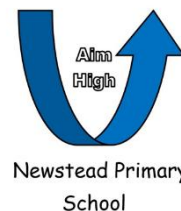


Newstead Primary School Pupil Premium Strategy Statement 2025-2026



This statement details our school's use of pupil premium funding to help improve the attainment of 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
School Name	Newstead Primary School
Number of pupils in school	96 (86 + 10 Nursery)
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025, 2025-2026, 2026-2027.
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs H Woodward
Pupil premium lead	Mrs H Woodward
Governor	Mr S Jhalani

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,780
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£78,780

Part A: Pupil premium strategy plan

Statement of intent

Newstead Primary Schools overall intention is to ensure that all the children, irrespective of their background or the challenges they may face, make good progress, achieve to their full potential and receive the highest standards in teaching and learning through Quality First Teaching. Additionally, focused support and pastoral care is provided for children who require it to eliminate barriers to learning.

The Action Plan for Pupil Premium spending focuses on whole school strategies that impact all pupils, strategies that target under-performing and well as higher attaining pupils and specific strategies to target pupil premium pupils. We have a clear, strategic approach to the use of the Pupil Premium funding and the plans are integrated into wider school support and improvement systems. We track and monitor pupils receiving Pupil Premium through the use of individualised pupil profile reports to ensure the provision in place is ensuring progress.

Our approach will respond to common challenges and the individual needs of the pupils. To ensure the approaches used are effective we will:

- plan appropriate opportunities for pupils
- ensure identified disadvantaged pupils are challenged in the work they receive.
- act in a timely manner if further needs are identified
- continue to 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	Low oral language skills and vocabulary in the Foundation Stage through to KS2, these tend to be more prevalent in our disadvantaged children.
2	Limited early reading and phonics exposure, particularly affecting Year 1 pupils and their progress and attainment.
3	A number of pupil premium children need support to ensure they have solid foundations for learning. This will also take into account 'catch-up' learning support required, so they are able to attain as well as their peers.
4	Child mental health and well-being became a priority initially due to the impact of the pandemic but this continues to be a priority for school. Some pupils are

	unable to self-regulate, manage their emotions and show resilience to their work.
5	Children learning how to learn effectively including how to use effective pupil to teacher feedback. This impacts on the progress they make, to ensure attainment is in line with their peers.
6	Pupil attendance is not in line with national levels and persistent absence is above national data.

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 oral language and vocabulary skills among disadvantaged pupils.	Observations and summative assessments show improved oral language skills. Other sources of evidence such as book scrutiny, pupil voice and learning walks show improved vocabulary.
Improved phonics and reading attainment, with the aim to meet national expectations.	Phonics, KS1 reading outcomes and KS2 outcomes improve, including those of PP children to meet the nationally expected standard consistently by 2027.
Improved writing attainment, with the aim to meet national expectations.	Writing outcomes at the end of KS1 and KS2 are improving, including those of PP children in the aim to meet nationally expected standards in 2027.
Improved maths attainment, with the aim to meet national expectations.	Maths outcomes at the end of KS1 and KS2 are improving, including those of PP children in the aim to meet nationally expected standards in 2027.
Improve and sustain mental health and well-being of pupils so pupils are able to self-regulate, manage emotions and show resilience.	High levels of well-being are sustained over time and are demonstrated by <ul style="list-style-type: none"> • Observations (pre and post) • Pupil Voice activities highlighting impact • Reductions in situations relating to managing emotions. • Increased resilience to tasks • Participation in enrichment activities. • Calm learning environments
Improved attendance for all pupils, particularly our disadvantaged pupils. Reduce persistent absence.	Improving attendance over a three year period. All disadvantaged pupils meet the 92% attendance rate nationally. Persistent absence is lowered closer to national levels over a three year period.

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: £30,658

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Talk for Writing Training, resources, non-contact time, monitoring and evaluating.</p> <p>Talk for Writing 2-year project with other schools in the collaboration.</p> <p>INSET day</p> <p>Leadership CPD</p> <p>Coaching and mentoring</p>	<p>Improving Literacy Reports for KS1 and KS2 produced by EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>1,3,5</p>
<p>Purchase of standardised diagnostic assessments (Rising Stars / CGP)</p> <p>Training and moderation to ensure outcomes are interpreted correctly.</p>	<p>Standardised tests provide a strong evidence base to secure teachers assessments. They allow for in depth analysis in which conclusions can be formed against specific strengths and weaknesses for individual children. The school pupil progress meetings allow for specific support and interventions to be allocated.</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1,2,3,5</p>
<p>National Professional Qualification in Leading Teaching (NPQLT)</p>	<p>NPQLT gives participants all of the essential knowledge, skills and concepts that underpin the successful leadership of teaching.</p> <p>The content of the framework and its underpinning evidence have been independently assessed and endorsed by the Education Endowment Foundation (EEF).</p>	<p>3, 5</p>
<p>Speech and Language programmes to support the development and progression of early language skills.</p> <p>Staff Training, screening of children, assessment and analysis.</p>	<p>The majority of children enter with lower than expected Language and Communication skills when entering early years education, which can result in SALT referrals. Pre and Post assessment tools are used to assess language development through the early</p>	<p>1, 2, 3</p>

	<p>years. Language development is fostered within interactions during play and in quality first teaching across all areas of the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/early-years/high-quality-interactions</p>	
<p>CPD to ensure staff have the particular and precise skill set to ensure children's known gaps in early phonics and reading can be addressed effectively.</p>	<p>Success in previous phonics checks and current assessments has proven that extra provision and staffing to ensure 1:1 catch-up in phonics and reading is in place and in turn will impact of progress and attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://www.flyinghighpartnership.co.uk/english-hub</p>	2, 1, 3
<p>Purchase White Rose Maths annual resources.</p> <p>Training White Rose Maths Hub. Non-contact, monitoring and evaluating.</p>	<p>Using teaching resources that are in line with national expectations to ensure children receive the correct level of education.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	3, 5
<p>Develop pedagogy and fundamentals of good teaching through high quality CPD</p> <p>Visible Learning Feedback techniques – John Hattie and Shirley Clark.</p> <p>Rosenshine's Principles in Action.</p> <p>Teaching Protocols for successful lessons.</p> <p>School Improvement Advisor</p> <p>Collaboration Focus</p> <p>Adaptative Teaching Models.</p>	<p>There is evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future.</p> <p>Assessment and Feedback</p> <p>https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/improving-working-memory</p> <p>https://earlycareer.chartered.college/cognitive-load-theory-and-its-application-in-the-classroom-3/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-</p>	1, 2, 3, 4, 5, 6

	learning-toolkit/metacognition-and-self-regulation	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £38,281

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of Speech and Language Programmes in small groups within nursery, Foundation and KS1.	The majority of children enter with lower than expected Language and Communication skills when entering early years education, which can result in SALT referrals. Speech and Language programmes can have a positive impact on pupils' language skills. https://ican.org.uk/talk-boost/ https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention	1, 2, 4
Delivery of Reading Interventions in KS1 and KS2 in fluency and inference skills	Fluency and Inference interventions have proven to have effective progress since training has been completed. Teaching assistants will continue to deliver with targeted children identified through assessments and pupil progress meetings. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	2, 1, 3, 4
Additional 1:1 reading and phonics sessions targeted at PP children and children with considerable knowledge gaps.	Phonics approaches have a strong evidence base indicating positive impact on pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://www.flyinghighpartnership.co.uk/english-hub	2, 1, 3, 4
Engage with the 'booster' provision (small group tutoring) using CGP materials.	Targeted 1:1 booster provision for specific need and knowledge gaps can be an effective method to support pupils who are risk of falling behind. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	3, 5

<p>1:1 / small group allocated time to support building solid foundations in learning and retaining non-negotiable concepts. (spellings, reading, pre-teaching, phonics, multiplication facts, spotlight sessions, provision identified through pupil progress meetings, common exception words etc)</p>	<p>1:1 and small group intervention is able to target children's specific gaps in knowledge or progress them in areas that they are not supported with at home.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1, 2, 3, 4, 5</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £9,841

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving mental health and well-being of pupils.</p> <p>ELSA training, supervision and resourcing.</p> <p>Take 5 non-contact, training of ambassadors.</p> <p>Sensory room equipment.</p> <p>Ensuring after school clubs are promoted and have places allocated for PP children – no cost for after school clubs.</p>	<p>Observations of children's mental health, conversations with parents, staff and children, the amount of referrals to outside agencies completed has made school re-think their approach to nurture within the school.</p> <p>Various aspects of overall well-being such as confidence, resilience and motivation have also been impacted as a result of home schooling during the pandemic.</p> <p>School intend to use universal approaches, small group interventions and bespoke 1:1 tailored interventions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>https://www.eachamazingbreath.org/media/uploads/</p> <p>https://www.eachamazingbreath.org/impact/</p>	<p>4, 5</p>

<p>KS2 small group nurture or 1:1 sessions.</p>		
<p>Relational Based Approach – Becoming an Attachment Aware and Trauma Informed School.</p> <p>Nottinghamshire County Council Psychology Service.</p> <p>Paul Dix.</p> <p>Dr. Karen Treisman</p>	<p>The school behaviour policy didn't reflect the changing dynamic of children's needs in society today. An authoritative approach was not allowing children to have ownership and reflection of their choices.</p> <p>In line with ELSA and Mental Health Lead training a trauma informed and attachment aware training has been sought from Notts Ed Psy, alongside professional reading to change the policies, practise and culture in school for all children.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/research-agenda-themes-priority-areas/research-agenda-theme-self-regulation-and-executive-function-sref-in-the-early-years</p> <p>https://www.teachwire.net/news/paul-dix-how-to-be-an-emotionally-consistent-teacher/</p>	<p>4,5,6</p>
<p>Revisiting the school policy for attendance.</p> <p>Embedding good principles of good practice set out in the Dfe document.</p> <p>Parental engagement.</p> <p>Promotion of good attendance.</p> <p>DfE Rise – Attendance and Behaviour Hub</p>	<p>School attendance data shows overall attendance percentages have fallen from previous years. School data also shows that persistent absence has risen, particularly for PP children.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>https://www.gov.uk/government/publications/rise-support-for-improving-attendance-in-schools/rise-attendance-improvement</p>	<p>6</p>
<p>Lunchtime support from a Sports Coach to provide quality games, leadership roles and activities that engage children.</p>	<p>Behaviour at lunchtime has improved since the introduction of a sports coach who can lead and promote activities as well as train children to take on the roll as a Play leader. Behaviour at lunchtimes has improved and this has been prioritised to continue.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	<p>5, 6</p>

<p>Dedicated time for staff to meet with parents and conduct structured conversations.</p>	<p>Structured conversations ensure extended conversations are conducted with parents to discuss actions, targets and if necessary outside agencies are sought to ensure barriers to learning can be explored and improvements on progress can be made.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1,2,3,4,5,6</p>
<p>Free School milk and fruit (To provide pupils with a Free daily milk and fruit so that they are not hungry and are ready to learn)</p>	<p>Milk provides a nutritional boost and keeps children hydrated between breakfast and lunch, helping them concentrate and learn (Cool Milk)</p>	<p>4</p>

Total budgeted cost: £30,658 (Teaching) £38,281 (Targeted Academic Support) £9,841 (Wider Strategies) Total = £78,780

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

<u>Internal Assessment of Standards in 2024-2025</u>		
End of KS2 2024-2025	Pupils eligible for PP	All Pupils
Cohort of 14. 6PP = 43%		
% achieving ARE in Reading	67%	86%
% achieving ARE in Writing	67%	79%
% achieving ARE in Maths	67%	79%
End of KS1 2024-2025	Pupils eligible for PP	All Pupils
Cohort of 12. 5PP = 42%		
% achieving ARE in Reading	60%	67%
% achieving ARE in Writing	60%	58%
% achieving ARE in Maths	60%	67%
End of EYFS 2024-2025	Pupils eligible for PP	All Pupils
Cohort of 10. 4PP = 40%		
% achieving GLD	50%	80%
Phonics Check 2025	Pupils eligible for PP	All Pupils
Cohort of 13. 8PP = 62%		
% achieving standard	63%	69%

All Pupil Premium pupils were tracked each term.

Teachers identified Pupil Premium pupils who would benefit from intervention groups during pupil progress meetings. Provision is targeted with pre and post assessments. Progress is analysed.

Our observations also indicated that pupil, wellbeing and mental health continue to be impacted. The impact was particularly acute for disadvantaged pupils. As a result, we have prioritised the progress and wellbeing of disadvantaged pupils through the introduction of new strategies relating to attachment and trauma informed practice (Relational Schools) from March 2025. Mental health and well-being ELSA support has continued in 2025-2026. We have a waiting list for this support but the children and families who have accessed this support have benefited greatly. Referrals through to other agencies are completed as we feel it is appropriate. A mental health lead was appointed in the school in September 2024.

Talk for writing strategies are improving the children's writing attainment and in turn their language development. During 2025-2026 Talk for Writing will continue to be a priority for further training and working with other schools in the collaboration on the final year of the Talk for Writing project.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
TT Rockstars	Maths Circle
Talk Boost	ICAN
White Rose Maths	White Rose
Literacy Shed / Quiz Shed	EdShed
Rising Stars Decodable Readers	Rising Stars
Phonics	Flying High Literacy Hub
Handwriting	Twinkl
Spelling Intervention	Nessy
Maths 1:1 /Small Group Boosters	CGP materials
Take 5	Each Amazing Breath
ELSA	ELSA Support / ELSA Network
Mental Health Lead Training	Notts LA
Talk for Writing	Talk for Writing / Pie Corbett
Reading assessments	NTS
Maths assessments	NTS
Grammar, Spelling and Punctuation assessments	NTS
Attachment Aware and Trauma Informed Practice (Relational Schools)	Nottinghamshire Educational Psychology Service. Paul Dix / Dr. Karen Treisman.