

Newhall Primary Academy and Nursery

Pupil Premium Strategy Statement 2026-2027

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 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	500
Proportion (%) of pupil premium eligible pupils	10.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 - 2028
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
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	£65,100
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total	£65,100

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 which is adapted so that all children can achieve.
- 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, based upon when this strategy started (2025), 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.
3	At the end of KS2 57% of disadvantaged pupils achieved expected standard in writing in comparison to 83% of non-disadvantaged pupils.
4	At the end of KS2 57% of disadvantaged pupils achieved expected standard in maths in comparison to 83% of non-disadvantaged pupils.
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 expected standard in the same proportion as their non-disadvantaged peers in KS2 reading and 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 standard for KS2 reading will be less than or in line with the national gap.
3. Disadvantaged children achieve expected standard in the same proportion as their non-disadvantaged peers in writing.	The gap between disadvantaged and non-disadvantaged at expected standard KS2 writing will be less than or in line with the national gap.
4. Disadvantaged children achieve expected standard in the same proportion as their non-disadvantaged peers in maths.	The gap between disadvantaged and non-disadvantaged at expected 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 20+ 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% by the end of this three-year strategy. 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: £39,060

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assess pupils using the NTS 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.	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.'	2, 4
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.	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.'	1, 3, 4
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 adapt and modelling and direct instruction.	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.' Direct instruction is also a recommendation of the EEF's 'five a day' approach (link here)	1, 2, 3, 4
Target and track disadvantaged pupils specifically with regards to phonics interventions, ensuring	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	1, 2

the interventions are delivered by the most skilled practitioners.	identify specific capabilities and difficulties to focus teaching.'	
Implement a new spelling programme for Years 2-6.	According to the EEF(link here), recommendation 5, "Explicitly teach spellings and provide pupils with extensive opportunities to practice them"	3

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

Budgeted cost: £13, 020

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to support communication and language through the use of Wellcomm and Talk Boost 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: £13, 020

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 and track their involvement so specific pupils can be targeted.	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: £65, 100

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 2025 to 2026 academic year. *National figures refer to 2024-2025 national data.*

Intended Outcome 1

At the end of EYFS, the gap has reversed with all pupils in receipt of pupil premium achieving a good level of development. This year's figure was based on only two pupils in receipt of pupil premium in Year R. We aim to sustain this in 2026-2027

Year R GLD

Academic Year	Newhall Pupil Premium GLD	Newhall Non-Pupil Premium GLD	Gap	National Pupil Premium GLD	National Non-Pupil Premium GLD	Gap
2022-2023	33%	77%	-44%	52%	72%	-20%
2023-2024	50%	82%	-32%	52%	72%	-20%
2024-2025	40%	82%	-42%	51%	72%	-21%
2025-2026	100%	85%	+15%	51%	72%	-21%

Intended Outcome 2

At the end of Year 1, the trend of the gap between pupil premium and non-pupil premium pupils achieving the expected standard in the Year 1 phonics screening check is closing and is now lower than national.

Year 1 Phonics

Academic Year	Newhall Pupil Premium Phonics Met	Newhall Non-Pupil Premium Met	Gap	National Pupil Premium Met	National Non-Pupil Premium Phonics Met	Gap
2022-2023	67%	87%	-20%	67%	83%	-16%
2023-2024	63%	96%	-33%	68%	84%	-16%
2024-2025	82%	92%	-20%	67%	84%	-17%
2025-2026	75%	90%	-15%	67%	84%	-17%

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

Year 2 Phonics

Academic Year	Newhall Pupil Premium Phonics Met	Newhall Non-Pupil Premium Phonics Met	Gap	National Pupil Premium Phonics Met	National Non-Pupil Premium Phonics Met	Gap
2022-2023	73%	96%	-23%	81%	91%	-10%
2023-2024	83%	94%	-11%	82%	92%	-10%
2024-2025	86%	98%	-12%	81%	92%	-11%
2025-2026	100%	96%	+4%	81%	92%	-11%

At the end of Key Stage 2, the gap between pupil premium and non-pupil premium is in line with the national gap for achieving expected standard in reading.

KS2 Reading

Academic Year	Newhall Pupil Premium Reading Met	Newhall Non-Pupil Premium Reading Met	Gap	National Pupil Premium Reading Met	National Non-Pupil Premium Reading Met	Gap
2024-2025	69%	81%	-12%	63%	81%	-18%
2025-2026	50%*	80%	-30%	63%	81%	-18%

*One child, who is in receipt of pupil premium, was on holiday for the tests and was projected to meet expected standard.

Intended Outcome 3

At the end of Key Stage 2, the gap between pupil premium and non-pupil premium pupils achieving expected standard in writing is in line with national.

KS2 Writing

Academic Year	Newhall Pupil Premium Writing Met	Newhall Non-Pupil Premium Writing Met	Gap	National Pupil Premium Writing Met	National Non-Pupil Premium Writing Met	Gap
2024-2025	62%	83%	-21%	59%	78%	-19%
2025-2026	70%	84%	-14%	59%	78%	-19%

Intended Outcome 4

At the end of Key Stage 2, the gap between pupil premium and non-pupil premium pupils achieving expected standard in maths is in line with national.

KS2 Maths

Academic Year	Newhall Pupil Premium Maths Met	Newhall Non-Pupil Premium Maths Met	Gap	National Pupil Premium Maths Met	National Non-Pupil Premium Maths Met	Gap
2024-2025	62%	83%	-21%	61%	80%	-21%
2025-2026	60%*	76%	-16%	61%	80%	-21%

*One child, who is in receipt of pupil premium, was on holiday for the tests and was projected to meet expected standard.

In the Year 4 Multiplication Tables Check the difference between pupil premium and non-pupil premium in both the % of 20+ marks and average score has decreased over the last three years and in 2026 was reversed.

Year 4 MTC

	Newhall Pupil Premium		Newhall Non-Pupil Premium		National Pupil Premium		National non-Pupil Premium	
	% 20+ Marks	Average Score	% 20+ Marks	Average Score	% 20+ Marks	Average Score	% 20+ Marks	Average Score
2024	63%	18.5	81%	22.4	54%	18.9	73%	21.3
2025	75%	21.6	80%	22.7	56%	19.3	75%	21.7
2026	86%	22.0	79%	21.9	56%	19.3	75%	21.7

Intended Outcome 5

The table below demonstrates that the gap between pupil premium and non-pupil premium regarding attendance has remained at around 5% from 2023-2025, but has now reduced to 1.5% in 2026.

Attendance

2023-2024			2024-2025			2025-2026		
PP	Non-PP	Gap	PP	Non-PP	Gap	PP	Non-PP	Gap
90.5%	95.7%	5.2%	90.5%	95.5%	5.0%	93.2%	95.1%	-1.9%

Intended Outcome 6

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