Sir John Nelthorpe School pupil premium strategy statement

This statement details our school's use of pupil 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	834
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Mr R Biglands, Headteacher
Pupil premium lead	Mr S Howe, Deputy Headteacher
Governor / Trustee lead	Mr R Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£226,308
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£226,308

Part A: Pupil premium strategy plan

Statement of intent

Sir John Nelthorpe School has an aspiration for all pupils to reach their true potential regardless of their background.

Quality-first teaching is key to our approach. This is proven to have the greatest effect on diminishing the disadvantage gap and will also benefit all pupils within the school. As a result, our intended outcomes are that the progress of all pupils will continue to improve alongside a faster rate for their disadvantaged peers.

Through this strategy plan there is a focus on the identified challenges to eradicate any gaps in progress and ensure there is exposure to a wide range of enrichment opportunities. Pupils are monitored through regular assessment (academic and pastoral) to ensure support and intervention can take place at the earliest point to address any needs.

Challenges

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

Challenge number	Detail of challenge
1	*Assessments indicate disadvantaged pupils have lower literacy levels than their peers. The average standardised score for disadvantaged pupils is 98, compared to 106 for their non-disadvantaged peers. This will impact the progress made across all subjects without additional literacy support.*
2	Assessments indicate disadvantaged pupils have a lower numeracy level than that of their peers. The current baseline assessment for maths shows an average score of 35.5, compared to 46.2 for their non-disadvantaged peers.
3	Our attendance data over the past 5 years indicates that attendance for disadvantaged has been on average 4% lower than for non-disadvantaged pupils. This reduces their curriculum time and leads to less progress being made.
4	Disadvantaged pupils are particularly affected by restricted personal development as a result of SEMH concerns and lack of wider educational experiences as identified through observations and discussions with pupils and families.

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
Improved literacy levels among disadvantaged pupils to eradicate the gap with their peers	Reading ages for disadvantaged pupils to have improved to be in line with their peers. This will also be recognised through book scrutiny and reading assessments/task outcomes.
Improved numeracy levels among disadvantaged pupils to eradicate the gap with their peers	KS4 performance measures in 2026 demonstrate that disadvantaged pupils achieve an average Attainment 8 score of at least 40 and at least 33% pass GCSE maths at grade 5 or above.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	The overall attendance rate for all pupils being 95% or higher, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to no more than 2%
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. A reduction in behaviour incidents and safeguarding concerns associated with disadvantaged pupils.

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: £47,856

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing metacognitive and self-regulation skills in all pupils. *This will involve ongoing development of high quality teaching and assessment through continued professional development. National Professional Qualifications will be used to support the implementation of evidence-based approaches with support and release time provided.*	The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year. Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion. EEF Metacognition	1,2
Standardised diagnostic assessments to help identify areas of focus for teaching staff and appropriate methods of delivery.	Standardised diagnostic assessments can help to provide effective identification of strengths and weaknesses to ensure the correct additional support is in place through interventions or teacher instruction: EEF evidence to support	1,2
Opportunities for literacy and numeracy pupil development embedded across the curriculum, led by Learning Directors of Literacy and Numeracy. This will involve ongoing teacher training and the development of the Learning Resource Centre	Disciplinary literacy is an approach to improving literacy across the curriculum. It is key for all teachers to support vocabulary development to allow for pupils to learn new, more complex concepts in all subjects. Improving literacy in secondary schools	1,2,4

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

Budgeted cost: £*73,520*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted pupils taught in small groups by highly skilled, experienced staff to develop literacy through the use of Lexonic literacy intervention.	Small group tuition enables the teaching to focus exclusively on a small group of learners. This will target the knowledge gaps and specific needs. Small group tuition evidence	1
Targeted pupils provided with additional support and tuition by Numeracy and Literacy mentors	Small group and one to one tuition is very effective at improving pupil outcomes. It is particularly effective for pupils that are identified as having low prior attainment or are struggling in particular areas. Tuition is likely to have an impact if explicitly linked with normal lessons. Tuition evidence	1,2

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

Budgeted cost: £102,760

Activity	Evidence that supports this approach	Challenge number(s) addressed
A Pupil Services Officer has the key focus of attendance and punctuality and implements the new ATTEND framework to improve attendance. *Training provided to all staff to implement good practice set out in the DfE attendance advice*	The guidance from the DfE has been informed by engagement with schools who have significantly reduced their PA levels. Working together to improve school attendance	3
Counsellor employed to support the emotional wellbeing of all identified pupils to ensure they have the strategies to develop resilience. Additional evidence-based interventions used to support social and emotional development	Good mental health and emotional wellbeing is an integral part of children and young people's holistic development. When this development is inhibited, counselling and emotional support can be an effective resource. Counselling in schools: a blueprint for the future	3, 4
Provision of extra- curricular activities to raise aspirations and provide a greater educational experience. Funding provided to remove the barrier of cost.	Providing all pupils with these extra curricular activities allows for further development of character traits. These can support improved academic attainment, are valued by employers and can enable children to make a positive contribution to British society. Developing character skills in schools	All

Total budgeted cost: £224,136

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

From GCSE examinations during 2024/25 the percentage of disadvantaged pupils achieving a strong pass in English and Maths was 23.1%, this is an increase from 15.0% in 2023/24(the KS2 average for disadvantaged pupils was 101.2 for the 24/25 cohort, compared to 103.4 for the 23/24 cohort). There was also an increase in the percentage of pupils entered for EBACC (40% increasing to 42.3%) and achieving a strong pass. Although the outcomes for disadvantaged pupils have improved and gaps with their peers narrowed, there needs to be a continued focus on this.

Overall attendance for 2024/25 was 93.4% which was a 1.8% increase on 2023/24, and is still above the national average as is the attendance for disadvantaged pupils. The attendance for disadvantaged pupils also increased by 1.9% compared to the previous year leading to a gap of 5.1%. The use of the ATTEND framework will continue to engage with pupil and parents, identifying strategies to improve attendance long term.

The number of extra-curricular activities disadvantaged pupils engaged with has increased, especially through the development of the Combined Cadet Force (CCF).

On the information above we are confident that the intended outcome to achieve and sustain wellbeing for all pupils, including those who are disadvantaged will be achieved. Although the initial target of 95% or higher attendance for all pupils and less than a 2% gap is a challenge there is likely to be an outcome that is above the national average. We also acknowledge that there is a need for the continued focus on the improvement of literacy and numeracy levels of disadvantaged pupils to improve outcomes.

Externally provided programmes

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

Programme	Provider
N/A	N/A