

## Pupil premium strategy statement for Newton Primary School

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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	53
Proportion (%) of pupil premium eligible pupils	26% (14)
Academic year/years that our current pupil premium strategy plan covers	2025-26
Date this statement was published	December 2025
Date on which it will be reviewed	April 2026 July 2026
Statement authorised by	James Singleterry Governors
Pupil premium lead	James Singleterry
Governor / Trustee lead	Julie Herring

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21208 (14 pupils)
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<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>	£21208

# Part A: Pupil premium strategy plan

## Statement of intent

We continue to follow the federation A – B – C focus model. Attendance, Behaviour and Curriculum being the three priority areas.

All members of staff and governors accept responsibility for disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within the school environment. We are committed to diminishing gaps between vulnerable pupils and their peers, and the pupil premium is an important tool in this process. Pupil premium helps remove barriers to learning so that all of our pupils reach their full potential and enables them to engage fully in our curriculum and school life.

### **Our key objectives:**

- To narrow the gap between disadvantaged and non-disadvantaged pupils in our school.
- To ensure that all children meet their full potential in reading, writing, maths and speaking and listening.
- To ensure that suitable challenge is provided for all children and that high quality intervention is provided in a timely manner to provide additional support.
- To remove barriers to learning created by poverty, family circumstance and background.
- To ensure that children have positive learning behaviours.
- To support our children's wellbeing and to provide a nurturing environment
- To provide enriching and exciting learning opportunities which will enthuse our children and broaden their experiences and outlook.

Research conducted by the EEF concludes that common barriers to learning for disadvantaged children are: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. We will ensure that all members of staff can identify disadvantaged pupils and are aware of strengths and areas for improvement across the school.

### **Principles that we lead/teach by...**

- Quality first teaching - evidence demonstrates that this has the greatest impact on closing the disadvantage attainment gap and will benefit all of the pupils in our school.
- Effective assessment strategies are used to monitor the progress and attainment of all children and to swiftly identify gaps and barriers to learning.

- We provide targeted intervention and support to quickly address identified gaps in learning through the use of small group or 1:1 work and that those who deliver interventions have the skills to do so as successfully as possible.
- Where appropriate, provision is made for pupils that belong to vulnerable groups including disadvantaged pupils.
- All children have access to a wide range of opportunities and first hand experiences to develop their interests and talents for future success.
- A strong emphasis on providing nurturing wellbeing support is fundamental in our approach as a school.
- We will address non-academic barriers to learning such as attendance, behaviour, well-being and cultural capital, ensuring that disadvantaged pupils have access to a broad range of activities.
- We actively encourage the take-up of free school meals by working proactively with parents and carers in a sensitive and supportive manner, and seek to remove any potential barriers, or perceived stigma attached, to claiming free school meals.

## Challenges

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

Challenge number	Detail of challenge
1	Low attainment and slow progress rates made by pupil premium/disadvantaged children.
2	Our speech and language assessments and observations, show that there continues to be a high number of PP children with severe or moderate speech and language issues in EYFS/KS1. More children continue to display underdeveloped oral language skills and vocabulary gaps compared to previous years.
3	Assessments and observations indicate that many disadvantaged pupils have greater difficulties in acquiring phonics skills which impacts on reading, writing and communication skills. Some disadvantaged pupils receive less support at home with reading and phonics.
4	A high proportion of our PP children also have additional SEND needs – including autism, dyslexia, ADHD and mental health challenges. More children are also presenting with SEMH issues.
5	The majority of children have limited experiences beyond their home life and immediate community, especially in relation to access to books, libraries and technology.

6	Learning behaviours are ineffective. Many pupil premium children lack focus, resilience, determination and readiness to learn which reduces self-motivation and the confidence to improve.
---	--

## 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
Supporting children who have emotional or readiness-to-learn needs so that they can access the curriculum and are ready for each and every day	<ul style="list-style-type: none"> <li>➤ Children make better progress and start each day promptly (with us sustaining work with school transport) and with the right mindset</li> <li>➤ Our approach to key aspects of therapeutic behaviour management (CTT) is successfully developed</li> <li>➤ Staff receive appropriate professional development for them to support children</li> <li>➤ All children can access fruit and healthy snacks all day and every day</li> <li>➤ Support for our high (behavioural) needs children is more effective in a context that better meets their (and others') needs</li> </ul>
Improved oral language skills and vocabulary among disadvantaged pupils (further detail in this year's SDP)	<ul style="list-style-type: none"> <li>➤ Pupils with developing speech and language needs continue to be identified quickly through initial screenings based on observations made by staff in class.</li> <li>➤ Class teachers/adults embed activities to support language development into quality first teaching with emphasis on rich vocabulary development.</li> <li>➤ Trained teaching assistants implement speech development programmes with identified children</li> <li>➤ Attainment in oral language skills is closer to that of non-pupil premium children by end of year (with the exception of some pupils with SEND).</li> <li>➤ Children use a wider range of vocabulary when speaking and in their written work</li> </ul>
Continue to close the attainment and progress gap between all pupils and disadvantaged pupils across the school	<ul style="list-style-type: none"> <li>➤ The majority of pupils eligible for pupil premium make more than (our) expected progress to reduce the gap between them and their peers.</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Teachers have identified children who need to make accelerated progress and the majority of these children achieve this.</li> <li>➤ Interventions (particularly in phonics and reading in KS2) are implemented and evaluated for impact on progress and attainment, such that pupil premium pupils make accelerated progress from their relative starting points.</li> <li>➤ Teachers use prior attainment and current progress data as well as knowledge of individual children to adjust provision so that most disadvantaged children make at least expected progress.</li> <li>➤ Implementation (and necessary adaptation) of Essential Writing and Little Wandle, structured approaches which will improve staff confidence in teaching reading and writing, and pupil outcomes in both written and oral language.</li> </ul>
--	---

## 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: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective CPD for all staff to further support Quality First Teaching inc. Local Authority Advisors and Leadership briefings for core subject leaders and LW and EW training for English	<p>Research from the EPI (2020) found that high-quality CPD for teachers has a significant effect on pupils' learning outcomes. Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider.</p> <p>Teacher CPD is a cost-effective intervention for improving pupil outcomes: while there are other interventions with a larger</p>	1 6

	impact on pupil attainment, such as one-to-one tutoring (0.28), these programmes are typically far more expensive.	
Speech and Language teaching assistant to be sustained (on a session by session basis) to assess pupils' needs and devise programmes to be delivered in school by other practitioners.	Research by the EEF shows that on average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress (+6).  <a href="#">Research link</a>	2
Further training for all teachers and TAs (particularly new staff and volunteers) across the school in our phonics scheme (Little Wandle)  English Hub legacy support to continue to effectively implement the Phonics scheme across school  <b>Key addition for 25/26... Year 2/KS2 staff trained in the Rapid catch up phonics programme to ensure effective delivery of the new programme.</b>	Research by the EEF states: Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds (+5).  <a href="#">Research link</a>	3
Training for teachers from SENDCo/specialist SEND teachers in making effective use of PIVATS with those children who are well below ARE.	Newly introduced to the school (and endorsed by the L.A.) – these will help to identify key areas for children to tackle and then inform interventions  <a href="#">Research link</a>	4

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

Budgeted cost: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>Interventions (LW, EW, PIVATS) delivered outside the classroom targeted at pupils who require additional support to overcome barriers to learning. Interventions will be delivered by trained teachers and teaching assistants, directed primarily to small groups of children.</p> <p>Sessions will include phonics, reading support and maths work.</p>	<p>Targeted deployment, where interventions are delivered to small groups or individuals can help previously low attaining pupils has a higher impact than deployment in everyday classroom environments.</p> <p><a href="#">Research link</a></p>	<p>1,3</p>
--	--	------------

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

Budgeted cost: £2708

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Direct support is provided for our disadvantaged, vulnerable families who are in need and financially struggling. This will comprise support towards school uniform, funding of educational visits, clubs, music tuition and any contribution towards the cost of residential visits.</p> <p>Direct support comprises a very small part of our planned expenditure but has benefits for pupil wellbeing and increasing cultural capital.</p>	<p>Direct support provided by the school is to ensure equality of opportunity to children from disadvantaged children and is actively supported by governors. Support for educational visits, extra curricular clubs and music tuition have benefits for children in terms of increasing cultural capital and have wider benefits such as more positive attitudes to learning and increased well-being.</p> <p><a href="#">Research link</a></p>	<p>2,3</p>
<p>Investment in the roll-out (TAs to deliver) of a hub space that enables children to partake in</p>	<p>Research into Social and Emotional Learning interventions reveal that, while there is a 4 month academic gain from these interventions, children being able</p>	<p>4</p>

structured (and taught) social activities together	to better manage their emotions will be beneficial even if this does not translate into improved academic scores.  <a href="#">Research link</a>	
--	--	--

**Total budgeted cost: £21,208**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Leaders have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using KS1/2 performance data, phonics check results and our own internal assessments. We have spoken with staff, families and children and discussed progress in all shapes and forms.

Data from tests and assessments suggest that the progress and attainment of the school's disadvantaged pupils in 2024/25 was again in line with our (managed) expectations – pupils typically made expected or slightly above expected progress. We have again reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

Throughout the year internal and external assessments were used to track the progress and attainment of groups of children. In recent months, we introduced PIVATS though we have no impact measures yet – 2025/26 will be key for this.

Our analysis of data (and extended provision) can be summarised accordingly;

- (Data) outcomes were broadly in line with our targeted expectations, taking into account the limited time a good number (30% approx.) of our PP children have been on roll at the school and the complexity of additional need that many of them carry (55% are also on SEND register)
- Where outcomes were below ARE, in-year progress was made.
- The focus on supporting all children to access the mainstream classroom (with reasonable adjustments being established to ensure full access to the curriculum) was the right one but didn't lead to the development in SEMH behaviours or readiness for learning (or indeed academic progress) we would have liked. The above plan details the move to some hub provision to support this.
- A wide range of enrichment activities were again enjoyed and benefited from last year. These included a number of community events and off-site trips.
- Attainment should remain an area of focus (and indeed be elevated), along with putting things into place for pupils with SEMH issues.

### 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

