

# Nutgrove Methodist Primary School: Pupil Premium Strategy Statement



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

## School overview

Detail	Data
School name	Nutgrove Methodist Primary School
Number of pupils in school	December 2025 195
Proportion (%) of pupil premium eligible pupils	23% October 2025 45 pupils
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2026 current year 2026-2027 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mrs Boardman – Executive Headteacher
Pupil premium lead	Mrs Taylor – Head of School

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year – 2025-2026	£ 68,493
Recovery premium funding allocation this academic year	£0, 000
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0, 000
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 68,493

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention at Nutgrove Methodist Primary School, is that all pupils irrespective of their background or the challenges they face, make good progress and achieve with high attainment across all subject areas achieving our vision for all pupils: For I know the plans I have for you, plans to prosper you and not to harm you, plans to give you hope and a future. Jeremiah 29:11

We expect staff to have the highest of aspirations for these pupils too and we want our pupils to flourish as life-long learners who have academic skills and emotional resilience to take on any challenges that they may encounter. The ultimate focus of our pupil premium strategy is to support disadvantaged pupils to achieve their full potential regardless of their starting points.

In line with our vision, we will consider the challenges faced by vulnerable pupils, such as those who have a social worker, are Looked After and are young carers, to make good academic progress, achieve high attainment across all subject areas and have high aspirations of themselves, broadening their experiences in order to enable them achieve all things possible.

Ensuring all pupils have access to high-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

This Inclusive Quality First Teaching approach is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Within the EEF pupil premium guidance, autumn 2021, it states:

*Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.*

This is the focus of the pooled use of funding through the Epworth Education Trust i.e. improving the quality of teaching for all through providing high quality CPD Trust wide based on needs and forms a significant part of our strategy.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Ensure disadvantaged pupils are challenged in the work that they are set.

- Act early to intervene at the point need is identified, including the use of small group and 1:1 interventions.
- Provide all teachers with high quality CPD to ensure pupils access effective quality first teaching.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Provide opportunities for all pupils to participate in enrichment activities, sport, trips, residential.

Our strategy works towards a three tiered approach that balances approaches to improve quality first teaching, targeted academic support and wider strategies.

#### Our context:

The percentage of pupils known to be eligible for free school meals is 23%, which is close to average (IDSR 2025) but higher than local authority figures (based on IDSR 2025). Locality data evidence high levels of domestic abuse, poverty, neglect and CCE - Child Criminal Exploration (CCE) and Child sexual exploitation (CSE). These impact on the children. School supports the children and families well including signposting to other agencies, wellbeing support for children and links to support networks.

Our pupil premium funding sets the achievements of children from disadvantaged backgrounds as a priority within our school system. We strive to close the attainment gap between disadvantaged pupils and their peers. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils. The school will use the funding to support these groups, which comprise pupils with a range of different abilities, to diminish any achievement gaps between them and their peers.

We also recognise that not all pupils eligible for Pupil Premium funding will have lower attainment than their peers and we should not equate disadvantage of circumstance with 'low ability'. In such cases, the grant will be used to help improve pupils' progress and attainment so that they can reach their full potential.

## Challenges

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

Challenge number	Detail of challenge, adjusted for 2023-2024
1	<p>High prevalence of SEND within the Pupil Premium cohort.  44% of our Pupil Premium students are also on the SEND list.  11% of our Pupil Premium pupils have an EHCP, indicating high level need.</p> <p>National SEND statistics indicate a direct correlation between a higher number of SEND and higher eligibility for Free School Meals i.e. approximately double at EHCP and School Support Level: <a href="#">Special educational needs in England, Academic year 2023/24 - Explore education statistics - GOV.UK</a></p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>

3	Attainment in Reading, Writing and Maths across the whole school, in particular the attainment of disadvantaged pupils, has been significantly impacted and shows a spiking profile across all subjects in all classes therefore, gaps in learning need to be identified and teaching adapted to teach these gaps to ensure that they are able to make accelerated progress towards their end of year targets.
4	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths reading and writing</p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their behaviour for learning and attainment.</p>
5	Missed opportunities to gain a thirst for life-long learning, cultural capital and life skills – due to limited experiences outside the home.
6	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from entry in EYFS through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
7	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between 1.65-3.67% lower than for non-disadvantaged pupils.</p> <p><u>2024-2025</u>  Pupil premium children's attendance = 94.39%  None pupil premium children's attendance – 96.04%</p> <p><u>2023-2024</u>  Pupil premium children's attendance = 92.02%  None pupil premium children's attendance – 95.71%</p> <p><u>2022-2023</u>  Pupil premium children's attendance = 92.16%  None pupil premium children's attendance – 95.83%</p> <p>Attendance rates of disadvantaged pupils impacts on lost teaching and learning time.</p>

## 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
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Measurable progress is clearly evident for all SEND pupils who are in receipt of pupil premium through the use of our improved target setting and tracking systems and access to specialist support as needed.	<ul style="list-style-type: none"> <li>- Children with SEND in receipt of pupil premium will make good academic progress in key areas – reading, writing, mathematics as evident in ‘Steps in Learning’ / Pivats tracking systems. PIVATs will be embedded and consistently used by all staff and widened to include communication and PSE tools.</li> <li>- Attainment for these pupils will demonstrate a diminishing gap between them and peers and make marginal gains.</li> <li>- Children who are at risk of not making expected progress will be swiftly identified, discussed at data meetings and individual strategies to enhance learning will be planned in conjunction with SLT / SENDCO.</li> <li>- Referrals to outside agencies will support in school provision with pupil premium funding being used to support and enhance the typical locally available offer of external services as needed.</li> </ul>
All children in the Pupil Premium group are maximising their potential and there is clear evidence of progress from their starting points across reading, writing, maths and SPaG. Those who are able to meet ARE do so, closing the attainment gap.	<ul style="list-style-type: none"> <li>- Increase in percentage of disadvantaged pupils working at age related expectations in the key areas of: reading, writing, SPaG and mathematics.</li> <li>- Gap narrowed between disadvantaged and non-disadvantaged peers. Individuals make expected progress from their starting points in reading, writing, SPaG and mathematics.</li> </ul>
Targeted support for Year 1 and 2 enables positive progress for these cohorts from their starting point.	<ul style="list-style-type: none"> <li>- Through targeted support, plus extra adult support, progress is made from individual starting points as appropriate to the child.</li> <li>- Staff have a clear understanding of where children are from assessments and can identify gaps and next steps to support rapid progress. Cohort SEND and pastoral needs are understood and effectively supported.</li> </ul>
Behaviour and attitudes of disadvantaged pupils are conducive to learning.	<ul style="list-style-type: none"> <li>- Disadvantaged pupils with social and emotional needs have bespoke support that compliments the behavior policy in place (positive handling plans, visual timetables, sensory areas, targeted interventions etc).</li> <li>- Boxall profiling informs interventions so that all disadvantaged pupils receive targeted support to address individual needs.</li> <li>- Pupils causing concern are identified at the earliest point to receive targeted support.</li> </ul>
Children with dyslexia, as well as those with suspected dyslexia, will continue to receive tailored support designed to meet their individual needs, enabling them to	<ul style="list-style-type: none"> <li>- By Summer 2026, Dyslexia screening tests will be made available for all children who require them, ensuring early identification and intervention.</li> </ul>

make consistent progress from their baseline.	<p>These screenings will be conducted by trained professionals and designed to identify key indicators of dyslexia.</p> <ul style="list-style-type: none"> <li>- Ongoing progress monitoring to ensure they can make consistent and meaningful progress from their baseline. Specialised IDL literacy software will be utilised to support children with dyslexia, providing them with a structured approach to learning that caters to their unique needs. This software is designed to improve reading, writing and spelling through individualised and engaging exercises.</li> <li>- Children with dyslexia will have access to assistive technology designed to support their learning needs and promote independence.</li> </ul>
Improve children's educational and cultural experiences.	<ul style="list-style-type: none"> <li>- Disadvantaged pupils to have at least 2 educational and cultural experiences over the academic year.</li> <li>- Visits will demonstrate pupils will meet adults in a range of jobs within a real life context and setting.</li> <li>- Pupil voice demonstrates they have an increased understanding of the contexts in which they are learning.</li> <li>- Pupils' experiences enable them to have an increased understanding of the context in which they are learning about resulting in improved outcomes, particularly writing.</li> </ul>
Improve the communication and language skills for disadvantaged pupils in EYFS then Key Stage 1.	<ul style="list-style-type: none"> <li>- High quality weekly interventions delivered by staff using WELLCOMM resources and the impact is seen in progress within prime area of Communication and Language at the end of EYFS.</li> <li>- Disadvantaged pupils' speech language and communication needs are met.</li> <li>- Exit data for reception pupils will show PPG pupils to be in line with others in communication and language.</li> <li>- School was Elklan accredited in July 2023 and all staff confident in using this programme and its strategies to improve speech and language from EYFS-Y6.</li> <li>- Reading, oracy and communication to be 'inescapable' – learning environment, high quality interactions, lesson planning, access to library.</li> </ul>
Improvement in attendance figures for	<ul style="list-style-type: none"> <li>- Monthly attendance tracking sees an</li> </ul>

<p>those individuals in receipt of Pupil Premium.</p>	<p>improvement in attendance for each pupil with the vast majority inline with national average.</p> <ul style="list-style-type: none"> <li>- Swift action is taken in line with revised policies and procedures when attendance falls below standard within the 6 categories of our attendance policy, in line with Working Together to Improve School Attendance, resulting in improvement.</li> <li>- By summer 2026, there is an improvement in the overall PP cohort attendance figure.</li> <li>- Pastoral team work closely with families to identify barriers and promote attendance so children want to attend – pupil voice.</li> <li>- Early intervention provided to families such as through the Early Help process and Attendance contracts</li> <li>- Reduce the number of persistent absentees among pupils eligible for PPG.</li> </ul>
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## 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: £ 32,105

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils receive quality first teaching.	Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending. EEF Pupil Premium guidance, April 2022: <a href="https://www.educationendowmentfoundation.org.uk/using-pupil-premium/">Using pupil premium   EEF (educationendowmentfoundation.org.uk)</a>	All
Teaching Assistants employed across KS1 to support learning in all areas and rapid catch up.  Class Teachers can therefore teach to smaller groups and provide focused teaching. This allows them to intervene sooner to prevent pupils from falling behind.	Pupils to be provided with high quality teaching and learning and specialist intervention to support all children in making progress.  Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.  EEF Pupil Premium guidance, April 2022: <a href="https://www.educationendowmentfoundation.org.uk/using-pupil-premium/">Using pupil premium   EEF (educationendowmentfoundation.org.uk)</a>  EEF Links: <a href="https://www.educationendowmentfoundation.org.uk/reducing-class-size/">Reducing class size   EEF</a>	1, 2, 3, 4, 6



<p>Trust CPD including Trust conference/INSET Twilights/ external training to upskill teachers and teaching assistants to deliver effective quality first teaching and interventions.</p> <p>See Appendix 1</p>	<p>Pupils to be provided with high quality teaching and learning and specialist intervention to support all children in making progress.</p> <p>Pupils to be provided with regular opportunities to revisit and revise key skills and knowledge, in all subjects, so they know more and remember more through overlearning, repetition and recall.</p> <p>Provide bespoke CPD opportunities for staff in the sharing of good practice, team teaching opportunities within the school environments. This is provided in house with support from SLT members and subject leaders, across the Epworth Trust and across the LLG consortium.</p> <p>Proven history in school of peer and SLT support raising standards in teaching and learning.</p> <p>EEF Links:  <a href="https://www.educationendowmentfoundation.org.uk">Teachers' continuing professional development   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 3, 4, 6, 7</p>
<p>Mentoring and coaching of teaching and teaching assistants to improve teaching practise.</p>	<p>Mentoring can lead to a range of positive outcomes for mentees, including improved teaching practice, confidence and self-belief, enhanced teacher student interactions, and an improved classroom environment. However, further research is needed.</p> <p><a href="#">NIOT mentoring and coaching - Key Takeaways.pdf</a></p>	<p>1, 2, 3, 6</p>
<p>In school CPD/INSET Twilights/ external training to upskill teachers and teaching assistants to deliver effective quality first teaching and interventions specifically linked to SEND in 2025-2026: PIVATS Autism Friendly Schools Award</p>	<p>Pupils to be provided with high quality teaching and learning and specialist intervention to support all children in making progress.</p> <p>Pupils to be provided with regular opportunities to revisit and revise key skills and knowledge, in all subjects, so they know more and remember more through overlearning, repetition and recall.</p> <p>Provide bespoke CPD opportunities for staff in the sharing of good practice, team teaching opportunities within the school environments. This is provided in house with support from SLT members and subject leaders, across the Epworth Trust and across the LLG consortium.</p>	<p>1, 2, 3, 4, 6, 7</p>

Safe Teach	<p>Proven history in school of peer and SLT support raising standards in teaching and learning.</p> <p>EEF Links:  <a href="#">Teachers' continuing professional development   EEF (educationendowmentfoundation.org.uk)</a></p> <p>The quality of teaching is a key indicator in pupil outcomes. Reference:  <a href="#">EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</a></p>	
Support staff in completing National Professional Qualifications, leading to a highly effective and experienced workforce with good levels of staff retention.	<p>Providing teachers with opportunities for and removing barriers to their professional development contributes to retaining excellent teachers This practice is important in keeping teachers professionally engaged and motivated and improving pupil outcomes.</p> <p><a href="#">Review-of-leadership-approaches.pdf</a></p>	1, 3
All staff to have full Little Wandle training to support with the teaching of phonics and ongoing training across this year and last year through a comprehensive Little Wandle package.	<p>Phonics approaches have a strong evidence base that indicates a positive impact (+5 months) on the accuracy of word reading (though not necessarily comprehension).</p> <p>EEF Links:  <a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p> <p>EEF Phonics High Impact (+5 months) for very low cost, based on extensive research.</p>	1, 2, 3, 6
PPG leader and Admin and Operation Lead to send out whole school forms September 2025 and then ongoing throughout the year to check funding allocations	<p>The Eligibility Service cost of checking and identifying those families and children, who are entitled to receive funding.</p> <p>More children receiving the funding and support they need within school.</p>	All



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

Budgeted cost: £ 23,638

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of additional resources to further embed the Little Wandle Phonics Programme. This will provide a systematic process to the teaching of Phonics, rapidly raising standards., including SEND resources, Rapid Catch up Resources and Keep Up resources. 'Little Wandle'- synthetic phonics programme. 'Keep-up' individual and group materials to support children at risk of falling behind.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   EEF</a> <a href="#">(educationendowmentfoundation.org.uk)</a>	1, 2, 3, 6
Additional daily phonics sessions for all pupils in KS1 as phonics booster sessions. Additional phonics sessions targeted at disadvantaged pupils in KS2 who require further phonics support.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   EEF</a> <a href="#">(educationendowmentfoundation.org.uk)</a>	1, 2, 3, 6
To provide specialist intervention for disadvantaged pupils with speech, language and communication needs.  Wellcomm programme to be purchased and then delivered within EY setting by teaching staff. This will then be expanded to KS1, LKS2, UKS2 on a phased initiative with	On entry data shows children to be working below the expected standard in communication and language. EEF Links: <a href="#">Oral language interventions   EEF</a> <a href="#">(educationendowmentfoundation.org.uk)</a> <a href="#">Education Endowment Foundation   EEF</a>	1, 4, 6

support from EYFS teacher across the year.		
Purchase of and use of diagnostic tools to screen for dyslexia as well as full diagnostic assessments for those children identified.	<p>There is a need for diagnosis of academic challenges, for example, identifying which pupils require additional support to develop literacy skills and in which specific areas.</p> <p>EEF links:</p> <p><a href="#">The EEF Guide to the Pupil Premium   Education Endowment Foundation</a></p>	1, 2, 3, 4
Use IDL software to support children with dyslexia. In house training on the use of IDL software.	<p>Numerous case studies have measured the impact of IDL and its use in primary schools. The results have consistently shown that pupil's ability significantly improves, for example after 26 hours of using IDL Literacy, pupils' reading and spelling ages increase by an average of 11 months.</p> <p>Research:</p> <p><a href="#">Dyslexia and Dyscalculia Software and Screening Tests   IDL</a></p>	1, 2, 3, 4
To use Timetables Rock Stars and PiXL resources and tools to identify gaps in learning and provide targeted interventions to improve outcomes for underachieving disadvantaged pupils in Year 1- 6.	<p>To diagnose gaps in children's learning and provide appropriate provision to meet the needs of identified individuals to enable them to catch up to the national expectation.</p> <p>Timestable Rockstars provide opportunities for pupils to practice their skills independently both in school and at home. To provide whole school consistent teaching gaps in learning utilising PiXL therapies from QLA analysis</p> <p>EEF Links:EEF Links:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p>EEF Links:</p>	1, 2, 3, 4, 6

	<a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £12,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer (EWO services) SLA with St Helens Local Authority.	<p>EEF states that 'wider strategies relate to the most non-academic barriers to succeed in school, including attendance.</p> <p>Attendance continues to be a focus, with attendance being monitored by the Attendance officer, Admin and Operation Lead and Head of School.</p> <p>DfE Reference:</p> <p><a href="https://www.gov.uk/government/publications/improving-school-attendance-support-for-schools-and-local-authorities">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></p> <p>EEF Links:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/parental-engagement">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/attendance-interventions-rapid-evidence-assessment">Attendance interventions rapid evidence assessment   EEF (educationendowmentfoundation.org.uk)</a></p>	

Breakfast club to be free of charge for disadvantaged pupils who are persistently late.	<p>Pupils will have a nutritional breakfast, a positive start to the day and increased concentration.</p> <p>Punctuality will be improved for pupils who are persistently late as demonstrated in previous data.</p>	1, 4, 7
<p>An updated whole-school approach to behaviour focusing on creating a consistent, inclusive, and proactive framework that supports positive behaviour across the entire school.</p> <p>Rewards for improved behaviour and attendance to motivate desired behaviours and attendance within school.</p>	<p>Schoolwide norms and expectations are a set of agreed-upon principles that outline how everyone will behave and interact. Principles that take into account children's SEL development help to create a common language around how all staff and children will support each other socially and emotionally. Behaviour policies which are supportive and reinforce SEL development lead to better behavioural outcomes, positive student teacher-relationships and a more positive school climate</p> <p>An extrinsic reward is tangible and visible which motivate pupils desire to make good choices as the reward is important. Over time, behaviours are learned and strategies for overcoming emotions are embedded, allowing the pupil to be intrinsically motivated.</p> <p>EEF Links:</p> <p><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">EEF Social and Emotional Learning.pdf</a></p>	1, 2, 3, 4, 6, 7

<p>A range of learning experiences (academic and extra-curricular) are provided and accessed by pupils</p> <ul style="list-style-type: none"> <li>- Visits and trips: hook pupils engagement and further learning</li> <li>- Visitors to school</li> <li>-Experiences that develop the whole child and SMCS experiences</li> <li>- Residential experience in Year 6</li> <li>- Infinite 8 Strategy to be fully implemented</li> </ul>	<p>Providing pupils with these experiences broadens their understanding of the wider world and will impact positively on outcomes, particularly writing.</p> <p>Subsidising trips ensures we can offer top quality experiences for our pupils that captivate learning and develop life skills.</p> <p>EEF Links:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/arts-participation">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/life-skills-enrichment">Life skills and enrichment   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/essential-life-skills">Essential life skills   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 4, 5, 7</p>
<p>Contingency fund for acute issues</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All areas</p>

Total budgeted cost: £ 68,493



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

#### **Review 2024-2025:**

Attendance of our disadvantage pupils remains lower than other children.

#### **2024-2025**

Pupil premium children's attendance = 94.39%

None pupil premium children's attendance – 96.04%

#### **2023-2024**

Pupil premium children's attendance = 92.02%

None pupil premium children's attendance – 95.71%

#### **2022-2023**

Pupil premium children's attendance = 92.16%

None pupil premium children's attendance – 95.83%

Attendance remains a key focus so that this continues to improve and that these improvements can be sustained over time. Nutgrove purchased a SLA with Attendance Education Welfare Officer which has seen attendance of pupil premium children improve from 92.16% to 94.39% across the last three years however this needs to improve to close the gap between pupil premium and none pupil premium children. We have also provided subsidised places at our breakfast club to improve attendance and punctuality, which we will continue to do so. There will be a clear focus on the attendance of persistent absentees from the academic year 2025/2026, as well as on vulnerable groups. This will include planning appropriately for gaps in learning, based on previous low attendance, as well as ensuring that attendance improves, so that no more learning is lost.

During the academic year 2024/2025 our disadvantage pupil attainment was as follows:

- 43% (3 of 7 disadvantaged pupils) achieved a Good Level of Development in Reception
- 42.9% (3 of 7 disadvantaged pupils) achieved the required standard in the Phonics Screening Check at the end of Year 1
- 50% (1 of 2 disadvantage pupils) achieved the required standard in the Phonics Screening Check at the end of Year 2
- 20% (2 of 10 pupils) achieved a score of 25 in the Year 4 Multiplication Check. 50% (5 of 10 disadvantage pupils) achieved a score of above 20 in Year 4 Multiplication Check.

#### **End of KS2 Data:**

<b>FSM / Pupil premium number on roll: 5</b>	<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>	<b>Combined</b>	<b>GPS</b>
<b>Percentage ARE</b>	2 chn 40%	1 chn 20%	2 chn 40%	1 chn 20%	1 chn 20%
<b>Percentage GDS</b>	0 chn 0%	0 chn 0%	0 chn 0%	0 chn 0%	0 chn 0%

Non - FSM number on roll: 23	Reading	Writing	Mathematics	Combined	GPS
Percentage ARE	21 chn 91%	19 chn 83%	20 chn 87%	17 chn 74%	19 chn 83%
Percentage GDS	7 chn 30%	3 chn 13%	6 chn 27%	1 chn 4%	6 chn 26%

Our assessment data shows an attainment gap between disadvantage and other children. Therefore, during the academic year 2025/2026 there will be a clear focus on pedagogy for staff, in particular looking at which barriers to learning may affect some of our disadvantaged pupils. CPD will also focus on adaptive teaching, in order to ensure that the need of all children are met. 10 new curriculums have also been purchased and implemented across school to address and support Quality First Teaching across all year groups.

A large proportion of Pupil Premium was spent on funding our Pastoral Assistant. This role works with many of our Pupil Premium children and families. Case studies of the work completed here evidence the impact on wellbeing and attendance. However due to retirement this role will not be renewed for 2025-2026. This support for families will come from class teachers, new phase leadership structure and Head of School.

Throughout 2024-2025, Nutgrove partially funded both extracurricular activities educational visits and residential trips to enhance opportunities and increase aspirations. These extracurricular activities enhance pupils wellbeing and physical health. Trips broaden their experiences and provided children with experiences to support their learning that they have not experienced before. Trips include:

- EYFS Imagine That!
- KS1 Knowsley Safari Park
- LKS2 Liverpool Museum
- Year 4 Big Sing Event
- Year 5 Crown Farm Quarry
- Year 6 Winmarleigh residential
- Year 6 Whittle Cup
- Rounders tournament
- Football tournament

## 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
Timetables Rock Stars	Maths Circle Limited
First News	First News
Vocab Ninja	Vocab Ninja
Schools Library Service	SLA St Helens LA
Schools Music Service	SLA St Helens LA
Learning By Questions	Learning By Questions
SATs Boot Camp	SATs Boot Camp
Spelling Frame	Spelling Frame
MARK Analysis and Shine Interventions	SHINE Trust – Rising Stars

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Not applicable
What was the impact of that spending on service pupil premium eligible pupils?	

### Further information (optional)

Nutgrove Methodist Primary School is part of the Epworth Education Trust – a trust that is built upon an unwavering commitment to being a place where schools, staff and pupils can succeed and thrive, where collaboration is at the heart. The EET is truly a "family of schools" that continually help each other to become even better. **"Do all you can"** summarises our ethos and vision as we believe anything is possible when approached with this attitude. Where the Trust has the capacity to make a difference, it feels it is morally bound to do so and one of its aspirations is to provide high quality leadership and teaching which will enthuse and inspire all learners. It is widely known that promoting effective continued professional development (CPD) plays a crucial role in improving classroom practice and pupil outcomes and it is for this reason, each school has signposted 5% of its pupil premium funds towards the EET Pupil Premium Action Plan (Appendix 1) so that together, we can provide teachers, pastoral staff and leaders at all levels with the highest quality CPD. This will effectively build knowledge, inspire and motivate staff and develop teaching techniques whilst always considering the individual context of each school. Working collaboratively in this way will enhance the learning experiences of all pupils, in all our schools.

Reference: [EEF Effective Professional Development](#)

*Appendix 1 shows a snapshot of the Epworth Trust CPD Directory*

## Appendix 1:



EPWORTH EDUCATION TRUST

EPWORTH  
EDUCATION TRUST

CPD DIRECTORY 25/26

VERSION 1 AUTUMN 2025

### Welcome to the Epworth Education Trust CPD Directory



At Epworth Education Trust, we believe that continuous professional development is key to helping every member of our community flourish and succeed. Guided by our vision – *“To be a family of schools working together so all within our communities can flourish and succeed”* – and our core values of Aspiration, Inclusivity, Integrity, Wisdom, Generosity, and Collaboration, we are committed to supporting your growth and professional journey.

This CPD Directory has been designed to provide you with a rich and varied range of learning opportunities. Whether you’re looking for essential training for your role, or seeking to broaden your expertise, you’ll find options here that are flexible, accessible, and tailored to your needs. Training is available in a range of formats, including face-to-face sessions, webinars, and online modules, so you can engage in a way that suits you best.

You’ll find:

- **Essential Training:** Statutory or role-essential courses to ensure you have the skills and knowledge needed for your role.
- **Optional Training:** Opportunities to develop further and pursue areas of personal and professional interest.
- **Easy Navigation:** Training is grouped by professional role, with direct links from the contents page to your section. You can return to the contents page at any stage by clicking on the  symbol. The  symbol highlights embedded links throughout the directory, so you can easily access training sessions with just one click.

Our CPD Directory is a live document, updated regularly in response to your feedback and emerging best practice, making sure that our offer stays relevant and impactful. We encourage you to explore the opportunities available and select training that aligns with your Professional Learning Review (PLR) goals and personal aspirations.

**Your Dedicated Trust CPD Time**

To support your professional growth, every member of staff is allocated **5 hours of dedicated Trust CPD time each academic year**. This time is set aside specifically for your development, in addition to regular school-based training.

- **How it works:** Each half term, staff are invited to complete one hour of CPD. For teachers, this hour is used to complete **Tier 1 Essential Trust Training**, which is delivered during staff meeting time, typically on the second Monday of each half term.
- **For wider staff:** All other staff are also encouraged to use this time for their own CPD, choosing from the opportunities in this directory. You have the flexibility to complete your session at school or at home, selecting training that best suits your role and interests.
- **Recording your CPD:** After each session, please complete the evaluation form available in the Teams channel and upload it to Edupay to log your participation.

This dedicated CPD time is part of our commitment to helping every colleague develop their expertise and contribute to the flourishing of our Trust community.

WELCOME

NETWORK MEETINGS 25/26 [AUTUMN](#) | [SPRING](#) | [SUMMER](#)

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ALL STAFF [ESSENTIAL](#) | [OPTIONAL](#)

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EARLY CAREER TEACHERS (ECT) [ESSENTIAL](#) | [OPTIONAL](#)

12

EARLY YEARS [ESSENTIAL](#) | [OPTIONAL](#)

13

FINANCE & HUMAN RESOURCES [ESSENTIAL](#) | [OPTIONAL](#)

15

GOVERNANCE [ESSENTIAL](#) | [OPTIONAL](#)

18

HEADTEACHERS & HEAD OF SCHOOLS [ESSENTIAL](#) | [OPTIONAL](#)

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HEALTH & SAFETY [ESSENTIAL](#) | [OPTIONAL](#)

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PASTORAL [ESSENTIAL](#) | [OPTIONAL](#)

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SAFEGUARDING [ESSENTIAL](#) | [OPTIONAL](#)

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SCHOOL ADMIN & OPS, SCHOOL BUSINESS MANAGERS [ESSENTIAL](#) | [OPTIONAL](#)

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SITE SUPERVISORS & CLEANERS [ESSENTIAL](#) | [OPTIONAL](#)

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SEND [ESSENTIAL](#) | [OPTIONAL](#)

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SEND TEACHING ASSISTANTS [ESSENTIAL](#) | [OPTIONAL](#)

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SENIOR LEADERS [ESSENTIAL](#) | [OPTIONAL](#)

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TEACHING ASSISTANTS [ESSENTIAL](#) | [OPTIONAL](#)

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## TEACHERS















Teachers CPD on the Trust YouTube Channel 						
ESSENTIAL TRAINING	Key development area	Focus		Delivery Method	Dates	CPD Provider(s)
	Compliance	<a href="#">GDPR for education</a>		Online	Every 3 years	Smartlog
	Estates, Health & Safety & compliance	<b>Writing effective Risk Assessments</b>		In person / Webinar	TBA	Trust
	Health and Safety / Safeguarding	<b>Team Teach/Safer Handling (Informed by HT)</b>		In person	Every 3 years	Trust / External
	Behaviour	<a href="#">Restorative Practice</a>		Online / Webinar	On induction / On demand	Trust YouTube channel
	Curriculum, Teaching and Learning, Assessment	<a href="#">Adaptive Teaching</a>		Online / Webinar	On induction / On demand	Trust Youtube channel
	Best practice and SEND training	<b>Trust SEND Strategy</b>		Online resource	On demand	Trust
	Best practice and SEND training	<b>Trust Toolkit</b>		Online resource	On demand	Trust
	Assessment	<b>Using PIXL assessment</b>		Online / Webinar	On demand	Trust
	Assessment	<b>Using Arbor to track assessment data</b>		Online / Webinar	On demand	Trust
	Health and Safety / Safeguarding	<a href="#">Evolve EVC</a>		Online	On induction / Every 3 years	Educational Visits Adviser - Rochdale

TEACHERS

## TEACHERS



Teachers CPD on the Trust YouTube Channel 						
OPTIONAL TRAINING	Key development area	Focus		Delivery Method	Dates	CPD Provider(s)
	Safeguarding	<a href="#">DSL Training</a> (including EYFS DSL)		Online	Once	SSS Learning
	Safeguarding	<a href="#">DSL Refresher training</a> (including EYFS DSL)		Online	Every 2 years	SSS Learning
	Parent communication	<a href="#">How to Talk To Parents - Teacher Advice for Challenging Conversations</a>		Online	Annually	My Progression training (YouTube)
	Curriculum, Teaching and Learning, Assessment	<a href="#">Retrieval and Planning</a>		Online / Webinar	On induction / On demand	Trust YouTube channel
	SEND	<a href="#">Understanding Autism</a>		Online / Webinar	On demand	MAST YouTube
	Curriculum, Teaching and Learning, Assessment	<a href="#">Effective questioning in lessons to support pedagogy and practice</a>		Online / Webinar	On demand	Trust YouTube channel
	Curriculum, Teaching and Learning, Assessment	<a href="#">Pedagogy - Deliberate Practice - Modelling 1</a>		Online / Webinar	On demand	Trust YouTube channel
	Curriculum, Teaching and Learning, Assessment	<a href="#">Pedagogy - Deliberate Practice - Modelling 2</a>		Online / Webinar	On demand	Trust YouTube channel
	Curriculum, Teaching and Learning, Assessment	<a href="#">Pedagogy - Shaping the content - Questioning</a>		Online / Webinar	On demand	Trust YouTube channel
	Curriculum, Teaching and Learning, Assessment	<a href="#">Pedagogy - Maximising Learning - Retrieval Strategies</a>		Online / Webinar	On demand	Trust YouTube channel
	Curriculum, Teaching and Learning, Assessment	<a href="#">Pedagogy - Shaping and delivering the content - Effective Planning</a>		Online / Webinar	On demand	Trust YouTube channel

TEACHERS

## TEACHING ASSISTANTS



Teaching Assistants CPD on the Trust YouTube Channel 						
ESSENTIAL TRAINING	Key development area	Focus		Delivery Method	Dates	CPD Provider(s)
	Food Hygiene (Teaching assistants & before and after school club)	<a href="#">Food Hygiene</a>		Online	Every 3 years	Smartlog
	Compliance (Teaching assistants & before and after school club)	<a href="#">GDPR for education</a>		Online	Every 3 years	Smartlog
	Estates, Health & Safety & compliance	<a href="#">Writing effective Risk Assessments</a>		In person / Webinar	TBA	Trust
	Health and Safety	<a href="#">First Aid Training (informed by Headteacher)</a>		In person	Every 3 years	Trust / External
	Health and Safety / Safeguarding	<a href="#">Team Teach/Safer Handling (informed by Headteacher)</a>		In person	Every 3 years	Trust / External
	Behaviour	<a href="#">Restorative Practice</a>		Online / Webinar	On induction / On demand	Trust YouTube channel
	Curriculum and Pedagogy (HLTAs)	<a href="#">Adaptive Teaching</a>		Online / Webinar	On induction / On demand	Trust YouTube channel
	Curriculum and Pedagogy (HLTAs)	<a href="#">Retrieval and Planning</a>		Online / Webinar	On induction / On demand	Trust YouTube channel
	Best practice and SEND training	<a href="#">Trust SEND Strategy</a>		Online resource	On demand	Trust
	Best practice and SEND training	<a href="#">Trust Toolkit</a>		Online resource	On demand	Trust

TEACHING ASSISTANTS

## TEACHING ASSISTANTS



Teaching Assistants CPD on the Trust YouTube Channel 						
OPTIONAL TRAINING	Key development area	Focus		Delivery Method	Dates	CPD Provider(s)
	Teaching support (Existing TAs)	<a href="#">Level 3 Teaching Assistant</a>		Synchronous Online Learning (70%) and Asynchronous Online Learning (30%)	18 months + 3 months EPA Window	NSE Apprenticeships (Speak to Trust)
	Teaching support & teaching (Existing TAs/HLTAs / Prospective Teachers)	<a href="#">Level 5 Specialist Teaching Assistant (SEND/Social Emotional Well-being/Curriculum)</a>		Synchronous Online Learning (70%) and Asynchronous Online Learning (30%)	24 months + 3 Month EPA Window	NSE Apprenticeships (Speak to Trust)
	Health and Safety	<a href="#">First Aid at Work</a>		In person	Every 3 years	External
	Health and Safety	<a href="#">Emergency First Aid</a>		In person	Every 3 years	External
	Curriculum development	<a href="#">Teaching Comprehension KS1 &amp; HLTAs Teachers</a>		Online / Webinar	On demand	Trust YouTube channel
	Curriculum development	<a href="#">Teaching Comprehension KS2 &amp; HLTAs Teachers</a>		Online / Webinar	On demand	Trust YouTube channel
	Curriculum development	<a href="#">Effective Feedback Strategies inc Marking</a>		Online / Webinar	On demand	Trust YouTube channel
	Curriculum development	<a href="#">Know and Remember More</a>		Online / Webinar	On demand	Trust YouTube channel
	EAL	<a href="#">Integrating EAL and SEND Provision in Schools Course</a>		Online modules	3 hours	The Bell Foundation

TEACHING ASSISTANTS