



Pupil premium strategy statement – Newbald 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	95 (Including 11 Preschool children)
Proportion (%) of pupil premium eligible pupils	3.2% (3 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 to 2028/2029
Date this statement was published	November 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mr Paul Flintham (Headteacher)
Pupil premium lead	Mr Paul Flintham (Headteacher)
Governor / Trustee lead	Mrs Sally Wightman (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£4440
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>) <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
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>	£4440

Part A: Pupil premium strategy plan

Statement of intent

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

We will consider the challenges faced by vulnerable pupils, such as those who have (or have had) a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. (Currently we do not have any pupils who fit this criteria)

It is important to acknowledge that Newbald Primary has small numbers of children eligible for Pupil Premium funding and as a result we have limited funds to allocate. We take a personalised approach at Newbald ensuring that every pupil eligible has a termly support plan that is focused on ensuring the individual pupil makes accelerated progress from their starting points and ensuring they get the personalised support and intervention they need to help them achieve.

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 some 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.

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:

- ensure disadvantaged pupils 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 pupils' 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 discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading (including phonics), writing and mathematics than their peers. This negatively impacts their development as learners.
2	Low numbers of pupils eligible for Pupil Premium provide challenge to generalise need and a personalised approach is needed.
3	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 attainment.

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 reading (including phonics), writing and mathematics knowledge and attainment among all pupils in our school, particularly our disadvantaged pupils.	All pupils (either disadvantaged or non-disadvantaged) who do not pass their KS1 phonics screening test -or are not on track to pass their KS1 phonics screening test- to receive intervention to ensure that they know all of the phonics sounds. KS2 pupils who require it, will receive further phonics intervention. All pupils eligible for Pupil Premium to have personalized intervention and in class support to target reading, writing and maths knowledge and skills.
A personalised approach to targeting improvement of attainment for pupils eligible for Pupil Premium	All pupils eligible for Pupil Premium to have personalised action plan e.g. Termly Support Plan or PEP (as applicable). Where no plan is already in place, a Individualise Termly Support Plan will be created.
To achieve and sustain improved wellbeing for our disadvantaged pupils.	Improved levels of wellbeing for our disadvantaged pupils demonstrated by:

	• PP eligible pupils participating in our school trips and residential visits. • Participation in ELSA / emotional support sessions • Attending after-school provision and after school clubs
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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: **£653**

Activity	Evidence that supports this approach	Challenge number (s) addressed
<i>ELSA / emotional & social support training for identified member of staff</i> £653	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	3, 2

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

Budgeted cost: **£3422**

Activity	Evidence that supports this approach	Challenge number (s) addressed
<i>ELSA / emotional support sessions</i>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at	3, 2

£932	school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	
<i>Individualised reading and phonics teaching sessions & intervention sessions</i> £331	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2
<i>Intervention sessions</i> £1632	Tuition targeted at specific needs and knowledge gaps (Including reading, writing and mathematics) can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2
<i>Reading intervention sessions</i> £527	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2

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

Budgeted cost: £365

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Subsidise school trips</i> £150	There is evidence that shows that participation in school trips and a residential visit has a positive effect upon engagement in learning, improvement upon student knowledge, skills and understanding and improving resilience, self-confidence and wellbeing. https://www.schooltravelorganiser.com/features/evidence-revealed-on-the-impact-of-residential-trips/7385.article	2, 3

Contingency fund for acute issues. £215	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. This will include extra 1-1 sessions based on individual need and subsidising school trips based upon individual need.	All
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Total budgeted cost: £4440

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Children identified as eligible for Pupil Premium benefitted greatly from the activities and interventions that were put in place due to the Pupil Premium fund.

Last Year the school had 3 children who were eligible for Pupil Premium. An SEN child in year 5 achieved well against his personalised targets and is making good progress from his starting points. An SEN child in Year 4 made significant social and emotional progress from his starting points although he is assessed as working towards or well below age related academic expectations. A child in Year 4 joined us at the beginning of the year who is eligible for pupil premium. She has made significant social and emotional progress from her starting points and has made good academic progress from her starting points despite identified gaps in learning which are being targeted through intervention and in class support.

Our assessments and observations indicated that pupil wellbeing and mental health continued to provide challenges. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to enable wellbeing support for all pupils who need it, and targeted interventions where required. One Teaching assistant has received ELSA training and although she provided regular emotional support sessions for pupils that require it, she has now left the school. We do however have one other member of staff who is ELSA trained. Intention is to train a further member of staff when possible.

A greater focus on the delivery of the curriculum and support for disadvantaged pupils in the classroom has had significant impact on these pupils making accelerated progress during lesson based activities. Interventions focussed on reading, writing and maths have helped individuals to make good progress from their starting points. The school continues to deliver interventions and quality 'in-class' support prioritising disadvantaged pupils. As a result pupils engage well in their lessons and make good progress from their starting points.

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
n/a	n/a

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

n/a

The impact of that spending on service pupil premium eligible pupils
n/a

Further Information (Optional)
<i>For the context of this pupil premium report we currently have 3 children eligible for pupil premium funding. As these numbers reduce the school uses individual plans (Termly Support Plans / PEPs) to ensure that all pupils receive appropriate interventions and have personalised targets to ensure they make accelerated progress from their starting points.</i>