

Pupil premium strategy statement – Newton Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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

Detail	Data
Number of pupils in school	150
Proportion (%) of pupil premium eligible pupils	23.3%
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)	2024-25 2025-26 2026-27
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Mrs K Stow
Pupil premium lead	Mrs K Stow
Governor / Trustee lead	Mrs L Green

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,240.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£51,240.00

Part A: Pupil premium strategy plan

Statement of intent

What do we want for our disadvantaged children?

Our intention is that for all of our children at Newton Primary School, irrespective of their background or the challenges they face, make at least good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged children to achieve that goal, including progress for those who are already high attainers.

Underpinned by our school motto 'Be The Best You Can Be', we want all of our children, including those from disadvantaged backgrounds, to make a difference to their own lives and society. We want them to have ambition and drive for the future.

Regular attendance is essential for children's learning. However, attendance rates among our pupil premium group remain lower compared to those not in receipt of pupil premium. Our strategy prioritises promoting attendance by addressing the well-being needs of both children and their families.

The key principles of our strategy plan

To continue to ensure the outcomes for children in receipt of pupil premium are at least in line with children not in receipt of pupil premium funding.

To ensure the attendance of children in receipt of pupil premium funding is at least in line with children not in receipt of pupil premium funding.

High-quality teaching, excellent pastoral support and enriching experiences are at the heart of our approach, with a focus on areas in which disadvantaged children 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 children in our school.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged children's attainment will be sustained and improved, alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school improvement and curriculum plans.

Our approach will be responsive to common challenges and individual needs. The approaches we have adopted complement each other to help children thrive.

To ensure they are effective we will:

- ensure disadvantaged children are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged children's outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and outcomes show that our pupil premium children as a group are not making as rapid progress in their reading as non-pupil premium children.
2	Assessments, observations and outcomes show our pupil premium children as a group are not making as rapid progress in their writing as non-pupil premium children.
3	Many of our pupil premium children do not have the rich and varied experiences as non-pupil premium children have meaning knowledge of the world and vocabulary acquisition and application is limited.
4	The attendance of our pupil premium children as a group is lower than that of their non-disadvantaged peers. Whilst, attendance improved for the PP children, as did attendance for non-PP children, the gap remains. Absenteeism for some of our pupil premium children is negatively impacting upon their progress, attainment and wider school experiences.
5	Children's emotional well-being, social and behavioural needs affecting them being in a position to able to make progress and their readiness to learn. Many of our pupil premium currently require additional support with social and emotional needs.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment among the pupil premium children.	Y1 pupil premium children will pass the phonics screening in line with non-pupil premium children.

Pupil premium children will make good or better progress in phonics and reading – this will help vocabulary acquisition and application.	Y2 pupil premium children who did not pass the screen will increase their score by the end of Y2 in summer. Pupil premium children will continue to develop a love of reading and will read for pleasure. They will have equal access to a broad range of reading materials. Through pupil voice, pupil premium children will share their love of reading and will talk about favourite books and authors. Through implementation of the Accelerated Reader curriculum, reading materials will be carefully matched to the content. Pupil premium children will have wider exposure to a broader range of reading materials. End of phase assessments will show gaps closing between pupil premium children and non-pupil premium children, both in attainment and progress.
Improved attainment among the pupil premium children. Pupil premium children will make good or better progress in writing. They will be more skilled and confident in applying taught GPS to their work.	A new approach to writing will be evaluated for impact through work scrutiny, internal and external moderation. Pupil premium children will be developing a love of writing and writing for pleasure as they have an increased skillset and confidence. Through pupil voice, pupil premium children will share their love of writing.
Improved capital cultural among the pupil premium children. For pupil premium children to enjoy the wide range of enrichment activities we have on offer.	A wide range of extra-curricular activities will be offered and accessed by our pupil premium children. Discounts in line with our charging policy will continue to apply to pupil premium families for all enrichment opportunities to include educational visits, visitors, music lessons, residential etc
To achieve and sustain improved social and emotional learning (SEL), well-being and mental health among the pupil premium children. For pupil premium children to have the strategies / skillset and knowledge required to develop their self-esteem and be confident learners.	Underpinned by the school vision, ethos and values and through consistent and effective implementation of our curriculum, teachers will deliver high quality lessons, direct priority on SEL, well-being and mental health. Staff will be able to signpost and support children and families to strategies and agencies that can help.
To achieve and sustain improved attendance among the pupil premium children.	There will be quick identification of those families who require support to improve attendance and punctuality where it falls below 96% The Attendance Team will proactively support families where attendance

For the attendance of our pupil premium children to be no lower than the attendance for non-pupil premium children. For attendance to be 'good' compared to national attendance (96%)	is falling below 96%. Through pupil voice, pupil premium children will want to come to school, they will feel safe and happy.
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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: **£9000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching for all children, that stretches and challenges through a 'keep up' approach. • Implementation of the wider curriculum to provide a well matched, broad, balanced and ambitious curriculum. • Staff CPD is ongoing all aspects of the school curriculum including external support from Ruth Miskin Read Write Inc; Literacy Counts; Inspiring Maths. • A broad, balanced and ambitious curriculum is a high priority in the school improvement plan.	EEF Guide to the Pupil Premium – tiered approach – teaching is the top priority, including CPD. Developing children's reading skills with phonics - Ofsted Blog EEF-Improving Literacy in KS1 / KS2 Sutton Trust – quality first teaching has direct impact on student outcomes.	1, 2 and 3

Purchase of a DfE validated Systematic Synthetic Phonics programme , whole school training and resources to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	1
Purchase of a comprehensive writing scheme of learning to secure stronger teaching of writing for all pupils.	Structured, consistent approaches to the teaching of writing and comprehensive resources support high quality teaching of writing for all pupils, particularly for disadvantaged pupils. EEF guidance is based on a range of the best available evidence: EEF Literacy at KS1 EEF Literacy at KS2	2
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	5

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

Budgeted cost: **£16,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To analyse summative and formative assessment data and identify the children who require catch up and more targeted intervention. Closely monitored by SLT.	EEF 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.	1, 2

Pupil progress meetings termly. Regular monitoring of targeted interventions.		
Additional phonics sessions for our pupil premium children who require further phonics support. External support will be provided from our Ruth Miskin Read Write Inc Consultant and in the Development Days support package.	EEF Teaching & Learning Toolkit phonics Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.	1
Individual and small group focused work targeted at specific needs and knowledge gaps for children.	EEF Making Best Use of Teaching Assistants. EEF Small Group Tuition EEF Oral Language Interventions High quality targeted interventions. Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health. EEF Social Emotional Learning improves interaction with others and self -management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.	1, 2, 5

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure there is equality of opportunity so pupil premium children can access clubs, school based	EEF Physical Activity EEF adventure learning	3, 4, 5

opportunities and wider curriculum experiences. • Subsidised residential, visits and free after school clubs • Access to music tuition. • Sports events promoted and accessible to pupil premium children who are encouraged and supported to attend.	The benefits of music activity for disadvantaged children	
To raise attendance of pupil premium children to be in line with national. • Early identification of families where attendance is falling below 96%. • Attendance Team to monitor attendance and build effective relationships with families. • Attendance lead to proactively support families where attendance is falling below 96% (Attendance panels, incentives, referrals to early help, following LA pathways).	EEF Toolkit Parental Engagement Working Together to Improve School Attendance Data shows pupils with highest attendance make the most progress, due to increased opportunities for overlearning and access to a personalised curriculum.	4
To ensure that all children, including those in receipt of pupil premium funding, have a targeted approach to support their social, emotional mental health and wellbeing needs • Engagement and access to Derbyshire Inclusion Team, Fusion SEND Hub and	EEF Parental Engagement EEF Improving Behaviour EEF Social and Emotional Learning Pupils/staff surveys from within school	5

Educational Psychology services will support SEMH needs for children. • Senior Leadership Team and Full Time Pastoral Lead work together to build a relationship where the pupils/parents trust them, feel they will listen to them and provide them with the support they require		
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Total budgeted cost: £8000 + £16000 + £20,000 = £44,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Academic performance of our pupil premium children 2023-24

Data from the previous academic year's national assessments:

Numbers of disadvantaged children are low and therefore outcomes need to be considered accordingly.

At the end of F2, 100% of pupil premium children achieved the GLD (1 PP child in this cohort).

At the end of Y1 phonics screen, 0% of pupil premium children passed the screen (2 PP children in this cohort).

At the end of Y6: (6 PP children in this cohort)

Our Y6 pupil premium children exceeded National Attainment at the EXS level at all measures: combined reading, writing and maths, GPS, and in the Reading and Maths Average Point Score results.

Y4 MTC (6 PP children in this cohort) 0% of the pupil premium children achieved full marks.

Ongoing challenges for 2024-25 for pupil premium children are to provide support and challenge in moving more children to be securely working at the Expected Standard and the Higher Standard ('greater depth').

Attendance: At the end of 2023-24 attendance for pupil premium children was 93.19% compared to 95.07% for the whole school, showing a gap remains. This will continue to be a focus in the 2024-25 plan.

School has a tracker that identifies drops or patterns in poor attendance and follows a clear pathway to both support and challenge families.

Term time holidays continue to impact on children's attendance – including those in receipt of pupil premium funding.

Attendance pathways, policy and strategy are followed for all children.

Review of individual activity

Activity	Impact
Pupils to take part in the Rock Steady program.	Pupils have increased in confidence as result of taking part in the program.

	• Parents/carers have been engaged by the Rock Steady Concerts.
Employment of a Pastoral Manager for 14 hours per week.	• Pastoral support provided for pupils across school. Pastoral manager trained in bereavement, Lego therapy and mental health. • Rainbow Books are now in place and shared with parents/carers at the end of the academic year. • Boxall Profile online is now in place across school indicating positive outcomes from the pastoral support. • Early help supports families with attendance and bereavement issues- impact can be demonstrated with individual families. • Parenting workshops delivered in collaboration with external partners eg Early Help work. • The pastoral manager takes part in cluster work to share good practice. • Pastoral manager is proactive in engaging with other services e.g. local authority mental health support.
Subsidise educational visits for all pupils & support PGG pupils financially to enable them access to residential trips.	• Nearly all pupils in KS2 took part in the residential. Trips have been subsidised to make them more accessible for all pupils.

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
Rock Steady Program	Rock Steady
Spelling Shed	Ed Shed
Isabella Wallace	Isabella Wallace