

## Pupil premium strategy statement - Newton Leys Primary School and Nursery.

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	591 (18.11.25)
Proportion (%) of pupil premium eligible pupils	25% (18.11.25)
Academic year/years that our current pupil premium strategy plan covers	2023-2024 2024-2025 <b>2025-2026</b>
Date this statement was published	December 2024
Date on which it will be reviewed	December 2026
Statement authorised by	Emma Donoghue
Pupil premium lead	Laura Clarke
Governor / Trustee lead	Esther Thorpe

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£165,168

Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b>	£165,168

## Part A: Pupil premium strategy plan

### Statement of intent

As a school, our vision for our children who are entitled to Pupil Premium, is to ensure an outstanding provision at two levels, the whole school level and the bespoke. This underpins our school ethos of care, nurture, and success, celebrating the differences amongst all members of our community. We believe that all pupils should thrive and flourish within our school, regardless of any disadvantages they may face. High expectations, high quality teaching and learning opportunities are a right of all our pupils, and we can utilise pupil premium funding effectively to ensure our pupil's needs are met and they continue to make progress. We value the importance of understanding the vulnerability amongst some of our pupils, focusing on the development of the whole child and their families when planning both whole school and personalised provision which widens their experiences.

The aims of our Pupil Premium Grant strategy are split into three foci. Our first focus is on teaching, ensuring all children are given the best standards of Quality First Teaching. This wide approach aims to support all children in achieving their potential, aiming to support children to keep up and not have to catch up. This has the greatest impact on provision for all, supporting progress for each child and diminishing the difference in progress and attainment between children entitled to Pupil Premium Grant funding and their peers.

The second focus of our strategy is on targeted support for children that are entitled to the Pupil Premium Grant. This is based on analysis of the areas that this cohort require the most support with and aims to close these gaps, enabling them to make the same progress as their peers. We recognise that each of our children face different challenges and it is our aim to diminish the barriers our children face in their learning. In attempting to provide the same opportunities for all children to level the playing field, we believe that this may be around group or individualised support in their learning or pastoral support.

The third aim of our strategy, is to develop our children as holistic individuals. We believe all children should have access to all opportunities in their wider school life and that an element of this strategy should support this.

### Challenges

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

Challenge number	Detail of challenge
1.	Raising attainment in writing throughout the school. Children entitled to PPG funding were attaining expected levels in writing at 40% less than their peers across the school.
2.	Some children across the school have gaps in their phonic knowledge. Reception baseline assessment shows a lower level of phonic knowledge. Phonic screening check highlights a gap in phonic attainment between children who are entitled to pupil premium funding and their peers. Pupils entitled to pupil premium attain 14% lower than their peers.
3.	Raising attainment in reading throughout the school. Children entitled to PPG funding were attaining expected levels in Reading at 14% less than their peers across the school.
4.	Raising attainment in Maths throughout the school. Children entitled to PPG funding were attaining expected levels in Maths at 21% less than their peers across the school.
5.	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been approximately 4% lower than for non-disadvantaged pupils. 34% of children that were persistently absent were entitled to pupil premium funding.
6	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably emotional resilience, and a lack of enrichment opportunities.
7.	A lower percentage of pupils entitled to pupil premium funding are accessing enrichment opportunities.

## 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
Raising attainment in writing throughout the school. Children entitled to PPG funding will be attaining in line with their peers.	The progress and attainment in writing will show an increase each year and overall by the end of the 3 years strategy. Children entitled to PPG funding will be attaining in line with their peers.
Raise phonic attainment for children entitled to pupil premium funding to be inline with their peers.	Attainment for pupils entitled to pupil premium funding will improve to be in line with their peers. A decrease in pupils entitled to pupil premium funding requiring phonic teaching at the end of KS1.

Raising attainment in reading throughout the school. Children entitled to PPG funding will be attaining in line with their peers.	The progress and attainment in reading will show an increase each year and overall by the end of the 3 years strategy. Children entitled to PPG funding will be attaining in line with their peers.
Raising attainment in maths throughout the school. Children entitled to PPG funding will be attaining in line with their peers.	The progress and attainment in Maths will show an increase each year and overall by the end of the 3 years strategy. Children entitled to PPG funding will be attaining in line with their peers.
Improving attendance data for disadvantaged pupils to bring this inline with their peers.	The PPG entitled children have lower persistent absence then their peers and the attendance is in line with or higher than their peers.
To support children with social and emotional challenges to enable them to better access the curriculum and enrichment opportunity.	Parent feedback and pupil voice indicates that children's well-being is a priority and here required children are given additional support.
To increase the percentage of children entitled to pupil premium funding accessing enrichment opportunities.	The children attending breakfast club will depend on the needs of the families but the proportion of PPG funded places will be in line with non PPG funded places.  The after school clubs and peripatetic lessons proportion of PPG funded places will be in line with non PPG funded places.

## 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: £76,346

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

<p><u>Monitoring and development of a consistent teaching approach for writing.</u> CPD for staff and writing lead. Monitoring of planning and learning in books. Lesson observations. External consultant support. Release time for writing lead.</p>	<p>The use of a consistent, structured writing process and plan enables progressive development of the writing process for children with scaffolds being gradually diminished. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a></p>	1
<p><u>Continuation of the use of Read Write Inc across EYFS and KS1.</u> Collaboration with English Hub Release time for Phonics Lead CPD for phonics lead. Mentoring and coaching for teachers. Purchasing resources. Phonics interventions lead by Tas and HLTAs</p>	<p>The use of systematic synthetic phonics programme increases children's understanding of the relationship between graphemes and phonemes. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	2
<p><u>Implementation of a new Maths teaching structure. (White Rose Hub)</u> Purchase whole school subscriptions for access to resources and support. Lesson observations, book and planning monitoring. Release time for Maths Lead.</p>	<p>Mastery learning supports the notion of keep up, not catch up, through supporting individuals to achieve the same goal. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>.</p>	4
<p><u>Monitoring of an updated Intent utilising Rosenshine's principles as structured pedagogy.</u></p>	<p>The use of a consistent, pedagogical structure, gives clarity to the structures used when teaching. This is beneficial in that time is used efficiently in building</p>	1,2,3,4

Continued staff CPD on Rosenshine's principles of instruction as a structured pedagogy to develop quality first teaching throughout the school.	and deepening knowledge effectively. Principles of Instruction (Rosenshine, 2012) <a href="https://assets.publishing.service.gov.uk/media/5a7e413c40f0b6230268a2a3/w-hat-makes-great-pedagogy-nine-claims-from-research.pdf">https://assets.publishing.service.gov.uk/media/5a7e413c40f0b6230268a2a3/w-hat-makes-great-pedagogy-nine-claims-from-research.pdf</a>	
<u>The release of subject leaders periodically throughout the year to ensure opportunities for development and monitoring of their subject implementation.</u>	The development of the curriculum must be delivered by staff who have the time allocated to intent, implementation and impact monitoring. This will aim to develop the intent, implementation and impact our children deserve and monitoring across the curriculum. <a href="https://www.marymyatt.com/blog/role-of-leaders">https://www.marymyatt.com/blog/role-of-leaders</a>	1,2,3,4
<u>Continue supporting staff with continuous professional development opportunities.</u> Individual needs to be ascertained and CPD booked. Individual and groups of staff to be released to attend CPD.	Supporting high quality teaching is pivotal in improving children's outcomes. Research shows that high quality teaching can narrow the disadvantage gap. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	1,2,3,4

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

Budgeted cost: £75,723

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Implement Fast track tutoring and Fresh start programme in KS2.</u> Collaboration with English Hub Release time for Phonics Lead	The use of systematic synthetic phonics programme increases children's understanding of the relationship between graphemes and phonemes. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">Phonics   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/fresh-start">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/fresh-start</a>	2

<p>CPD for phonics lead. Mentoring and coaching for teachers. Purchasing resources. Phonics interventions lead by Tas and HLTAs</p>		
<p><u>Continue to deliver <i>school start language programme in EYFS to develop early language and communication.</i></u> Additional SALT sessions delivered. CPD for staff. Tracked progress.</p>	<p>Speech and language development can support greater oracy progress leading to improved literacy skills. <a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/711211/best_start_in_speech_language_and_communication_guidance_to_support_local_commissioners_and_service_leads.pdf">Best start in speech, language and communication: Guidance to support local commissioners and service leads (publishing.service.gov.uk)</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</a></p>	2
<p><u>Dyslexia Intervention</u> Purchase of Nessy subscription. Release time for SENDCo 1:1 intervention.</p>	<p>Targeted support for a specific area of SEND. <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1706189751">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1706189751</a></p>	1,2
<p><u>Intervention to support children who have English as an additional language.</u> Assessment and tracked progress. Resources Interventions.</p>	<p>Targeted support for children who have English as an additional language utilising a diagnostic baseline assessment and tracking. Interventions led by a teaching assistant and tracked throughout the year. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/english-as-an-additional-language-eal/">English as an additional language (EAL)   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2,3

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

Budgeted cost: £13,076

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Attendance monitored and a learning mentor to work with the families to improve attendance and decrease persistent absence.</u></p> <p>The school attendance policy to be enforced. The Deputy Headteacher to regularly review attendance. Relationships to be built with the families where attendance is low. Children offered places at breakfast club where this could be supportive.</p>	<p>Where parental engagement and responsive and targeted approaches to attendance are utilised, attendance has been shown to improve. <a href="https://educationendowmentfoundation.org.uk">Attendance interventions rapid evidence assessment   EEF (educationendowmentfoundation.org.uk)</a></p>	5
<p><u>Learning mentors to support with pastoral care for children. Wellbeing and pastoral support to be delivered where necessary.</u></p> <p>Uniform stock to be created to be offered once a term to the parents. Breakfast club offered to children who would benefit from this provision.</p>	<p>Pastoral support and social and emotional learning can deliver improvements in pupil's wellbeing, self-esteem and confidence, unlocking greater abilities to develop positive learning behaviours. <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies</a></p>	6,7
<p><u>Provide and subsidise extra-curricular opportunities.</u></p> <p>Opportunities for enrichment clubs. Educational visits and trips. Peripatetic music lessons</p>	<p>Research shows too many young people from disadvantaged backgrounds never get the chance. As a result, they lose out on the benefits –increased confidence which helps social interaction, a real aspiration to go on to higher or further education, more soft skills and a sense of wellbeing and belonging. <a href="https://educationendowmentfoundation.org.uk">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p>	6,7

**Total budgeted cost: £165,168**

## **Part B: Review of the previous academic year**

## Outcomes for disadvantaged pupils

Internal assessment data shows progress for children entitled to pupil premium was broadly in line with their peers in reading, writing and maths. At the end of Key Stage 2, 22% of children entitled to pupil premium funding attained the expected standard in reading, writing and Maths whilst of their peers 62% attained the expected standard.

The end of KS2 tests results are shown below:

	Pupils entitled to PP funding	Pupils not entitled to PP funding	National figure for pupils with PP funding
Reading	44%	71%	63%
Writing	44%	74%	59%
Maths	56%	79%	61%
Combined	22%	62%	47%

Read Write inc. was implemented as the school opened and has been consistently utilised across the school as our systematic synthetic phonics programme. 85% of the children that undertook the phonics screening check passed. This is in comparison to the national average of 80% pass. The use of staff to target these children has ensured 1:1 personalised tutoring daily to close gaps in knowledge, develop fluency and comprehension skills.

The work of our Learning Mentor had a positive impact on the Mental Health and Well-being of a number of children across the school with teachers identifying key improvements. Our assessments and observations indicated that pupil wellbeing and mental health were continue to be significantly impacted last year, particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. This was supported by the development of our learning mentor. This role ensured targeted support for disadvantaged pupils in class and with personalised timetables to support those children needing well-being and emotional support.

Attendance for children entitled to pupil premium has slightly improved however, this is still almost 4% behind the peers. There is a higher percentage of children entitled to pupil premium who were persistently absent but this number decreased throughout the year. This is due to building relationships with Pupil Premium children and their parents. We are monitoring pupils with low attendance and working with them to improve and understanding the barriers to attendance.

Speech and language development was supported for children who were entitled to PPG through the use of Magic Words speech therapy. Within this, some of the children were able to move from targeted individual sessions to group support. support was

A full-time senior leader who is responsible for SEND ensures that our most vulnerable children have excellent provision, studies show that these children have made good progress. This included support from Speech and Language specialists and individual teaching assistant support.

A range of clubs, sports festivals, music tuition and other extracurricular activities were provided for all children and funding s allocated for a number of children entitled to pupil premium funding. This has enabled a proportion of children entitled to pupil-premium funding to access opportunities that their peers were accessing. Funding was also used to enable some children entitled to pupil premium funding to access breakfast club, raising attendance and supporting the children with a breakfast.

## Externally provided programmes

Programme	Provider
Spelling shed	Edu Shed
White Rose Maths	White Rose Education
Read Write Inc	Ruth Miskin
Nessy Dyslexia	Nessy

## Service pupil premium funding

*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***

Targeted support was given to support the speech and language development.  
 Targeted support was given for pastoral support.

### **The impact of that spending on service pupil premium eligible pupils**

Additional SALT sessions delivered to support a child with an individual need. The child showed accelerated progress.

The child felt supported with her development and worries at school.

