Pupil premium strategy statement – Nelson Primary

This statement details our school's use of pupil premium (and recovery 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 (2025-2026) and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school (allocation data)	414 (Summer 24 census)
Proportion (%) of pupil premium eligible pupils	190 = 46%
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	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Claire Forrest, Headteacher
Pupil premium lead	Louise Barnes, Deputy Headteacher
Governor / Trustee lead	Mandy Cryan, lead for standards.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 287,850 (25-26 financial year allocation)
Recovery premium funding allocation this academic year	£ 0 (estimated)
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)*	£78,771 (from 24-25 financial year)
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	£366,621

Part A: Pupil premium strategy plan

Statement of intent

The whole school curriculum intent at Nelson is 'to create responsible, active citizens while promoting high academic and social aspirations.' This represents our commitment to social mobility, within a society which is fair and decent. Many of our pupils live within Ladywood, which is known for its high levels of disadvantage, and therefore our strategy plan is aimed at ensuring our vulnerable pupils reach their full potential, regardless of starting points. High quality first teaching is a requirement throughout the school and teachers have high expectations of all pupils, regardless of any vulnerabilities.

Many of our pupils are impacted by adverse childhood experiences, which were amplified during the COVID pandemic. Poor mental health is often a significant barrier to learning and something we have to prioritise. Therefore, at Nelson, there is an emphasis on pastoral care and early help support given to pupils and their families.

79% of our pupils have English as an additional language and we have a large number of pupils join Nelson, often in-year, who are new to the British Education system (Newly arrived pupils). Approximately 20% have Special Educational Needs, with an increasing number requiring support with communication and language. However, while these create further challenges, we have high expectations of all pupils and will set all pupils ambitious targets.

When pupils enter nursery and reception, they are usually already significantly behind their peers. Therefore, along with excellent teaching, additional small group catch up sessions, led by qualified teachers help accelerate progress and narrow the gaps throughout pupils' time at Nelson.

Our Strategy intent is to:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils by overcoming barriers to learning and providing support for pupils to catch-up.
- For all disadvantaged pupils to make or exceed nationally expected progress rates.

Challenges

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

Challenge number	Detail of challenge
1	Pupils in reception this year were born during the Covid 19 lockdowns. They are known as 'Pandemic babies' and there is the possibility that isolation from family and friends has led to underdevelopment in the Prime areas (communication

	and language, physical development, and personal, social and emotional development). Many children have speech and language delay, and challenges in building relationships. We are finding that they find tasks that require resilience very challenging, and we are seeing higher number of children with separation anxiety than usual.
2	Children that start with us in **F2** at Nelson are typically 24 months below age-related expectations for their chronological age in most areas of learning. There are underdeveloped **oral language** skills and vocabulary gaps which need to be closed.
3	High mobility means that pupils enter KS1 and KS2 with gaps in **phonics**, particularly if newly arrived.
4	Poor comprehension due to vocabulary gaps exists across the school. Pupils with English as an additional language and / or having limited exposure to books outside of school, and little 'cultural capital' to build learning upon, creates a gap in **tier 2 vocabulary** knowledge.
5	Observations and concerns raised, show that the **wellbeing** of disadvantaged pupils and their families had been adversely affected during the pandemic and continues to worsen with the current cost of living crisis. The resilience of disadvantaged pupils is particularly low with mental health being 'fragile'.
6	**Attendance** and **punctuality** for some disadvantaged pupils need to improve significantly.
7	There are an increasing number of pupils joining Nelson, with significant **SEN**. 81% of pupils on our inclusion register are also in receipt of pupil premium funding.

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
The nursery environment is highly responsive to pupils needs and develops communication, language, fine and gross motor skills to support accelerated progress in speaking, reading and writing.	Increased progress within nursery. More pupils entering F2 at age related expectations.
Provision in EYFS enables pupils to make accelerated progress so they are ready for the challenges in KS1.	Increased progress within reception. More pupils entering KS1 at age related expectations.
Pupils in KS1 and KS2, including mobile pupils, make rapid progress in phonics so that gaps are narrowed.	Phonics screening check outcomes in 2025/ 26 show that 72% of pupils pass the phonics screening check and 88% of the Y2 cohort pass the check. Pupils entering the school in KS2 with limited English catch up with phonics quickly.
Pupils are exposed to a wide range of vocabulary, leading to improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2025/26 show that 80% of disadvantaged pupils met the expected standard.

Pupils are exposed to a wide range of vocabulary and standard English, leading to improved writing attainment among disadvantages pupils.	KS2 writing outcomes in 2025/26 show that 74% of disadvantaged pupils achieved the expected standard.
To achieve and sustain improved wellbeing for all pupils at Nelson, particularly disadvantaged pupils.	Improved levels of wellbeing, demonstrated by: PASS survey / Nurture Room data Concerns reported on My Concern
To provide sufficient support to families of concern, while using the new legislation within 'Working together to Improve School Attendance' to achieve improved attendance across the school.	Successful outcomes of Early Help Assessments and improved attendance / punctuality data for disadvantaged pupils. 95% attendance for disadvantaged pupils, with a 50% reduction in the number of persistently absent pupils.
Nelson to be fully inclusive and able to meet the needs of all SEND pupils. Teachers are confident, and the environment enables, the specific needs of individuals to be met.	SEND pupils are achieving ambitious targets suitable for specific needs which will enable them to be independent adults.

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: £13,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
Soundtots Soundtots is a musical intervention to help children reach a progressive level of development during their time in EYFS, supporting children's language development, memory, listening and attention skills. (£2,340)	Enhancing the development of children's spoken language and extending vocabulary, underpinning all seven areas of learning and development. Strengthening a language rich environment, embedding vocabulary through the use of song, rhyme, beat and rhythm. Soundtots - Early Years Music Teachers - EYFS Music Programme - Services For Education https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	1
REP	There is value in teaching pupils creative and performance skills and ensuring	1, 2, 4, 5 and 6

Pupils take part in drama workshops linked to the wider curriculum. (£9,000)	disadvantaged pupils access a rich and stimulating arts education. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	
Reading for Pleasure: All pupils to be able to purchase a book for the class library. (£2,000)	Evidence from The Open University: https://ourfp.org/schools-teachers/whole-school-development/	4

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

Budgeted cost: £261,303

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions and 1-1 reading sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by our Phonics Leader. (£73,655)	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	3
Teaching Assistants to deliver high quality one-to-one and small group support using structured interventions. (£8,465)	TAs to be trained to deliver specific interventions, such as 'Talkboost', 'Precision Teaching', 'Colourful Semantics' and 'Catch-Up' Making Best Use of Teaching Assistants | EEF (educationendowmentfoundation.org.uk) Evidence-based TA-led literacy and numeracy interventions (d2tic4wvo1iusb.cloudfront.net)	4 and 7
Providing 1-1 and small group tuition for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk)	3 and 4

Additional Teachers: •Y6 boosters •EAL / LKS2 reading support •KS1/ phonics support •High achievers support (£179,183)	And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	

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

Budgeted cost: £91,978

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Team in place to provide social and emotional support to disadvantaged pupils. They also lead on Early Help Assessments and implementing Birmingham's 'Support First' and the 'Leave of Absence' legal process. This includes the Pastoral Lead, Learning Mentors (£91,978)	Improving Social and Emotional Learning in Primary Schools reviews the best available research to offer school leaders six practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates. Improving Social and Emotional Learning in Primary Schools | EEF (educationendowmentfoundation.org.uk) Supporting attendance | EEF (educationendowmentfoundation.org.uk)	5 and 6

Total budgeted cost: £366,621

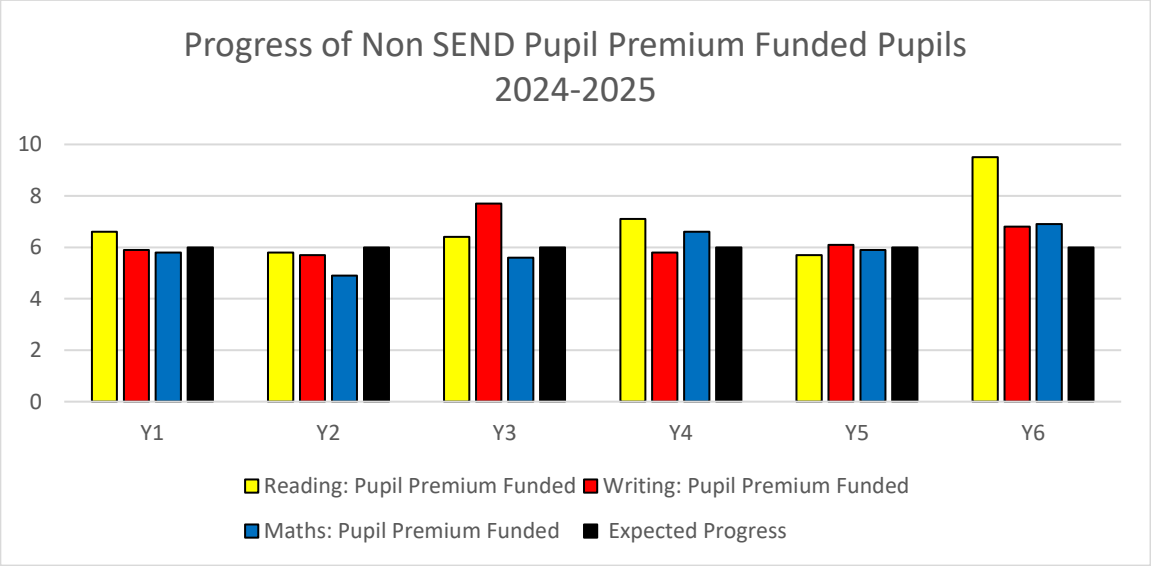
Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

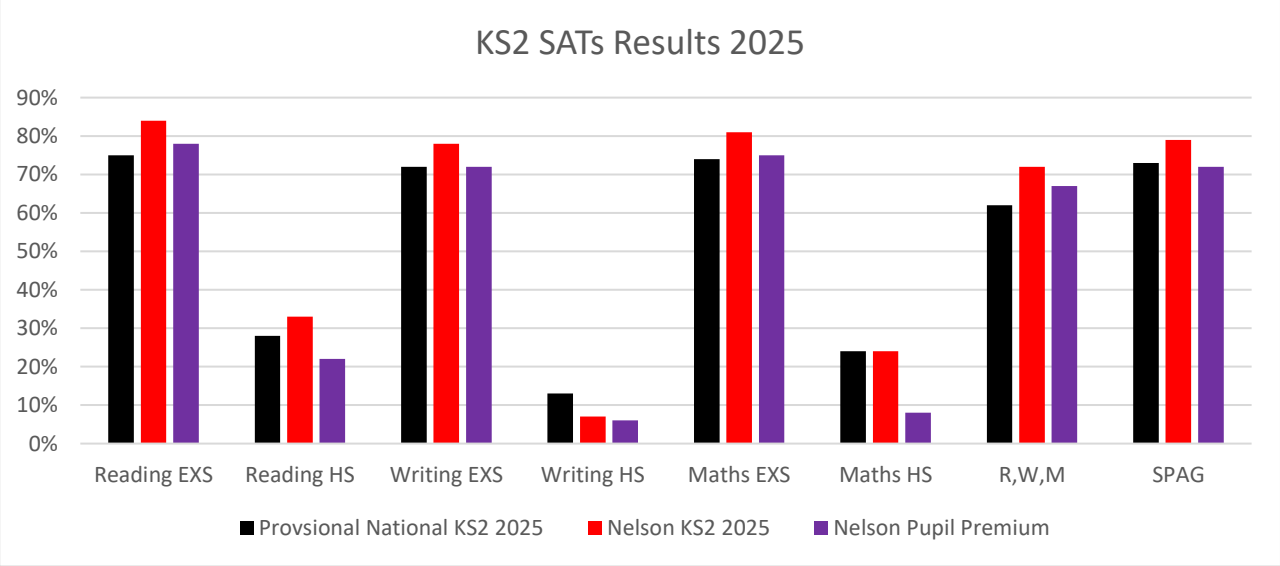
This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Progress Data:

In nearly all year groups, in reading, writing and mathematics, pupils in receipt of pupil premium funding made more than expected progress and therefore gaps are being narrowed.



End of KS2 Data:



Nelson Primary School Key Stage Two Data Report

KS2 Data 2024-25
Cohort Details: 58 pupils. 60% boys, 40% girls, 86% EAL, 26% SEND, 62% disadvantaged

	Reading	Writing	Spelling, grammar and punctuation	Maths
Pupils achieving the expected standard or higher	**84%**	**78%**	**79%**	**81%**
*** Non-SEN pupils achieving the expected standard or higher**	**93%**	**91%**	**91%**	**91%**
Pupils achieving the expected standard or higher national data (Provisional)	75%	72%	73%	74%
Pupils achieving a high score	**33%**	**7%**	**24%**	**21%**
Pupils achieving a high score national data (2024)	28%	13%	30%	24%
Average Scaled Score	TBC	NA	TBC	TBC
			Nelson	National
Combined Expected Standard	**Reading, Writing & Maths**		**72%**	62%
Combined Higher Standard	**Reading, Writing & Maths**		**12%**	TBC
Disadvantaged pupils Expected Standard	**Reading, Writing & Maths**		**67%**	TBC

Attendance Data:

Bar chart showing the attendance percentage for pupils with and without free school meals (FSM) and special educational needs (SEN) compared to the national averages. Results are for pupils in years 1 to 6 from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025

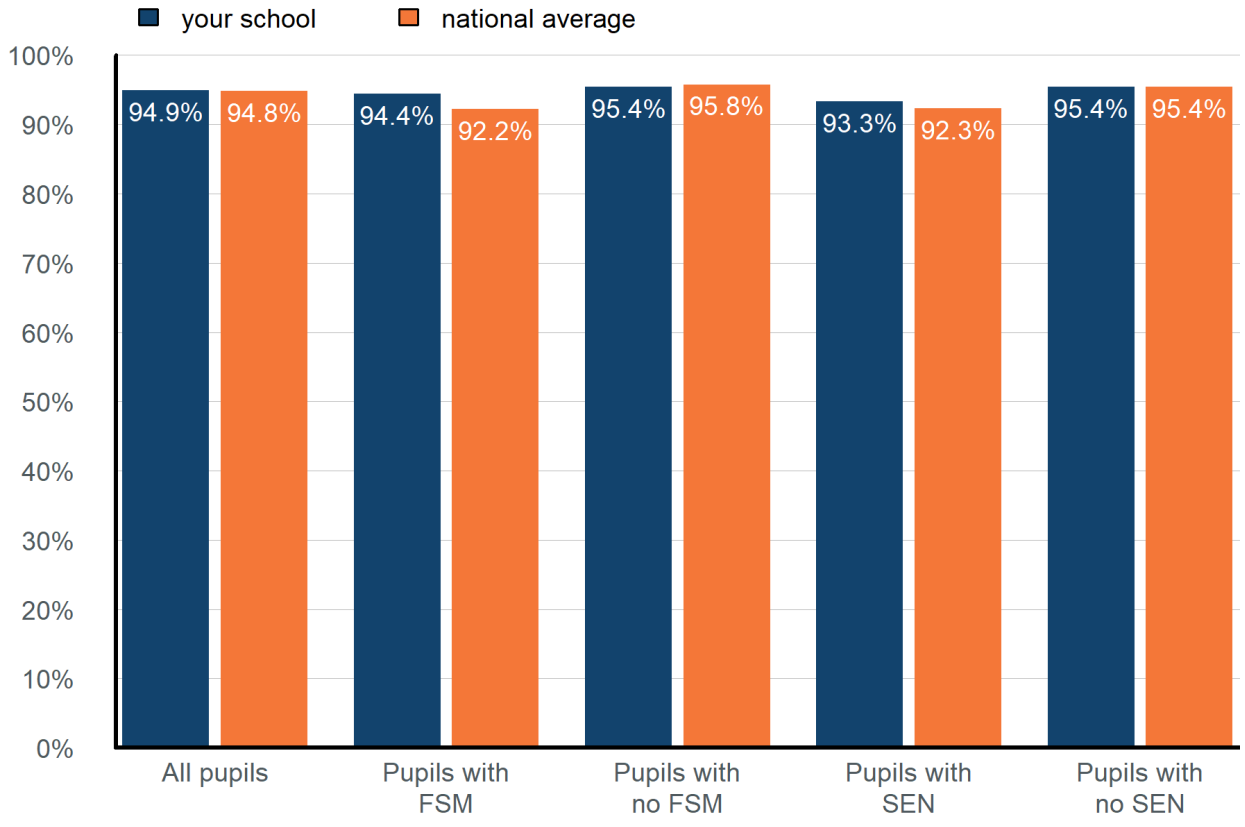


Table of attendance for different pupil groups from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025.

Pupil group	Attendance	National average
All pupils	94.9%	94.8%
Pupils with free school meals (FSM)	94.4%	92.2%
Pupils with no FSM	95.4%	95.8%
Pupils with special educational needs (SEN) support	93.3%	92.3%
Pupils with no SEN	95.4%	95.4%

Table of attendance for different pupil groups from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025, compared to the same period last year

Pupil group	Attendance 2023/4	Attendance 2024/5
All pupils	94.3%	94.9%
Pupils with free school meals (FSM)	93.6%	94.4%
Pupils with no FSM	94.8%	95.4%
Pupils with special educational needs (SEN) support	93.2%	93.3%
Pupils with no SEN	94.5%	95.4%

Externally provided programmes

Programme	Provider
NA	NA