

Pupil premium strategy statement

This statement details our school's use of pupil premium ~~(and recovery premium for the 2021 to 2022 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	Newlands Primary School
Number of pupils in school	1726
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 2023/2024 2024/20252025/2026
Date this statement was published	October 20252
Date on which it will be reviewed	July 20265
Statement authorised by	FGB, 18 th November 2024FGB 20/10/2025FGB, 21 st November 2022
Pupil premium lead	Diane MartinLaura Ovenden Interim Headteacher of School
Governor / Trustee lead	

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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,88029,835
Recovery premium funding allocation this academic year	£870£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£36,88029,835

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Part A: Pupil premium strategy plan

Statement of intent

At Newlands, our intention is to provide a happy, caring, challenging and secure environment where every child, irrespective of their background or the challenges they face, will enjoy school, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

As a school, we aim to provide a curriculum which is broad, balanced and relevant to each child's needs. We recognise that quality first teaching is integral to improve outcomes for all pupils and therefore we are committed to ensuring that all pupils, including those who are disadvantaged, receive teaching which is at least good in every lesson. To achieve this we prioritise curriculum planning, ensuring that key knowledge and skills are sequenced and built upon towards defined end points.

At Newlands, staff invest time in knowing and understanding each individual child well, developing strong relationships with them and understanding their challenges. The teachers will be mindful of these challenges in each lesson, every day.

As previously mentioned, quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This approach has the greatest impact on closing any disadvantage attainment gaps whilst also benefiting the non-disadvantaged pupils in our school.

Our Pupil Premium strategy objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- Recognising that not all pupils who receive free school meals will be socially disadvantaged
- Recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We use our knowledge of pupils and families to identify pupils we consider need extra support and reserve the right to allocate the Pupil Premium

funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Achieving these objectives:

The range of provision the Governors consider making for this group include:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Allocating a 'Pupil Premium' / 'Catch Up' - providing small group work focussed on overcoming gaps in learning.
- Ensuring that all teaching assistants are deployed effectively to support pupil premium children.
- Additional teaching and learning opportunities provided for children. Aiming at accelerating progress, moving children to at least age-related expectations.
- Ensuring children have first-hand experiences to use in their learning in the classroom.
- To encourage parents/ carers to apply for free school meals where pride, stigma or changing circumstances may act as a barrier
- Consider making a contribution supporting payment for activities, educational visits and experiences.

Challenges

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

Challenge number	Detail of challenge
1	53% to 58% 50% of disadvantaged pupils <u>attained Reading and Maths at the end of KS2 with no disadvantaged pupils attaining writing were working below the expected standard, this represents an 18% to 37% gap when compared to all pupils across the school. 65% of non-disadvantaged pupils attained RWM combined at end of KS2.</u>
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Last year 50 75% of our PP children did not pass the phonics screening check
3	Newlands is a smaller than average primary school which means there is a small number of staff available for interventions, training and one to one interactions with pupils are bespoke to specific needs.
4	58 37% of our disadvantaged pupils who are eligible for pupil premium funding identify as Gypsy, Romany or Traveler. Our assessments, observations and discussions with pupils and families have identified social and emotional issues for some of our GRT pupils which impact on their academic success.
5	40 35% of pupils who are persistently absent (miss 10% or more of all possible school sessions regardless of whether the absence is authorised or unauthorised) are disadvantaged

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
Reading, writing and Maths attainment of disadvantaged pupils, to be in line with the rest of the school and national ARE by end of Y6	Y6 external measures (KS2 SATs of reading, writing and maths show that disadvantaged are performing in line with their peers and at least achieving ARE
Phonics attainment of disadvantaged pupils to be in line with the rest of the school pass their phonics screening check by the end of Y1.	Yr 1 phonics test to show that disadvantaged are performing in line with their peers
Emotional resilience and attitude to learning for disadvantaged pupils to be as good as their peers	Ability to resolve conflicts with peers and to express their own strategies based on school taught strategies evidenced through pupil conferencing Ability to take on leadership roles in the school and overcome any challenges that they might face.
Disadvantaged children consistently access learning	Disadvantaged children have attendance in line with their non-disadvantaged peers both within school and nationally.

Activity ~~during this strategy in this across the 3~~ academic years
This details how we intend to spend our pupil premium (and recovery premium funding)
~~across the 3 year strategy this academic year,~~ to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £~~78~~,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use standardised diagnostic assessments. (GL Assessments to identify gaps in learning and potential barriers to learning)	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1,3
Use of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. (Bug Club) Read, write inc	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2,3
Staff training Curriculum design with a robust progression of knowledge and skills leading to mastery learning. Year 6 and leaders to attain 'Raising attainment in year 6' and other CPD to ensure all pupils in at the end of the Key stage make the excellent progress and attainment.	The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. Studies involving primary school pupils have tended to be more effective (+8 months) than for secondary school pupils (+ 3 months). Mastery Learning Toolkit Strand Education Endowment Foundation EEF	1,3

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

Budgeted cost: £~~1822,760~~640

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of emotional literacy.(ELSA)</p> <p>Train ELSA to develop and deliver individualised support programmesprograms to meet the emotional needs of children.</p>	<p>The average impact of successful Social and emotional learning interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>Social & Emotional Learning Toolkit Strand Education Endowment Foundation EEF</p>	4
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3
<p>Additional/smaller group provision, pre-teaching and precision teaching</p>	<p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Impact tends to be greater in primary schools (+4 months) than secondary schools, which has fewer studies overall and a lower impact (+2 months).</p> <p>Small Group Tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,3,4
<p>Teaching assistants (also known as TAs, classroom support assistants or teachers' aides) are adults who support teachers in the classroom. Teaching assistants' duties can vary widely, but they are generally deployed in two ways; to support the teacher in the general classroom environment, or to provide targeted interventions, which are often delivered out-of-</p>	<p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. The majority of studies were targeted interventions conducted in primary schools – where the impact is typically a little higher (+5 months) than for secondary age pupils (+4 months).</p> <p>Teaching Assistant Interventions Toolkit Strand Education Endowment Foundation EEF</p>	

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class. The role can also include administrative support.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £35,975

Activity	Evidence that supports this approach	Challenge number(s) addressed
Admin staff to monitor pupils and liaise with Senior Leadership team following up quickly on absences. First day response provision.	Evidence suggests that small improvements in attendance can lead to meaningful impacts for pupil outcomes. Attendance Interventions rapid evidence assessment Education Endowment Foundation EEF	5
Small groups of children taking part in weekly after school activities which support their emotional welling. Each group attends for a half term. Lunchtime nurture group working alongside ELSA daily.	The average impact of successful Social and emotional learning interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Social & Emotional Learning Toolkit Strand Education Endowment Foundation EEF	4
Encouraging Leadership roles e.g. Librarians, School Council, House Captains, Playground Buddies	Giving each children roles and responsibilities is proven to increase self-confidence and self-esteem Social & Emotional Learning Toolkit Strand Education Endowment Foundation EEF	4
Contingency fund for acute issues/ Educational visits	A small amount of our budget is set aside to be able to respond to any emergency situation to help a family in need or to help fund access to school and wider activities. e.g. subsidised day and residential trips, school uniform, music tuition, extra-curricular extra-curricular clubs, food parcels, additional food in school	

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Total budgeted cost: £239,835,930

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 2023/24 to 2025/26 period-academic year.

The small number of pupils that attend Newlands combined with our low number of PP pupils means that assessment data is often not statistically significant. At Newlands we know children as individual learners identifying and removing the barriers to learning faced by all children including those that are pupil premium.

Date for review:

DISADVANTAGED DATA

Early Years GLD	2023	2024	2025
No of PP Pupils	2	2	1
Newlands	50%	50%	0%
Local Authority	52%	52%	51%
National	52%	52%	TBC

Year 1 Phonics	2023	2024	2025
No of PP Pupils	3	1	2
Newlands	33%	0%	50%
Local Authority	63%	64%	64%
National	67%	68%	67%

Year 4 MTC (Average score)	2023	2024	2025
No of PP Pupils	3	5	2
Newlands	14	19	25
Local Authority	18	18	18
DfE Region	18	18	19

KS2 SATS Combined RWM	2023	2024	2025
No of PP Pupils	1	4	2
Newlands	100%	25%	0%
Local Authority	39%	39%	41%
National	44%	46%	47%

At the end of the summer term 2022:-

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EYFS: (5 pupils)

- 40% of pupil premium made GLD

Year 1 Phonics: (4 pupils)

- 25% of pupils passed Year 1 phonics screening

KS1 Reading, Writing & Maths Combined: (3 pupils)

- 100% on Pupil Premium children were working below age level
- 0% of Pupil Premium were working at the expected standard
- 0% of Pupil Premium were working at the greater depth

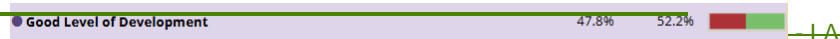
KS2 Reading, Writing & Maths Combined: (4 pupils)

- 0% on Pupil Premium children were working below age level
- 100% of Pupil Premium were working at the expected standard
- 25% of Pupil Premium were working at the greater depth

At the end of the summer term 2023:

EYFS: (2 pupils)

- 50% of pupil premium made GLD



Year 1 Phonics: (4 pupils)

Estab. No.	Estab. Name	Cohort	No Score	Mark					APS
				0-15	16-23	24-31	32-36	37-40	
-	NCER National	137,040	4.1%	15.2%	6.8%	7.3%	30.7%	35.8%	29.8
-	Local Authority	2,419	3.7%	15.5%	8.6%	9.1%	30.9%	32.3%	29.2
2389	Newlands Primary School	4	0.0%	25.0%	50.0%	0.0%	25.0%	0.0%	19.8

KS1 Reading, Writing & Maths Combined: (2 pupils)

100% obtained EXS in Reading

0% -- obtained expected standard in writing

50% -- obtained EXS standard in Maths

Therefore 0% obtained combined standard in KS1

KS2 Reading, Writing & Maths Combined: (1 pupil)

Subject	Level	Newlands Primary School (2389)	Local Authority - Hampshire		National (State-funded schools)
		Value	Value	Gap	Value
Reading (test), Writing (TA)	>EXS/Exp.Std.	100.0%	39.8%	+60.2%	44.2%
& Maths (test)	GDS/High Score	0.0%	2.4%	-2.4%	3.2%

Year 4 Multiplication Check

Etab. No.	Etab. Name	Cohort	Eligible ¹	No Score ²	Score					Average Score ³ (out of 25)
					0-5	6-10	11-15	16-20	21-25	
-	NCER National	23,050	22,450	4.8%	3.8%	9.7%	15.8%	18.9%	47.0%	18.5
-	Local Authority - Hampshire	1,322	1,281	6.9%	3.4%	10.1%	18.5%	21.5%	39.6%	17.8
2389	Newlands Primary School	3	3	0.0%	0.0%	33.3%	33.3%	0.0%	33.3%	14.3

At the end of the summer term 2024:-

EYFS: (2 pupils)

Item		Newlands Primary School (2389)	Local Authority - Hampshire		NCER National	
		Value	Value	Gap	Value	Gap
Good Level of Development	●	50.0%	51.8%	-1.8%	52.1%	-2.1%

Year 1 Phonics: (2 pupils)

Etab. No.	Etab. Name	Cohort	Eligible ¹	Score ²	Mark					Average Score ³ (out of 25)
					No	0-5	6-10	11-15	16-20	
-	NCER National	131,370	25,310	4.6%	3.5%	9.4%	14.9%	18.0%	49.6%	18.8
-	Local Authority	2,272	3,316	6.5%	4.3%	11.3%	18.9%	20.3%	38.7%	17.5
2389	Newlands Primary School	2	3	0.0%	0.0%	0.0%	33.3%	33.3%	33.3%	18.3

~~KS1 Reading, Writing & Maths Combined: (6 pupils)~~

~~1 child combined EXS~~

~~KS2 Reading, Writing & Maths Combined: (4 pupils)~~

Subject	Level	Newlands Primary School (2389)		Local Authority - Hampshire		Gap	NCER National	
		Value		Value			Value	
Reading (test), Writing (TA)	≥EXS/Exp.Std.	25.0%		39.3%		-14.3%	45.7%	
& Maths (test)	GDS/High Score	0.0%		1.9%		-1.9%	3.1%	

~~Year 4 Multiplication Check~~

Etab. No.	Etab. Name	Cohort	Eligible ¹	Score ²	Score					Average Score ³ (out of 25)
					0-5	6-10	11-15	16-20	21-25	
-	NCER National	25,990	25,310	4.6%	3.5%	9.4%	14.9%	18.0%	49.6%	18.8
-	Local Authority - Hampshire	3,407	3,316	6.5%	4.3%	11.3%	18.9%	20.3%	38.7%	17.5
2389	Newlands Primary School	4	3	0.0%	0.0%	0.0%	33.3%	33.3%	33.3%	18.3

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