

Pupil premium strategy statement – Newtown Primary School

School overview

Detail	Data
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2025
Statement authorised by	Mrs Simone Chesney-Ly
Pupil premium lead	Mr James Bushell
Governor / Trustee lead	Mr Paul Ramage

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,685
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 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>	£119,685

Part A: Pupil premium strategy plan

Statement of intent

The effective use of the Pupil Premium Grant is at the heart of our school's vision and values. We are committed to providing a tailored education for every pupil, regardless of their background or ability. Driven by our belief in the transformative power of education, we aim to eliminate barriers to learning and ensure all pupils can achieve their full potential. A central goal of our Pupil Premium Grant strategy is to narrow attainment gaps and promote fair and equitable outcomes for all learners.

Newtown Primary Schools serves a vibrant and diverse area. As a school community we aim for all children to make the best progress they are capable of across the curriculum; ultimately, we want our Pupil Premium children to leave us with excellent skills in English and Maths and achieve at the end of Key Stage 2 in line with non-Pupil Premium pupils nationally. We also want our Pupil Premium children to leave us with a wide body of knowledge that supports excellent achievements in all curriculum areas. Therefore, based on multiple sources of evidence, we know that the core skills in English and maths underpin all aspects of learning. With this secure knowledge, pupils will be able to unlock the whole curriculum and will have the necessary skills to become lifelong learners.

At Newtown Primary School, we have high expectations for all pupils in our school. We aim to provide the highest possible quality of teaching and learning through a curriculum that is stimulating, challenging and memorable. As an inclusive school we are committed to educate and develop all our pupils and give them equal access to a broad and balanced curriculum. At Newtown Primary School we have designed our curriculum to meet the specific needs of our pupils and our community. Our curriculum will tackle the 'Matthew Effect' (Hirst) of those pupils with more prior knowledge learning more than those with limited prior knowledge. We aim to develop specific subject knowledge for every pupil premium pupil so that this gap closes by implementing a knowledge rich curriculum that looks to embed communal knowledge for all pupils.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support (e.g. vocabulary acquisition). This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. However, this is in itself not always enough.

We also want our Pupil Premium children to leave us with a wide body of knowledge that supports excellent achievement in all curriculum areas and also have the opportunity to benefit from cultural enrichment. Excellent curriculum delivery through consistently good teaching is the basis of our Pupil Premium strategy. Strong teaching

in all curriculum areas ensures that children have the specific subject knowledge that enables new knowledge to be retained, helping them commit the new information to long term memory.

As a result, targeted academic support is used, when and where appropriate, based on the diagnosed needs of each individual child. The key principles underpinning the strategy plan are:

- Staff to have high expectations of all children.
- All pupils receive quality first teaching each lesson.
- Addressing non-academic barriers to attainment such as attendance, well-being and cultural capital ·

To provide effective social and emotional support so they are safe, happy and attend every day.

- Access to our full curriculum
- Providing targeted academic support for those not making expected progress
- Approaches adopted are selected based on strong educational evidence
- Ensure Pupil Premium pupils have priority access to high quality intervention

Challenges

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

Challenge number	Detail of challenge
1 Attendance/ Persistent Absence	A key challenge for the school is ensuring that attendance for pupils eligible for Pupil Premium meets national expectations and is broadly in line with that of their non-Pupil Premium peers.
2 Fluency in Reading	The children enter the school with very low starting points, particularly in phonics knowledge and early reading skills. This is compounded by limited exposure to books, language-rich experiences, and consistent reading routines prior to entry; consequently, many pupils require immediate and intensive support to access the curriculum and make accelerated progress.
3 Fluency in Maths	Fundamental arithmetic and number skills - including the ability to subitize and efficiently select the most appropriate method - are less well developed for Pupil Premium children than other pupils and impacts on pupils reaching expected levels at EYFS, KS1 and KS2.
4	Our assessments and observations suggest that Pupil Premium pupils' experiences outside of school may be more limited and as a

Essential knowledge acquisition	result they may start some curriculum areas with less knowledge than peers. Ongoing assessments and observations in school show that some Pupil Premium pupils have a less developed and extensive vocabulary as a result. This lack of language and knowledge impacts on all curriculum areas but also limits comprehension in reading.
5 SEMH	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. Many of our pupils have multiple ACE's which affect their learning, mental and emotional wellbeing. Moreover, some pupils have non-academic barriers to attainment such as emotional well-being, social and behavioural needs which impact the pupil's attainment and readiness to learn.
6 Life experiences/enrichment	Our pupils have limited experience of the wider world. Our discussions and internal tracking show that disadvantaged pupils are less likely to attend extra-curricular clubs and a range of cultural experiences. As a school, we all want our learners to experience a range of opportunities to enrich their curriculum and develop their cultural capital.

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
Attendance/ Persistent Absence	Data for all pupil premium students to be in line with the national expectations. Last year our school was in line with national expectations. Furthermore, there was a reduction in Persistently Absent students.
To improve fluency in reading to be broadly in line with national expectations in key assessment years.	All pupils, including those eligible for Pupil Premium, will make sustained progress through high-quality, tiered, forensic teaching, ensuring that every child is working towards achieving age-related expectations in core subjects. This will be evidenced through: <ul style="list-style-type: none"> • Improved attainment and progress data for disadvantaged pupils. • Reduction in attainment gaps between Pupil Premium and non-Pupil Premium pupils. • Consistent application of tiered interventions across all phases.
To improve fluency in maths to be broadly in line with national expectations in key assessment years.	All pupils, including those eligible for Pupil Premium, will make sustained progress in mathematics through high-quality, tiered,

	<p>forensic teaching, ensuring that every child is working towards achieving age-related expectations. Success will be measured by:</p> <ul style="list-style-type: none"> • Increased percentage of pupils achieving age-related expectations in maths. • Reduction in attainment gaps between disadvantaged and non-disadvantaged pupils. • Evidence of mastery in fluency, reasoning, and problem-solving.
Essential knowledge acquisition	<p>Our school serves a highly deprived community where pupils often start with significant gaps in essential knowledge. Over recent years, we have invested heavily in developing a knowledge-rich curriculum, and this work is beginning to show positive impact.</p> <p>However, essential knowledge remains a foundational priority because it underpins all future learning and progress across subjects.</p> <p>Research and evidence (EEF, Rosenshine's Principles) highlight that secure knowledge acquisition is critical for disadvantaged pupils to access and succeed in a broad curriculum. Without this, pupils struggle to develop fluency, reasoning, and higher-order thinking skills.</p>
SEMH	<p>Our school serves a community with high levels of deprivation, where SEMH needs are prevalent and often impact learning and engagement. In line with Marc Rowland's guidance on Addressing Educational Disadvantage, we place pupils' barriers at the heart of all that we do. Every child is seen holistically; with a clear understanding of the challenges, they face beyond academic attainment.</p> <p>Identifying barriers is not about labelling pupils but about understanding the root causes of underachievement and tailoring support accordingly. This approach ensures that interventions are responsive, evidence-based, and focused on long-term success:</p> <ul style="list-style-type: none"> • All pupils have their barriers identified through robust systems (e.g.,

	<p>pastoral reviews, pupil voice, family engagement).</p> <ul style="list-style-type: none"> • SEMH strategies are embedded across the curriculum and school culture. • Staff are trained to recognise and respond to SEMH needs proactively.
Life experiences/enrichment	<p>Our school offers a bespoke curriculum designed to motivate all pupils and embed our core school values. For disadvantaged pupils, access to enriching experiences is essential to broaden horizons, build cultural capital, and develop confidence. Many pupils in our community have limited opportunities outside school, so enrichment is a key driver for personal development and engagement.</p> <p>Marc Rowland's research emphasises that addressing educational disadvantage requires removing barriers and creating opportunities that foster aspiration and resilience. Enrichment is not an "add-on" but a fundamental part of our strategy to ensure equity and holistic development:</p> <ul style="list-style-type: none"> • Increased participation in educational visits, events, and extracurricular activities. • Positive pupil feedback evidencing greater engagement and enjoyment in learning. • Monitoring shows improved confidence and willingness to take part in collaborative tasks.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £80,600

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

Ensuring quality first teaching in all year groups and across the curriculum. Release staff so that they can observe models of outstanding practice in school and receive planning support.	High-quality teaching EEF (educationendowmentfoundation.org.uk) The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.	2,3,4,5
CPD and ongoing training to embed dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	Oral language interventions EEF (educationendowmentfoundation.org.uk) There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.	2,3,4,5
CPD and ongoing training to further develop the implementation of Little Wandle systematic, synthetic phonics programme.	Phonics EEF (educationendowmentfoundation.org.uk) Supporting continuous and sustained professional development is crucial to developing teacher practice. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word (though not necessarily comprehension), particularly for disadvantaged pupils. Disadvantaged pupils benefit more from phonics interventions and approaches.	2,4,6
Maths Mastery specialist (NCETM Central Maths Hub) support teaching staff at Newtown.	Mastery learning EEF (educationendowmentfoundation.org.uk) Evidence shows Mastery learning approaches address gaps in children's learning by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills	3,4,6
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resource and CPD (including Teaching for Mastery training, Mastering Number EYFS, Y1, Y2)	Working alongside Maths Mastery specialist from Central Maths Hub. The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) publishing.service.gov.uk The EEF guidance is based on a range of the best available evidence:	3,4,6

	Improving Mathematics in the Early Years and Key Stage 1 EEF educationendowmentfoundation.org.uk Improving Mathematics in the Early Years and Key Stage 1 EEF educationendowmentfoundation.org.uk	
--	--	--

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

Budgeted cost: £ 54,383

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide daily phonics and reading teaching for children who lack fluency and comprehension in reading. Resource Little Wandle as necessary.	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.</p> <p>Feedback EEF Reading comprehension strategies EEF</p>	2,4,6
To provide intervention in the core subjects to address gaps and ensure the gap between Pupil Premium and their peers close, in relation to both age-related expectations.	<p>EEF report on effective teaching of primary literacy states that the reading comprehension can be improved by teaching specific strategies that pupils can apply to overcome barriers to comprehension.</p> <p>Small group tuition EEF Improving Literacy in Key Stage 2 EEF</p>	2,3,4,6
Contracting a Speech and Language Therapist for targeted support in order to remove listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Oral language interventions can have a positive on pupils' language skills. Approaching that focus on speaking, listening and a combination of the two show positive impacts on attainment.</p>	4

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

Budgeted cost: £ 19,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of an Attendance Officer to work with pupils and parents to establish good routines around attendance.	EEF toolkit– Parental engagement – A dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance. The link between attendance and attainment in an assessment year The link between absence and attainment at KS2 and KS4, Academic year 2018/19 - Explore education statistics - GOV.UK	1,2,3,4,5,6
Curriculum Enrichment- school trips, visits and visitors to the school enable pupils to high quality curriculum enhancements which enrich learning and give expose to a variety of real-world activities/environments.	Arts participation EEF Approaches to supporting disadvantaged pupils - GOV.UK Essential life skills EEF	1,2,3,4,5,6

Total budgeted cost: £ 153,743

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended Outcome 1 – Language Development

A whole-school approach to vocabulary has strengthened consistency and progression across all phases. Evidence from the EEF shows that structured language interventions accelerate literacy development. Despite gains, many children enter EYFS with below-average spoken language, making this a continued priority. Targeted support through Lexia and Speech and Language specialists ensures lower-attaining and Pupil Premium pupils access high-quality interventions. In Autumn 1, 19 Reception children were below age-related expectations in language; by Summer 2, this reduced to 12. NTS assessments and forensic QLA analysis show consistent vocabulary gains across all key stages. Explicit instruction, rich oral interaction, and targeted intervention enable pupils to acquire, retain, and apply vocabulary effectively.

Intended Outcome 2 – Fluency in Maths

A whole-school maths approach prioritises fluency, reasoning, and problem-solving. NTS diagnostic assessments and Mastering Number initiatives have strengthened calculation fluency and accuracy. Teachers use QLAs and forensic live marking to identify misconceptions in real time, ensuring gaps for Pupil Premium pupils are addressed proactively. Tiered interventions, including small-group and bespoke support, provide targeted instruction to lower-attaining pupils. Gaps remain for some Pupil Premium pupils, making continued focus on fluency and real-time assessment critical to ensure outcomes align with national expectations.

Intended Outcome 3 – Essential Knowledge

The majority of teachers use assessment skilfully: checking understanding, addressing misconceptions, and supporting retrieval of prior learning, enabling pupils to make connections and develop deep understanding. The curriculum is sequenced around essential knowledge, with embedded retrieval practice to secure long-term learning, particularly important given many pupils start below national attainment. Consequently, the majority of Pupil Premium pupils can articulate progress, use technical vocabulary confidently, and apply reading to support learning. Pre-topic assessments identify gaps early, and recall tasks are tailored to pupil needs, enabling knowledge acquisition, retention, and retrieval across units.

Intended Outcome 4 – SEND and Essential Knowledge

SEND pupils below age-related expectations receive daily, individualised interventions, informed by diagnostic assessment and forensic analysis. Targeted support in Writing and Maths has led to improved writing skills and a mathematical gap that is narrowing steadily over time. Maths attainment for SEND pupils is closing faster than other areas, a small but significant success whose strategies will inform Reading and Writing interventions. Pupils not yet secure in Phonics continue structured support before

transitioning to Fluency interventions, ensuring progress in reading. Many SEND pupils require sustained, bespoke intervention to address low acquisition, attainment, and vocabulary and embed learning.

Intended Outcome 5 – Attendance and Persistent Absence

Pupil Premium attendance was 92.6%, in line with national expectations, with a 1.3% reduction in Persistent Absence (PA). SEND Pupil Premium attendance was 93.2%, a 0.6% increase. Reducing PA and improving punctuality remain key priorities, supported by ongoing dialogue with parents. The safeguarding curriculum addresses local risks, including water safety, knife crime, county lines, and online safety. SEMH needs are supported through Pastoral Lead guidance, external specialists, and bespoke programmes covering resilience, emotional awareness, confidence, friendships, personal safety, and wellbeing. Families are supported via Early Help to ensure full curriculum access.

Intended Outcome 6 – SEMH

Children with SEMH needs are proactively identified and supported to access the curriculum. The SENDCo provides ongoing guidance to staff on SEMH barriers, enabling earlier identification, particularly in EYFS. Interventions are immediately implemented by the Family Support Worker and tailored to individual needs. This proactive approach ensures SEMH barriers are addressed promptly, enabling pupils to engage confidently with learning, build resilience, and make measurable progress.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Lunch Time Provision and Mentoring	Active Bodies for Focused Minds
Breakfast Club/Whole School Breakfast	Magic Breakfast
Reading Intervention	Lexia
Mathematics Intervention	Mathletics

Service pupil premium funding (optional)

<i>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</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.