2 by maintaining high expectations for PP pupils in core subjects.
- Continue to focus on EYFS and KS1, prioritising early language, phonics, and readiness to write, to close the early disadvantage gap.
- Deepen targeted reading interventions to ensure PP pupils not only meet but exceed expected standards, building on the strong reversal of the national reading gap.
- Maintain mastery approaches in mathematics while extending challenge at greater depth, particularly for PP pupils.

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
MyOn	Renaissance
SATs Companion	SATs Companion



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IXI	IXL
TT Rockstar	TT Rockstar
Accelerated Reader	Renaissance
Google Classroom	Google
Numbots	TT Rockstar

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?	Providing digital tools to support learning
What was the impact of that spending on service pupil premium eligible pupils?	Funding for early learning clubs