

Pupil Premium Strategy Statement



Newton Primary School 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	Data
Detail	
Number of pupils in school	148
Proportion (%) of pupil premium eligible pupils	27%
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
Date this statement was published	31 st December 2025
Date on which it will be reviewed	31 st December 2026
Statement authorised by	Sarah Hughes
Pupil premium lead	Sarah Hughes
Governor / Trustee lead	Lauren Green

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,430
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£63,430

Part A: Pupil premium strategy plan

Statement of intent

At Newton Primary School, we are committed to ensuring that every pupil, regardless of their background or life circumstances, makes strong progress, achieves well, and flourishes both academically and personally. Our aim is for all pupils to leave us as confident, resilient learners who are well-prepared for the next stage of their education and beyond and always to ensure they are the best that they can be.

- Our Pupil Premium Strategy is designed to ensure that disadvantaged pupils, including those eligible for Free School Meals (FSM), children in care, and those from families with low incomes, receive the support they need to thrive. We recognise that disadvantage is not always limited to financial deprivation. Therefore, our strategy also includes provision for vulnerable pupils who may not be eligible for funding, such as young carers, children with social workers, or those facing adverse home circumstances.
- Our approach is underpinned by a deep understanding of our school's context and the specific barriers our pupils face. We take a whole-school, evidence-informed approach, drawing on current national research, particularly from the Education Endowment Foundation (EEF), to guide our decisions on the most effective ways to close attainment and opportunity gaps.
- Central to our strategy is the belief that high-quality, inclusive teaching ("Quality First Teaching") has the greatest impact on pupil outcomes. We prioritise teaching strategies that raise attainment for all, but especially those that address the needs of disadvantaged learners. Targeted academic support and wider pastoral provision complement this core approach to ensure a tiered model of support is embedded across the school.
- Our strategy also aims to raise aspirations, broaden experiences, and promote a positive, inclusive learning culture. The outcomes we seek for disadvantaged pupils are ambitious—improved progress, strong attainment, high levels of engagement, and enhanced social and emotional wellbeing—and we are equally committed to ensuring that the progress of non-disadvantaged pupils is maintained and enhanced alongside.
- At Newton, we know our children well. This allows us to make responsive and focused decisions, ensuring provision is tailored to need and impact is carefully monitored. We achieve this by:

- Providing appropriate challenge and high expectations for all disadvantaged pupils across the curriculum
- Intervening early to address academic or wellbeing concerns as soon as they emerge
- Embedding a whole-school ethos of excellence, equity, and high aspiration, encouraging all pupils to develop a 'can do' mindset
- Offering wraparound pastoral support, including Early Help and close collaboration with families, to reduce wider barriers to learning
- Our mission is not only to close gaps in attainment but to ensure that disadvantaged pupils have every opportunity to succeed and participate fully in school life, both academically and personally.

Challenges

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

Challenge number	Detail of challenge
1	Rising number of children presenting with social, emotional and mental health needs (SEMH) which hinders access to the full curriculum, affects engagement, retention of learning, and classroom climate.
2	Pupil Premium children achieve less often at Greater Depth in core subjects (reading, writing, maths) by the end of KS2 compared with peers..
3	Pupil Premium pupils do less well in phonics / early reading; evidence of less home support for reading and weaker phonological awareness.
4	Attendance for PP pupils as a group is lower than non-disadvantaged peers; absenteeism is negatively impacting attainment and access to wider experiences.

5	Reduced access to wider opportunities (clubs, trips, enrichment) for some PP pupils which limits cultural capital, motivation and curriculum enrichment.
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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
SEMH needs are identified early and supported so pupils can access learning and behave positively For pupil premium children to have the strategies/skill set and knowledge required to develop their self esteem, regulation skills and to be confident learners.	Improved Self-Regulation and Emotional Literacy through use of jigsaw, circle time, nurture groups and pastoral support. Whole-School Ethos and Staff Training 100% of teaching staff receive CPD on trauma-informed approaches, with follow-up implementation monitored through professional development reviews and classroom observations. Underpinned by school values .jigsaw Support from Pastoral officer Signposting to other agencies that can support.
Reduce the attainment gap at Greater Depth by end of KS2 -English Writing – More skilled and confident in applying grammar consistently in their writing -English Reading – Children will have more access to high quality texts and adopt a more structured approach to comprehension. -Maths – Children will develop more confident and quicker arithmetic skills to apply across the maths curriculum.	A new approach to writing will be evaluated for impact through work scrutiny, internal and external moderation. Pupil Premium children will develop a love of writing and writing for pleasure as they have increased skills and confidence. Pupil Premium children will foster a love of reading and develop their comprehension skills through targeted support and access to the new structured scheme. In Maths children are accessing additional arithmetic sessions within the Maths lesson in order to further develop fluency throughout Maths.
Phonics outcomes for PP pupils improve so decoding skills gap narrows Children will be assessed every half term, staff will be supported by the phonics hub and this will lead to pupil premium children making good or better progress in phonics and reading.	Y1 PP children will pass the phonics screening with non pupil premium children. Y2 PP children who did not pass the screen will increase their score by the end of year 2 in Summer.

Improve attendance for PP pupils For the attendance of our Pupil Premium to be no lower than the attendance of non-pupil premium children. For attendance to be 'good' compared to national attendance (96%).	Whole-school attendance at or above current 96.2% with PP cohort attendance rising to within 1.5 percentage points of non-PP within 12 months. - Persistent absenteeism for PP cohort reduced (monthly monitoring and targeted family support). Evidence base: EEF guidance on attendance strategies / School-level attendance practice.
Increase access to enrichment and wider opportunities to build cultural capital and engagement For children with PP to have Wider opportunities. Some Pupil Premium pupils may not have the same opportunities as their non-PP peers	Participation rates for PP pupils in after-school clubs, trips and ambassador roles match non-PP participation rates within 2 years; uptake of subsidised trips and clubs monitored termly. - PP pupils report increased opportunities and engagement in pupil voice surveys. Evidence base: EEF findings on extracurricular and enrichment (improve engagement;).

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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 1500+800+11,790+ 1800+ 500+800=17190

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching for all children that stretches and challenges <i>through a keep up approach.</i> Training £1500	https://educationendowmentfoundation.org.uk/using-pupil-premium	2,3
Teachers have had CPD on adaptive teaching to ensure all children can	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	2 and 3

keep up within the lesson.		
Training £800.00		
Staff CPD is ongoing in all aspects of the school curriculum including external support from Ruth Miskin RWI, Literacy Counts. CPD and coaching programme focused on adaptive teaching, subject pedagogical knowledge (maths and science priority), formative assessment and effective feedback (use of retrieval practice, knowledge organisers) £ 9020 + 1590.00 + 540.00 + 640= 11,790	https://educationinspection.blog.gov.uk/2023/08/30/getting-all-pupils-reading/ EEF Toolkit – Feedback; Metacognition & Self-regulation; Teaching & Learning resources . EEF - Phonics and EEF Read Write Inc project page.	2, 3
Purchase of a comprehensive writing scheme of learning to secure stronger teaching of writing for all pupils. £1800	Structured consistent approaches to the teaching of writing and comprehensive resources support high quality teaching of writing for all pupil particularly for disadvantaged pupils. EEF guidance is based on a range of the best available evidence. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	2, 3

New White Rose Mixed age planning to make it easier for the class teacher to teach all pupils at the same time effectively. £500.00	“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” https://educationendowmentfoundation.org.uk/using-pupil-premium	2, 3
Improve TA deployment through training so TAs deliver structured, evidence-based interventions (guided reading, phonics boosters) with clear teacher oversight (weekly planning meetings, shared objectives). £800.00	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions EEF – Teaching assistants guidance / Toolkit entries	2, 3

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

Budgeted cost: £ 16050

Activity	Evidence that supports this approach	Challenge number(s) addressed
To analyse summative and formative data and identify the children who	https://educationendowmentfoundation.org.uk/using-pupil-premium These interventions should be targeted at specific children using information gathered from assessments and their effectiveness and intensity should be continually monitored.	2,3

require more targeted intervention closely monitored by SLT. SLT release time £5,000		
Phonics boosters and interventions for PP pupils £5000	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions EEF – Phonics and EEF Read Write Inc evaluation . Teaching assistant interventions +4 months (EEF) Small group tuition +4 months (EEF) Reading comprehension strategies +6 months (EEF)	2, 3
Physical Literacy intervention £3050	Sports coach interventions +4 months (EEF) Physical activity +1 month (EEF)	2, 3
Maths tutoring and interventions – tailored to pupils and focused on assessments. £1000	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Teaching assistant interventions +4 months (EEF) Small group tuition +4 months (EEF)	2, 3
Writing tuition and interventions – tailored to pupils and focused on assessments.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Teaching assistant interventions +4 months (EEF) Small group tuition +4 months (EEF)	2,3
Reading boosters and interventions for PP pupils £1000	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Teaching assistant interventions +4 months (EEF) Small group tuition +4 months (EEF) Reading comprehension strategies +6 months (EEF)	2, 3
Evidence-informed tutoring for Year 6 PP pupils aimed at greater depth and exam-	EEF: One-to-one and small-group tuition and summer/booster programmes can accelerate progress when linked to classroom teaching and delivered in short, intensive blocks. EEF – One-to-One tuition; Small Group tuition; Summer schools/Booster	2

style reasoning (afterschool or in-school booster blocks; short intensive cycles; progress measured weekly)£1000		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 31133

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of SEMH/SEBD learning. SEMH approaches will be embedded into routine educational practices and supported by professional development and training for staff. Circle Time Training for all staff. Restorative Practice INSET training for all staff. £1000	EEF: Social and emotional learning (SEL) and targeted behaviour interventions have positive effects on social outcomes and can support attainment; behaviour interventions show moderate impact when targeted appropriately. EEF – Social and Emotional Learning; Behaviour interventions	1
Nurture groups £2000	Interventions focused on supporting the social, emotional and behavioural difficulties (SEBD). We will offer a short-term, inclusive, targeted intervention for pupils who need support in this area. Social and emotional learning +4 months (EEF)	4,5
Subsidised or fully funded enrichment (clubs, trips, music / Rocksteady continuation, residential support) offer transport/subsidy and promote uptake through targeted invites. Link enrichment to curriculum	Arts participation and targeted enrichment have positive effects on engagement; combining academic focus with enrichment (e.g., tutoring within extracurricular provision) increases impact. EEF – Arts participation; Extending school time / After-school programmes	5

£400+2018+4000 =6418		
Early help check-ins with the Early Help pastoral officer by headteacher	Ensuring we are supporting pupils and their families as best we can. School has an early-help officer who attends school once a week. The headteacher has regular meetings with the Early Help pastoral officer. EEF – Supporting school attendance guidance	4
Forest Schools afternoons £3060	PP pupils have the same or more opportunities as their non-PP peers	5
To raise attendance of pupil premium children to be in line with National. -Early identification of children falling below 96% -Pastoral Lead to monitor attendance and build effective relationships with families. -Pastoral Lead to proactively support families where attendance is falling below 96% (Attendance panel meetings, referrals to Early Help, Following LA guidance/documentation). £18,155	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents Targeted, multi-component family engagement including home visits and early support is effective for improving attendance; integrated approaches combining welfare and academic support are recommended. EEF – Supporting school attendance guidance	4
Monitoring & governance: termly reporting to governors on PP spending, interventions, outcomes and impact; maintain an explicit evaluation plan (Pupil Premium register, RAG-rated intervention impact) and ensure Pupil Premium is discussed at every SLT and governor meeting. £500	DfE guidance: effective oversight and transparent reporting of PP strategy and impact is required. (See DfE pupil premium guidance and EEF resources on effective use of pupil premium.) DfE – Pupil premium guidance and EEF – Effective use of Pupil Premium resources	All challenges.

Total budgeted cost: £64,373

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Percentage of pupils working at and above age-related expectations												
2024-2025	Targets October 2024		Autumn February 2025				Summer July 2025				Summer Results 23/24 (Benchmark)	
Group	All Pupils	Disadvantaged Pupils 23.6% Nat. Av. Cohort 23/24	All Pupils		Disadvantaged Pupils		All Pupils		Disadvantaged Pupils		All Pupils (23/24 Nat.Av.is shown)	Disadvantaged Pupils (23/24 Nat.Av.is shown)
			Current	Predicted	Current	Predicted	Current	Predicted	Current	Predicted		
EYFS GLD	70%	53%	50	61	0	33	78		33 1/3		67.7%	52.0%
Yr1 Phonics	90%	69%	73	78	50 2 ch	50	68		0 1/1		80.2%	68.4%
Yr4 Maths Multiplication*	21	19			11	16	20.7		20		20.7*	18.8*
KS2 Reading	80%	65%	70	70	50		76		33		74.3%	62.5%
KS2 Reading GD	30%	18%	23	23	11	16	41		0		28.5%	18.1%
KS2 Reading Average Point Score	106	103					107.9				105.2	102.8
KS2 Writing	80%	60%	64	70	50	75	77		33		71.8%	58.7%
KS2 Writing GD	18%	7%	11	17	11	17	24		0		12.9%	6.4%
KS2 Maths	80%	60%	76	76	33	41	71		33		73.1%	59.2%
KS2 Maths GD	24%	13%	23	24	16	16	29		0		23.9%	12.9%
KS2 Maths Average Point Score	105	102					104.8				104.4	101.5
KS2 Combined	65%	46%	58	58	33	33	71		33		60.6%	45.6%
KS2 Combined GD	12%	6%	11.7	12	16	16	12		0		7.7%	3.1%

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KS2 GPS	80%	60%	65	70	50		71		33		72.2%	59.1%
KS2 GPS GD	36%	20%	23	23	16	16	24		0		32.0%	19.9%
Attendance	97%	92%	96		92.6		96.2		95.1		94.5%	91.9%
Persistent Absence	14%	25%	11.4		16.8		6.0		18.7 5 6/32		15.2%	28.1%

*Maths Multiplication Check Average Point Score (APS) is the early indicator national mark out of 25 tbc by the DfE Nov/Dec 24.

**Attendance data illustrated is for the end of the full year 2024. Compare to current national [attendance](#) data.

Targeted Academic Support (EYFS, KS1, and KS2):

Pupils in Year 1 and Year 2 who are eligible for Pupil Premium funding require targeted support to close attainment gaps in reading, writing, and maths. These pupils benefit from structured in-class support provided by Teaching Assistants during core lessons, allowing for responsive teaching and scaffolding of learning. In addition, they are identified for evidence-informed interventions, including Phonics booster groups and additional reading sessions, based on ongoing formative assessment and termly phonics screening outcomes.

In Key Stage 2, Pupil Premium pupils also receive in-class support and tailored interventions to address gaps in understanding and ensure curriculum access. A number of these pupils also have special educational needs and/or disabilities (SEND), and support is adapted accordingly in collaboration with the SENCo. Intervention timetables are reviewed regularly to ensure pupils make measurable progress and that support is flexible to emerging needs.

High-Quality Teaching and Curriculum Development:

Over the past year, staff have embedded sequenced Foundation Subject schemes, underpinned by the 'Know More, Remember More' approach. This ensures Pupil Premium pupils benefit from a structured and coherent curriculum that prioritises knowledge retention through retrieval practice, spaced repetition, and explicit vocabulary instruction. Ongoing CPD has supported teachers in developing strategies that build long-term memory and close knowledge gaps over time.

Wider Strategies – Enrichment, Wellbeing, and Pastoral Support:

All Pupil Premium pupils have participated in educational visits linked to the curriculum, ensuring equitable access to enrichment opportunities that enhance cultural capital. In addition, some pupils have engaged with extra-curricular clubs, supporting their social development and wider engagement with school life.

A key development this year has been the training of a dedicated Pastoral Lead, drawn from the existing staff team. The consistent presence of a trusted adult in this role has enabled more effective communication with families and early identification of emerging wellbeing concerns. This proactive approach ensures that low-level concerns are addressed before they escalate, supporting attendance, behaviour, and emotional wellbeing. A significant number of Pupil Premium families are also now engaging with Early Help support, further strengthening home-school collaboration.

Summary of Strengths for Disadvantaged Pupils

Predicted outcomes above national benchmarks in:

- EYFS GLD
- Attendance and Persistent Absence

Signs of accelerated progress, especially between February and July predictions

Clear evidence of aspirational but realistic targets, particularly for GD

Areas we are working to improve for our disadvantaged children.

- KS1 phonics outcomes
- KS2 Reading and Writing
- KS2 Combined (only 33% currently at ARE)
- Challenge is embedded for disadvantaged learners
- Interventions are evaluated for impact

- PP pupils are accessing enrichment and wider curriculum experiences
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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
Science scheme	Developing Experts
Maths scheme	White Rose Maths
Music Scheme	Charanga
Literacy Scheme	Literacy counts Ready Steady Write
PSHCE	Jigsaw
Seesaw Learning Platform	Seesaw
Phonics and Early Reading	RWInc Ready Steady Read Accelerated Reader

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.