

Pupil Premium Strategy Statement 2025-2026

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
School name	Fred Nicholson School
Number of pupils in school	195 pupils
Proportion (%) of pupil premium eligible pupils	59% (115 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 to 2026/27 Year 2 of reviewed strategy
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Heidi Philpott
Pupil premium lead	Cat Elsom
Governor / Trustee lead	Jill Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£131,185
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£131,185

PART A: PUPIL PREMIUM STRATEGY PLAN

Statement of Intent

School Vision: Building for Successful Futures - Our teaching and values enable our young people to learn, and become confident, independent, and successful individuals.

Every pupil at Fred Nicholson School has an Educational, Health and Care Plan and a complex profile of need. The school is committed to providing evidence informed practice to meet the needs of our young people and support their access to education. Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching.

Our pupil premium strategy aims to consider the holistic child and promote positive outcomes for disadvantaged pupils that considers academic, social and emotional needs. Our strategy focuses on the following key areas:

1. **Mentoring and Coaching for Teachers:** We will provide whole-school and targeted mentoring and coaching to improve teacher efficacy, ensuring that they can deliver high-quality instruction that meets the needs of all pupils, particularly those from disadvantaged backgrounds.
2. **Consistent High-Quality Teaching:** We are committed to developing a consistent standard of high-quality teaching across the school. This will involve professional development opportunities, regular classroom observations, and feedback sessions to refine teaching practices.
3. **Professional Development on Evidence-Based Approaches:** Our teachers and staff will engage in continuous professional development to learn and implement evidence-based teaching methods and curriculum approaches that have been proven to enhance learning outcomes.
4. **Effective Deployment of Teaching Assistants:** Teaching assistants will be strategically and effectively deployed to provide high-quality support for pupils. Teaching assistants will provide targeted support where it is most needed, helping to bridge learning gaps and provide one-on-one or small group interventions where appropriate.
5. **Support for Pupil's Social, Emotional, and Behavioural Needs:** We will implement whole school approaches and targeted interventions that support pupils' social, emotional, and behavioural needs. This includes counselling services, behaviour support, and external professional input where appropriate.

By focusing on these areas, our Pupil Premium Strategy seeks to ensure that all disadvantaged pupils have the opportunity to succeed academically and develop the skills they need to thrive in school and beyond. We are dedicated to evaluating and refining our approaches through regular monitoring and feedback to achieve the best outcomes for our pupils.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. This is based on evidence from Teaching & Learning observations, external reviews and pupil needs as identified in their Educational, Health and Care Plans.

Challenge number	Detail of challenge
1	Inconsistency of high quality teaching and use of evidence based teaching pedagogy and curriculum approaches.
2	Inconsistency in approach to the teaching of reading and in particular, phonics.
3	Impact of pupils' social, emotional and behavioural needs on their ability to fully engage with school and their learning.
4	Ensuring our provision and staff deployment effectively meets the varying needs of disadvantaged pupils, with consideration of the changing cohort of pupils.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2024/25 to 2026/27)**, and how we will measure whether they have been achieved. This is the 2nd year working towards these intended outcomes:

Intended outcome	Success criteria
Consistent, high-quality teaching for all pupils, informed by evidence-based teaching pedagogy and curriculum approaches.	Teachers, Instructors and other teaching staff will feel confident in the expectations around their teaching practice and curriculum delivery. All lessons will evidence purposeful learning and ensure 'every minute matters' during the school day. Teachers, Instructors and other teaching staff will feel confident in their understanding of the 'why' behind the teaching pedagogy and curriculum approaches being used. Learning visits analysis will demonstrate an improvement in consistent practice across school. As a result of consistent, high-quality teaching, pupils will make expected or greater than expected progress.
Consistent, high-quality practice from all support staff, ensuring pupils are well supported to access their learning.	Support staff will feel confident in the expectations around their practice and contribution towards the school's teaching and learning approaches.

	Teaching staff will effectively deploy teaching assistants to support high-quality teaching and targeted interventions as appropriate. Learning visits analysis will demonstrate an improvement in consistent practice across school.
Consistent and progressive approach to the delivery of phonics and early reading strategies across school.	Consistent SSP programme delivered across school, evidenced through planning and learning visits. All staff will feel confident in their understanding of SSP and have received the relevant training to deliver this effectively, including whole class teaching and intervention groups. Standards in reading will improve, as evidenced through phonics and reading assessments.
Pupil's complex needs are understood and met through the provision offered within the school, including whole school and targeted approaches.	School management and the wider staff team will have a good understanding of the needs of the pupil cohort, including preparing for the changing profile of need and growth of the school in the future. Pupils will receive the appropriate provision identified in their EHCPs and make progress towards their outcomes, evidenced through assessment and annual review paperwork. Clear provision model in place, outlining the universal, targeted and specialist provision offered at FNS. Staff feel confident using this model to select the most appropriate provision or intervention to meet an individual pupil's needs. Interventions will be cost effective and impact evidenced through monitoring and analysis of the interventions in place. Staff training and CPD programme will be linked to the priorities and needs of the pupil's needs to ensure staff are effective in delivering the appropriate provision or intervention.

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

Targeted Area of Spend - High Quality Teaching	Budgeted Cost:	£ 6,885
Targeted Area of Spend - Early Reading & Phonics	Budgeted Cost:	£ 500
Total Budgeted Cost:		£ 7,385

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raise Teaching & Learning standards to ensure High Quality Teaching: • VNET subscription (professional development platform) • WalkThrus membership (instructional coaching programme). • Professional development programme and support for teachers • Monitoring and quality assurance processes, including observations and coaching sessions	Great Teaching Toolkit - EEF Effective Professional Development - EEF WalkThrus	1
Purchase curriculum schemes of work to support High Quality Teaching and consistency in curriculum pedagogy: • Jolly Phonics • Real PE • PSHE Association	Jolly Phonics Real PE PSHE Association	1, 2
Welbee Subscription, in support of staff wellbeing and workload.	Welbee	1
Implementation of whole school phonics programme, training and resources: • Jolly Phonics	Phonics - EEF Jolly Phonics	2

Targeted academic support

Total Budgeted Cost:	£ 17,605
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Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision Maps subscription (provision and intervention tracking and analysis tool).	Provision Maps	2, 3
Nessy intervention programme (reading and spelling programme, number sense, and dyslexia quest).	Nessy	1, 2, 3
Contribution to salaries of Intervention Roles, including Communication & Interaction and Physical & Sensory support.	Teaching Assistant Interventions - EEF	1, 4
Access to Educational Psychology and Occupational Therapy support (CEPP), conducting assessments and observations of pupils, consultations for staff and parents, supporting systemic changes to provision.	CEPP - Educational Psychology CEPP - Occupational Therapy	3, 4

Wider strategies

Total Budgeted Cost:	£106,237
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Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupil's social and emotional needs through universal, targeted and specialist provision and interventions: • Independent counselling service for pupils (weekly interventions). • Contribution of salaries towards the Learning Support Team, supporting behaviour and SEMH needs.	Social & Emotional Learning - EEF Social & Emotional Learning Guidance Report - EEF Trauma Informed Schools	3, 4

Supporting pupil's behavioural needs through universal, targeted and specialist provision and interventions: • Contribution of salaries towards the Learning Support Team, supporting behaviour and SEMH needs. • Implementation of Norfolk Steps approach, supported by Norfolk Steps Lead Professional training. • Implementation of behaviour curriculum based on Trauma Informed and Norfolk Steps evidence base and pedagogy. • Implementation of Zones of Regulation.	Behaviour Interventions - EEF Behaviour in Schools Guidance Report - EEF Norfolk Steps Zones of Regulation	3, 4
Promoting engagement of and support for families through contribution of salary for Pastoral Support Assistant.	Parental Engagement - EEF Parental Engagement Guidance Report - EEF	3, 4

Total budgeted cost:

Teaching	£ 7,385
Targeted Academic Support	£ 17,605
Wider Strategies	£106,237
Total:	£131,227

PART B: REVIEW OF OUTCOMES IN THE PREVIOUS ACADEMIC YEAR

Outcomes for Disadvantaged Pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year, and a review of Year 1 of our current pupil premium strategy.

Assessment Data

We have recently rewritten our school assessment frameworks and are therefore limited on the comparable progress data we are able to report on. The below data shows the working levels of pupil premium pupils and non-pupil premium, demonstrating how much of the entire framework they have achieved. We will be able to report on progress in next year's pupil premium report.

In all curriculum areas within our Core and Functional Skills assessment frameworks, pupil premium pupils are on average working at a higher working level than non-pupil premium pupils.

Core Assessment Framework:

Pupil Premium compared with Others	AVERAGE				TOTAL PUPILS
	GROUP	Pupil Premium	Others		
Functional Maths	19%	21 %	16 %	Pupil Premium: 6 % 11 % 33 % 17 % 22 % 7 % 2 Others: 15 % 19 % 31 % 10 % 17 % 4 % 4	81 52
Reading	25%	27 %	22 %	Pupil Premium: 5 % 6 % 22 % 22 % 31 % 10 % 2 Others: 17 % 15 % 25 % 10 % 14 % 14 % 6	81 52
Writing	20%	22 %	18 %	Pupil Premium: 6 % 10 % 36 % 17 % 15 % 15 % 1 Others: 15 % 21 % 29 % 17 % 2 12 % 4	81 52
Attention & Engagement	55%	61 %	50 %	Pupil Premium: 6 % 6 % 14 % 1 33 % 15 % 15 % 9 % Others: 15 % 15 % 6 % 33 % 17 % 6 % 8 %	81 52
Communication & Interaction	49%	54 %	44 %	Pupil Premium: 5 % 2 % 5 % 41 % 25 % 6 % 7 % 4 Others: 15 % 4 % 6 % 10 % 6 % 19 % 21 % 10 % 10 %	81 52
Speaking & Listening	29%	33 %	25 %	Pupil Premium: 5 % 2 % 7 % 17 % 54 % 5 % 4 % 4 Others: 19 % 6 % 10 % 17 % 36 % 6 % 4 % 2	81 52

KS4/5 Functional Skills Framework:

Pupil Premium compared with Others	AVERAGE				TOTAL PUPILS
	GROUP	Pupil Premium	Others		
English	18%	24 %	12 %	Pupil Premium: 6 % Others: 4 %	34
Mathematics	13%	16 %	10 %	Pupil Premium: 6 % Others: 4 %	34

Attendance Data

Pupil attendance data continues to increase each year:

	Attendance Percentage (Whole School)
2021 - 2022	87%
2022 - 2023	89.4%
2023 - 2024	90.1%
2024 - 2025	91%

Review of Objectives

Objectives for 2024-2025 <i>Review of objectives from Year 1 of current PP Strategy Plan</i>	Outcome
Consistent, high-quality teaching for all pupils, informed by evidence-based teaching pedagogy and curriculum approaches.	Introduction of <i>WalkThru</i> instructional coaching programme - this has developed teacher's pedagogical knowledge and understanding of how pupils learn. Learning visits demonstrate an increase in <i>WalkThru</i> techniques being used within lessons, improving the standard and consistency of teaching and learning practice across school. Leaders have refined the curriculum content and assessment frameworks used by teachers to inform teaching and learning. These have been refined to reflect the learning needs of pupils, to ensure the curriculum content is relevant to age, cognitive ability and developmental stage.

Consistent, high-quality practice from all support staff, ensuring pupils are well supported to access their learning.	Professional development focus - targeted training sessions for support staff around Fred's Fundamentals, Active Learning and effective deployment of TAs.
Consistent and progressive approach to the delivery of phonics and early reading strategies across school.	Successful transition to new systematic synthetic phonics (SSP) approach - <i>Jolly Phonics</i>. This is now being delivered in all classes. Targeted training and professional development for reading curriculum leads and class leads. Staff survey results demonstrate an increase in staff confidence and knowledge when delivering phonics and implementing the SSP programme. Implementation of progressive decodable reading scheme across all key stages in school.
Pupil's complex needs are understood and met through the provision offered within the school, including whole school and targeted approaches.	All pupils have a learning plan on Provision Maps; class teachers are identifying and listing the specific support pupils need within their classes as part of their universal offer. These are working documents within classrooms and these learning plans are accessible to all staff working within each class. Implementation of alternative sensory seating and communication strategies (e.g. Grid) across school to enhance our universal offer. Pupil's EHCP targets are now being tracked and monitored using the Earwig assessment tool, with class teachers setting SMART individual short term targets for each pupil. Targeted training on the EHCP and Annual review process for all staff. This has resulted in an improvement in the quality of annual reviews and in staff confidence in understanding and referring to these documents.