



PUPIL PREMIUM STRATEGY STATEMENT 2025-2026

St Nicholas School

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.

Department for Education

School overview

Detail	Data
Number of pupils in school	276
Proportion (%) of pupil premium eligible pupils	120 (43.6%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2026 2026-2027 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Katie Goodwin Head Teacher
Pupil premium Lead	Gaynor Pilbeam
Governor / Trustee lead	Kimberley Lavey

Funding overview

Pupil eligibility criteria	Allocated funding	
Pupils who are eligible for free school meals, or have been eligible in the past 6 years (including eligible children of families with no recourse to public funds)	£1515	120 x 1515 = 181,800
Pupils who have been adopted from care or have left care	£2,630	1 x 2,630 = 2,630
Children who are looked after by the local authority	£ 2,630 controlled by the virtual school	3 x 2630= 7,890
TOTAL FOR THIS ACADEMIC YEAR		£192,320

Part A: Pupil premium strategy plan

Statement of intent

- At St Nicholas School we ensure that Teaching and Learning opportunities meet the needs of **all** pupils.
- As all our pupils have Educational, Health and Care Plans and they all belong to vulnerable groups.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are specifically assessed and addressed, using specialists where necessary. At the heart of our approach is high-quality teaching focussed on areas where disadvantaged pupils require it most; targeted support based on robust diagnostic assessment of need; and helping pupils to access a broad and balanced curriculum which is personalised to their specific needs.
- 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 and therapy provision. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.
- In considering provision for socially disadvantaged pupils, we recognise that not all pupils eligible for Free School Meals (FSM) will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are eligible for free school meals. This also includes children whose families have no recourse to public funds.
- Pupil Premium funding will be allocated based on the needs of different groups within the school which may not be met through existing resources. In some cases, it will be targeted at priority classes, groups or individuals.
- Children who receive Pupil Premium/ Pupil Premium + are given priority access to visiting therapist and are usually seen individually.
- As much as our priority is the children at St Nicholas, we are aware of the benefits that Pupil Premium brings to the whole school community, in particular parents. Regular support, contact, advice and training is offered to help to further the wellbeing of families already under pressure and stress from caring for a child with additional needs.
- We believe all children should be able to access school activities and trips including the Year 6 residential regardless of their Parental financial situation.

Pupil premium is calculated on the academic Year September to July.

Challenges

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

	Challenge number	Detail of challenge
1.	Pupils have a range of moderate to severe learning difficulties	Over the last few years, the cohort of pupil at St Nicholas has changed and we have more children who have Severe learning, Sensory and Behaviour Needs and some with physical disabilities. This has put stress on the resources for the school including staffing and therapy needs.
2.	Pupils have significant communication and interaction difficulties	All pupils at St Nicholas experience difficulties in communication and interaction and the provision of the NHS is no longer meeting these needs. St Nicholas school has increased its internal therapy provision
3.	Pupils have significant sensory, emotional and behavioural need	A wide number of pupils at St Nicholas have sensory needs and exhibit behaviour that challenge and the provision of the NHS is no longer meeting these needs. St Nicholas school is working on developing the skills of staff using advice and training from therapists. St Nicholas has a behaviour team that has been put into place to support staff with training and help with behaviour when it occurs during the school day.
4.	Ensuring that attendance of disadvantaged pupils is equivalent to their peers	The profile of good Attendance has been flagged as a focus for the school at its recent OFSTED. Attendance is monitored and analysed at St Nicholas and we will have attendance meetings with parents.
5.	Ensuring pupil's individual needs are met across new pathways.	Since the academic year 2024-2025 all pupils have been placed in pathways. There are 5 pathways in total: Discovery – For Reception pupils new to school Explore - Learning through play and practical activities Investigate – A sensory based approach Adventure - ASD applied principles Challenge - Formal subject-based learning
6.	Support for parents who are often overwhelmed by the challenges of parenting a child with additional needs	The family liaison officer is in school 2 days a week. This will hopefully increase in the academic year 2025-26 to a full-time position. Coffee mornings are offered by school and by the in-house Therapy Team. Makaton training will be offered this academic year

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
To continue to develop the curriculum within the Pathway Model throughout school with specific planning and schemes of work for each pathway	Coordinators will have had time to re-write Schemes of work to reflect the changing needs of the school population. Pupils will make progress on targets and in learn as it will be more personalised.
To continue to offer external therapies to children who need them complemented by ELSA trained Teaching Assistants working throughout school	Children who need to be seen by a therapist will have the opportunity to do so. Children who need support with the understanding of their emotions will work 1-1 or in small groups. This will have an impact on children's behaviour and engagement in learning. Music therapy has been increased to two days a week.
To support children who are looked after by the local authority, were previously looked after by the local authority or care cared for under a special guardianship	Children will be seen by a Level 2 TA who works with individual children 1x a week for an hour on target work and basic skills.
To extend and embed the internal therapy offer, including widening the team of Occupational Therapists and OT assistants	The therapy team will be extended with 2 qualified Occupational Therapists and all pupils who need access and support for this will have the opportunity to do so. This will be through training of staff, resources and direct work with pupils. Pupil will make progress on their outcomes and targets.
Attendance will improve with better reporting analysis and following up of attendance problems	Attendance will improve. There will be a formal agreed process of how absence is followed up which will be shared with governors and parents.
Parent will feel supported to manage children's behaviour and communication difficulties	Feedback from training will be positive and reflect the needs of our changing population. Children will be referred if needed to outside agencies that are part of our wider multi-disciplinary team
Families will receive support from school to develop positive lived experiences for their children They will be supported with forms, letters and referrals to relevant agencies	A full time Family Liaison Officer will be recruited Children will be referred if needed to outside agencies that are part of our wider multi-disciplinary team

Activity in this academic year 2025-2026

This details how we intend to spend our pupil premium funding **this academic year 2025-2026** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£19,595**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Allocated budget
Allocation of budget for resources for pathways	Specific items for pathway Classes. Accelerated Reader access for whole school. Renewal of book bag resources that have been broken.	1,2,3,5	£3000
Allocation of budget to provide time for teachers to rewrite curriculum Schemes of work	Specific Schemes of work are in place for Pathway classes and for children with SLD	1,2,3,5	£5000
Makaton resources for staff and prep time for Tutor	There will be at least 20 staff members trained to level 1 by the end of the academic year	1,2,3,5	£1000
			£9000

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

Budgeted cost: **£5,140**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Allocated budget
Cover for ELSAs while on supervision and undertaking work with pupils	HLTA covers their own and other ELSA time	2,3,	£5000

ELSA supervision 180.00 x2	All ELSA attend supervision 1x each half term	2,3,	£600
ELSA resources	ELSA need to create resources to undertake activities with children	2,3,	£600
1-1 support for children who are looked after by the local authority or are cared for on special guardianships	TA is used to give each of these children 1-1 time during the week to work on targets and basic skills	1,2,3	£3000
			£9200

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

Budgeted cost: **£156,835**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Allocated budget
Internal Speech and Language Therapy team	The SALT team has 2 therapists and 3 assistants. Training is provided for staff to better meet children's communication needs in class. Reports written for ECHCPs for Year R and Year 2. Provision is provided for Out of Borough children for whom there is no reciprocal NHS provision agreement in place.	1,2,3,5	£33,000
Parent engagement including coffee morning speakers and Makaton training for parents	Training is provided for parents to gain a better understanding for their children's needs. Makaton training is provided x2 during the school year. Coffee mornings including a variety of speakers is offered to parents.	1,2,3,4,6	£1000

	Opportunities to meet other parents socially is offered as part of whole school events e.g. refreshments at The Christmas show		
Internal OT Team	The OT Team is to be expanded to have 2 Occupational Therapists in school as part of the internal therapy team. Training is provided for staff to better meet children's communication, sensory and physical needs in class. Reports written for EHCs for Year R and Year 2. Provision is provided for Out of Borough children for whom there is no reciprocal NHS provision agreement in place.	1,2,3,4,5	£35,000
OT equipment for pupils.	Equipment is purchased as needed during the year. This includes chewies, ear defenders, balls and peanut balls, seating for specific children and other equipment as needed and directed by therapists.	1,2,3,5	£4,000
Specialist Consultations for children whose behaviour is exceptionally challenging	Budget allocated to buy in behaviour advice, for example from Lodden (Pro-act Scipr) for pupils whose behaviour is very challenging. This is useful in maintaining placements.	1,3,6	£1,500
Additional buy in of EP time	Budget allocated to buy in EP time. School can continue to offer consultations for classes and children and offer class supervision session for classes with children regularly reach crisis with their behaviour.	1,3, 5	3,500

Home School welfare support for PP pupils	Family Liaison Officer is in school 2x days a week. This also includes funding for additional training in safeguarding / working with families for SLT	1,2,3,4,6	£30,000
Play therapy Croydon drop in 3 x terms	Croydon Drop in provides play therapy 1 day a week.	2,3,	£12,000
Music Therapy Nordorff Robins	Nordorff Robins provide Music therapy 2x day a week. This is an increase in provision	2,3,	£22,000
Drama therapy Roundabout	Croydon drop in provide Drama therapy 1 day a week	2,3,	£12,000
Resources for external therapists	– Toys / consumables	2,3	£500
Provision for PP eligible children to attend enrichment after school clubs	Clubs are run by school staff, Caterham PUMAs and now, in 2025-26, Crystal Palace. Provision so all children are able to attend the club.	1,2,3	£3,000
Provision for Year 6 pupils to attend the CSMA Christmas concert,	Ticket £5 each All year 6 pupils and staff attend Transport costs –coach hire for adults.	1,2,3,5	£150
Provision for Year 6 pupils – trips/ residential	Provision so all pupils can have the opportunity to attend and take part in the year 6 residential trip	1,2,3,5	£2,000
Provision for emergency placements at after school wraparound care	Provision so families can use wrap around care in emergency situations to ease strain on families	6	£6060
Emergency Provision to supply clothing for pupils if needed	Provision of spare underwear in school in appropriate sizes for all children	6	£520

	Provision to buy clothing and toys if children are taken into care at short notice		
			£166,230
			184,430

Total cost

Teaching	Budgeted cost: £19,595	£9000
Targeted academic support	Budgeted cost: £5,140	£9200
Wider strategies	Budgeted cost: £156,835	£166,230
Total for all		184,430 NB this does not include the £7890 for Virtual schools

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Assessment in school through Evidence for Learning assessments during the academic year 2025-2026 indicated that there was little difference in disadvantaged pupils academic and wider development outcomes demonstrating that current strategies in place to support Pupil Premium pupils are effective.

Staff Training and CPD, both internal and external, has contributed to the growing knowledge of our large and relatively new staff team. This is intended to develop a staff team that has a better understanding of our children's needs and the strategies used to support our pupils to achieve their outcomes school.

This training in the academic year 2025-2026 is pathway specific to maximise the impact on pupils learning.

The development of the communication team has supported pupils to make progress in communication through 1:1 and small group sessions using the pupil's preferred method of communication. This also add to the development of staff knowledge of communication strategies through staff training.

Parent engagement has developed, particularly with engagement with family liaison and the behaviour team, coffee morning attendance is variable.

The attendance at these sessions support parents to understand and utilise skills they have learnt at home to support their children generalise skills

Externally provided programmes

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

Programme	Provider
Football club (enrichment)	Caterham Pumas/Crystal Palace
Multi-skills club (enrichment)	St Nicholas school staff

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
In 2024-2025 or 2025-2026 we have no children in receipt of this funding
The impact of that spending on service pupil premium eligible pupils
NA