

## Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Nether Kellet
Number of pupils in school	106
Proportion (%) of pupil premium eligible pupils	8.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	Autumn term 2025
Date on which it will be reviewed	Autumn term 2026
Statement authorised by	Nicki Bradbury
Pupil premium lead	Nicki Bradbury
Governor / Trustee lead	Chris Stephenson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13367
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£13367

# Part A: Pupil premium strategy plan

## Statement of intent

### Challenges

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

Challenge number	Detail of challenge
1	Under-attainment academically, particularly in writing, for some children.
2	Missing school during lockdowns/ isolations and finding working at home challenging for some children.
3	Parents finding it difficult to support learning at home for some children.
4	Emotional difficulties linked to home challenges for some children.
5	Some poor or erratic attendance/ punctuality.
6	Some children have limited access to out of school activities/ cultural or sporting activities.

### 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
Children on PP have improved attainment relative to their cohort, particularly in writing.	Tracking shows improved progress and attainment following intervention and work with parents.
Children are in receipt of Covid catch-up support to improve attainment and progress.	Tracking shows improved progress and attainment following intervention through Covid catch-up.
Parents feel better able to support learning on a day to day basis following support from school staff and work with parents and children.	Children are being supported in daily home learning: reading and maths targets in a way that promotes positive attitudes towards learning and enhances progress.
Children are supported through external agencies where appropriate and by school staff. Parents are supported by external agencies and school as required. Both of these resulting in the children being better able to learn.	Children are able to access the curriculum and learn using strategies to deal with emotional difficulties.

## 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: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High ratio of class-based staff to children to facilitate support in class and interventions to support learning.	Improved outcomes in children's progress and attainment.	1,2
Training for TAs on targeted interventions and measuring progress. All TAs trained in Precision Teaching, 5 minute boxes, IDL as appropriate.	TAs are very focused in their intervention support and aware of progress and impact.	1,2

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

Budgeted cost: £4500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions including: IDL Precision Teach Typing programs Fine Motor programmes Talking programmes Social skills programmes Lego therapy Conference marking of writing. Learning Journey support for maths	Tracking data – improved progress and attainment Work in books – improvements following interventions Teacher assessments – improvements in work quality and progress. Monitoring records including baseline and progress reports – measurable enhanced progress since baseline.	1, 2

Additional reading Intervention time before school. TT Rockstar support.		
Additional teachers/TAs in classes to split children into groups	Tracking data – improved progress and attainment Work in books – improvements following interventions Teacher assessments – improvements in work quality and progress. Monitoring records including baseline and progress reports – measurable enhanced progress since baseline.	1,2

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

Budgeted cost: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Referrals to Children and Family Wellbeing Service and TAF meetings/informal meetings with parents.	Issues within families are addressed and are lessened in their impact on children's education and progress.	4
Counselling support for specific children.	Children are well supported emotionally and this enhances academic progress in school.	4
Parents are supported in aiding their children's learning through workshops and individual meetings between parents and teachers about supporting learning at home. Regular discussions take place to ensure that this is maintained.	Children are well-supported in their learning at home and their parents' interest and investment in their learning has a positive impact on attitude, commitment and therefore progress and attainment in the children concerned.	3
Meetings take place between school staff and parents where attendance is an issue.	Attendance improves and this impacts positively on attainment and progress.	5
Subsidies for educational visits and residentials	Children attend all school visits and residentials and their education and wellbeing is enhanced.	6

Subsidies for theatre companies/ artists and writers visits to school.	Children's cultural experience is broadened and aspirations raised.	6
Uniform and other school equipment is subsidised where needed.	Children have good quality and condition clothing and equipment for school.	4
Musical instrument lessons are subsidised.	Children have access to musical instrument tuition with the potential for continuing in the future for enjoyment or to develop a particular talent.	6
Paid sports clubs are subsidised.	Children have access to a wide range of extra-curricular clubs including any that have a fee (most clubs are free) giving them access to a wide range of activities and chance to develop talents.	6
Outdoor Adventurous Activities day trip and residential subsidised.	Children have access to outdoor adventurous activities that they wouldn't otherwise access.	6
HT to complete the Mental Health Lead training programme (Paid for by the DFE but requires some cover costs).	Staff are equipped to support some aspects of children's mental health concerns in-house and are better-equipped to make appropriate referrals.	

**Total budgeted cost: £ 14000**

## 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 2024-25 academic year:

Children were well supported in interventions individually and as part of small groups where required.

Children were well supported in class by additional staff to ensure those children made good progress.

Out of the 6 children on PP in 2024-25, all made at least expected progress in R,W,M and 4 made better than expected progress.

Children were well supported socially and emotionally where needed.

The children's families were well supported with 3 out of the 6 children's families having involvement from other agencies or additional school support to aid with family circumstances.

All of the children had access to a wide range of cultural enrichment activities including learning an instrument in music lessons (funded by school); experiencing a classical music concert; experiencing theatre workshops and shows, experiencing visiting authors, poets and visitors sharing information about their religion and/or culture.

All went on a range of school visits paid for or subsidised by school including a residential visit for 4 out of the 6 children.

3 out of the 6 children accessed support from purchased programmes of support.

### 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
IDL	IDL, Lancaster
Times Table Rockstars	ttrockstars.com

Spelling Shed	
5 Minute Box – Literacy and Maths	<a href="http://fiveminutebox.co.uk">fiveminutebox.co.uk</a>
Phonics catch-up	Lancashire CC
Talk for Writing	Lancashire CC
Speech and Language programs	Lancashire CC