

Newhall Primary Academy and Nursery

Pupil Premium Strategy Statement 2025-2026

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Newhall Primary Academy and Nursery
Number of pupils in school	403
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 - 2028
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Baz Duffy
Pupil premium lead	Baz Duffy
Governor / Trustee lead	Caroline Rae

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,295
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total	£80,295

Part A: Pupil premium strategy plan

Statement of intent

At Newhall Primary Academy and Nursery, our vision is for **every** child to:

- Achieve academic success, particularly in reading, writing, and mathematics, ensuring they are well-prepared for the next stage of their education.
- Attend school regularly, so that no learning opportunity is missed.
- Engage fully in enrichment opportunities, including visits, visitors, and extra-curricular activities that broaden their horizons and foster a love of learning.
- Make strong progress in the Early Years Foundation Stage, regardless of background, so they are ready to thrive in Key Stage 1.

Our Pupil Premium Strategy is designed to support these goals by:

- Delivering high-quality teaching and a stimulating, inclusive curriculum across all subjects.
- Using robust data analysis to identify learning gaps and implement targeted interventions.
- Promoting and supporting excellent attendance for all pupils.
- Providing access to a wide range of enriching experiences beyond the classroom to inspire curiosity and lifelong learning.

Challenges

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

Challenge number	Detail of challenge
1	The proportion of disadvantaged pupils in reception achieving a good level of development was 40% in comparison to 83% of non-disadvantaged pupils achieving a good level of development. In particular, the area of writing is where disadvantaged pupils did not meet the early learning goal compared to non-disadvantaged peers.
2	The proportion of disadvantaged pupils in Year 1 passing their phonics screening check was at 71% in comparison to 92% of non-disadvantaged pupils passing their phonics screening check. The proportion of disadvantaged pupils in Year 2 passing their phonics screening check was at 86% in comparison to 98% of non-disadvantaged pupils passing their phonics screening check. At the end of KS2 64% of disadvantaged pupils achieved expected standard in reading in comparison to 81% of non-disadvantaged pupils. At the higher standard the figures were 14% and 39% respectively.
3	At the end of KS2 57% of disadvantaged pupils achieved expected standard in writing in comparison to 83% of non-disadvantaged pupils. At greater depth standard the figures were 14% and 19% respectively. In spelling, punctuation and grammar at the end of KS2, 64% of disadvantaged pupils achieved expected standard in comparison to 78% of non-disadvantaged pupils. At the higher standard this was 14% and 31% respectively.
4	At the end of KS2 57% of disadvantaged pupils achieved expected standard in maths in comparison to 83% of non-disadvantaged pupils. At the higher standard the figures were 7% and 25% respectively.
5	Our attendance data shows that the overall attendance for disadvantaged children last academic year was 91% in comparison to 96% for non-disadvantaged pupils. Similarly, of the 61 persistent absentee pupils, 19 of these were disadvantaged pupils.
6	Our disadvantaged pupils do not get the same opportunities as others in terms of wider cultural and sporting 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
1. Disadvantaged children achieve a good level of development in the same proportion as their non-disadvantaged peers.	The gap between disadvantaged and non-disadvantaged with continue to diminish over the course of this three-year strategy to below or in line with the national gap.
2. Disadvantaged children achieve both greater depth standard and expected standard in the same proportion as their non-disadvantaged peers in KS2 reading and expected standard in KS1 phonics.	The gap between disadvantaged and non-disadvantaged in Year 1 and 2 phonics will be less or in line with the national gap. The gap between disadvantaged and non-disadvantaged at expected and higher standard for KS2 reading will be less than or in line with the national gap.
3. Disadvantaged children achieve both greater depth standard and expected standard in the same proportion as their non-disadvantaged peers in writing and the same proportion of expected and higher standard in grammar, punctuation and spelling.	The gap between disadvantaged and non-disadvantaged at expected and greater depth for KS2 writing will be less than or in line with the national gap. The gap between disadvantaged and non-disadvantaged at expected and higher standard for KS2 grammar, punctuation and spelling will be less than or in line with the national gap.
4. Disadvantaged children achieve both higher standard and expected standard in the same proportion as their non-disadvantaged peers in maths.	The gap between disadvantaged and non-disadvantaged at expected and higher standard for KS2 maths will be less than or in line with the national gap. The minimal gap between disadvantaged and non-disadvantaged pupils achieving full marks and the average score in the MTC test is maintained.
5. Disadvantaged pupils attend school in line with their non-disadvantaged peers' attendance.	Individual disadvantaged pupils achieve an attendance of above 96% for the next academic year. No disadvantaged pupils are persistent absentees.
6. All disadvantaged pupils attend educational visits offered and have the opportunity to attend enrichment activities.	All disadvantaged pupils will attend all of the visits and experiences that their year group offers. All disadvantaged pupils have the opportunity to attend at least one enrichment club during the academic year.

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: £48,177

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Assess pupils using the NTS/KS assessments at the end of the autumn, spring and summer terms in Years 1, 2, 3, 4, 5 and 6. After assessments, complete gap analysis sheets to target specific areas of reading / maths which are evident.</p>	<p>According to EEF (link here) 'assessment should be used not only to track pupils' learning but also to provide teachers with information about what pupils do and do not know.' In addition to this the recommendations for improving literacy for KS2 (link here) and KS1 (link here) both advocate assessment to 'inform professional judgment about the best next steps' and to 'collect high quality, up-to-date information about pupil's current capabilities and adapt teaching accordingly to focus on exactly what pupils need to progress.'</p>	<p>2, 4</p>
<p>Ensure a more integrated and well-planned approach to internal CPD attending Reach2's enhancing CPD course.</p>	<p>According to the EEF (link here) 'Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap...promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes.'</p>	<p>1, 2, 3, 4</p>
<p>Focus on securing foundational skills including basic number knowledge, letter formation and simple sentence structure so that all pupils have the foundational knowledge and skills they need to access the curriculum.</p>	<p>According to research (link here) 'research is clear that high-quality early education establishes the foundations for later success, including academic achievement, good health and well-being.'</p>	<p>1, 3, 4</p>
<p>Embed Reach2's Adaptive Teaching program which includes chunking progress and assessment for learning, in the moment adaptations, high expectations and barriers to learning, planning to</p>	<p>According to the EEF, modelling (as part of cognitive and metacognitive approaches) and increase pupils' learning by 7+ months (link here). The EEF, Page 16 (link here) state, 'all teachers use modelling to some extent. The most effective teachers are aware of their expertise and of how to reveal their skills to learners and how to assess whether their pupils have understood them.'</p>	<p>1, 2, 3, 4</p>

adapt and modelling and direct instruction.	Direct instruction is also a recommendation of the EEF's 'five a day' approach (link here)	
Target and track disadvantaged pupils specifically with regards to phonics interventions, ensuring the interventions are delivered by the most skilled practitioners.	The EEF (link here) states to effectively implement a systematic phonics programme, 'to check if learning can be accelerated or extra support is needed and identify specific capabilities and difficulties to focus teaching.'	1, 2

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

Budgeted cost: £16, 059

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to support communication and language through the use of Wellcomm throughout our early years provision.	According to EEF (link here) 'studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year.' According to the DfE (link here) 'Talk itself can help pupils to build their understanding of written language and how sentences are formed.'	1, 2, 3
Provide one-to-one / small group tuition for those disadvantaged children who have not met the expected phonics standard in Years 1 – 4.	According to EEF (link here) 'small group tuition has an average impact of four months' additional progress over the course of a year and small group tuition is most likely to be effective if it is targeted at pupils' specific needs.'	2, 3, 4

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

Budgeted cost: £16, 059

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed the training of all staff in trauma perceptive practice.	The impact of this is currently being researched by the EEF (link here).	1-6
Ensure children can access the educational visits on offer and the attendance to the enrichment activities.	EEF states (link here) that they ‘think enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.’	5, 6
Monitor the attendance of disadvantaged pupils weekly to ensure swift action is taken when unauthorised absences occur, following the attendance policy.	The DfE guidance (link here) suggests to, ‘hold regular meetings with the parents of pupils who the school (and/or local authority) consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school’ and ‘identify pupils who need support from wider partners as quickly as possible and make the necessary referrals.’	5
Family support worker to build up relationships with persistently absent pupils and their parents to identify and address barriers.	Working together to improve attendance states the importance of ‘build[ing] strong relationships and work[ing] jointly with families, listening to and understanding barriers to attendance and working in partnership with families to remove them (link here).	5

Total budgeted cost: £80, 295

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.

Intended Outcome 1

At the end of EYFS, the gap has remained stable from the 2022-2023 academic year and the current academic year between pupil premium and non-pupil premium pupils as per the table below. However, the gap has increased from last academic year and is still above the 2024 national gap of 20%. This year's figure was based on only five pupils in receipt of pupil premium in Year R and all children in receipt of pupil premium achieved the expected standard in word reading, comprehension, number and numerical patterns. However, in writing, only 40% achieved the expected standard.

Academic Year	Pupil Premium GLD	Non-Pupil Premium GLD	Gap
2022-2023	33%	77%	44%
2023-2024	50%	82%	32%
2024-2025	40%	83%	43%

Intended Outcome 2

At the end of Year 1, the gap has remained stable between pupil premium and non-pupil premium pupils achieving the expected standard in the Year 1 phonics screening check since the 2022-2023 academic year. It is still higher than the 2024 national gap of 14%.

Academic Year	Pupil Premium Phonics Met	Non-Pupil Premium Phonics Met	Gap
2022-2023	67%	87%	20%
2023-2024	63%	96%	33%
2024-2025	71%	92%	21%

At the end of Year 2, the gap has remained stable between pupil premium and non-pupil premium pupils achieving the expected standard in the phonics screening check by the end of Year 2.

Academic Year	Pupil Premium Phonics Met	Non-Pupil Premium Phonics Met	Gap
2022-2023	73%	96%	23%
2023-2024	83%	94%	11%
2024-2025	86%	98%	12%

The results below are for our first Year 6 cohort and therefore comparisons are to the previous year's national figures. At the end of Key Stage 2, the gap between pupil premium and non-pupil premium is now in line with the national gap for achieving expected standard in reading. At greater depth standard the gap is 10% wider than the national gap.

KS2 Reading	2024-2025		
	Pupil Premium	Non-Pupil Premium	Gap
Expected	64%	81%	17%
Higher Standard	14%	39%	25%

Intended Outcome 3

The results below are for our first Year 6 cohort and therefore comparisons are to the previous year's national figures. At the end of Key Stage 2, the gap between pupil premium and non-pupil premium pupils achieving expected standard in writing is wider than national. At greater depth standard the gap is smaller than national.

KS2 Writing	2024-2025		
	Pupil Premium	Non-Pupil Premium	Gap
Expected	57%	83%	26%
Greater Depth	14%	19%	5%

The results below are for our first Year 6 cohort and therefore comparisons are to the previous year's national figures. In grammar the gaps between pupil premium and non-pupil premium are lower than national at expected and higher standard.

KS2 Grammar	2024-2025		
	Pupil Premium	Non-Pupil Premium	Gap
Expected	64%	78%	14%
Higher Standard	14%	31%	17%

Intended Outcome 4

The results below are for our first Year 6 cohort and therefore comparisons are to the previous year's national figures. At the end of Key Stage 2, the gap between pupil premium and non-pupil premium is wider than the national gap for achieving expected standard and the higher standard in maths.

KS2 Maths	2024-2025		
	Pupil Premium	Non-Pupil Premium	Gap
Expected	57%	83%	26%
Higher Standard	7%	25%	18%

In the Year 4 Multiplication Tables Check the difference between pupil premium and non-pupil premium in both the % of full marks and average score has decreased over the last three years.

	Pupil Premium		Non-Pupil Premium	
	% Full Marks	Average Score	% Full Marks	Average Score
Newhall 2025	58%	21.6	59%	22.7
Newhall 2024	63%	18.5	65%	22.4
Newhall 2023	14%	16.2	41%	21.9

Intended Outcome 5

The table below demonstrates that the gap between pupil premium and non-pupil premium regarding attendance has remained at around 5% for the last two academic years.

	2022-2023			2023-2024			2024-2025		
	PP	Non-PP	Gap	PP	Non-PP	Gap	PP	Non-PP	Gap
Attendance	92.4%	94.2%	1.8%	90.5%	95.7%	5.2%	90.5%	95.5%	5.0%

Intended Outcome 6

All pupils have participated in all enrichment activities if they have wanted to.