PUPIL PREMIUM STRATEGY STATEMENT 2025/26 TO 2026/27

This statement details our school's use of pupil premium for the 2025/26 academic year funding to help improve the attainment of our disadvantaged pupils. It was reviewed in August 26 in preparation for for the academic year 26/27.

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	Newton Burgoland Primary School
Number of pupils in school	83
Proportion (%) of pupil premium eligible pupils	13.1%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024/25 – 2026/27
Date this statement was published	1/9/26
Date on which it will be reviewed	1/9/27
Statement authorised by	Mrs. Sue Ward Mr. James Dodds
Pupil premium lead	Mrs. Sue Ward
Governor / Trustee lead	Dr Deborah Aldred

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	**£13,320 (2024/25)** **£16,665(25/26)** **£15,500 (26/27)**
Recovery premium funding allocation this academic year	NA
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	**£15,500**

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Part A: Pupil premium strategy plan

Statement of intent

At Newton Burgoland Primary School, it is our intention that all pupils make strong progress and attain well in all subjects and aspects of school life. The focus of our pupil premium strategy is to support all disadvantaged pupils to achieve in line with their non-disadvantaged peers.

Quality first teaching is central to our plan and provision: we know from research that a lack of quality first teaching has the biggest impact on our most vulnerable learners and so our commitment to ensuring all teachers are teaching at least good, if not better, lessons every day is crucial. This is enhanced by supportive interventions.

We continue to ensure that disadvantaged children receive a high proportion of their teaching from the most qualified and effective teachers and are not routinely taught by learning assistants. We are committed to targeting our interventions to combat the wider barriers to disadvantaged children's academic and wider success through bespoke programmes drawing a wide range of professionals and community services where this is possible.

Our strategy is focused on identifying what each child needs to be successful and achieve well. In order to do this we are:

- Ensuring that the needs of children are identified through a range of mechanisms, including written assessment, observations of behaviour, analysing a wide range of data sets available to us and speaking to the pupils and those that care for them;
- Regularly reviewing the progress and performance of all disadvantaged children to ensure that our approaches are impactful and those most needed at any given time;
- Improving the quality of teaching and learning in all curriculum areas for all children;
- Ensuring that all staff take responsibility for disadvantaged pupils' outcomes;
- Regularly reminding all staff of the need for high expectations of what all pupils, but especially those who are disadvantaged can achieve.
- Ensuring that, where cognitively possible, all of our pupils 'pass' the phonics screening test in year 1 so that they are able to enjoy and take full advantage of a world of reading.
- Setting the bar high, expecting all pupils to reach at least age-related expectations by year 6 to be ready to benefit from the learning opportunities available in key stage 3 and beyond.
- Continuously focused on supporting all pupils to developed strong habits for learning so that they are able to tackle life's obstacles with optimism and self-efficacy. We want every child to be Noticeably Newton.

We want, as a school, to contribute strongly to tackling the gap between those born with advantage and those not.

> "We have found overwhelming evidence that children's life chances are most heavily predicated on their development in the first five years of life. It is family background, parental education, good parenting and the opportunities for learning and development in those crucial years that together matter more to children than money, in determining whether their potential is realised in adult life."
> *The Foundation Years: Preventing poor children becoming poor adults The report of the Independent Review on Poverty and Life Chances Frank Field December 2010*

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Challenges

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

Challenge number	Detail of challenge
1	Automacity in maths.
2	Reading, including vocabulary and fluency.
3	Writing: using a range of sentences accurately in writing.
4	Securing age-related spelling expectations.
5	Habits for Learning – Aspiration and resilience
6	The mental health of pupils.
7	Progress in Phonics for pupils transferring to NBPS and those with additional needs.
8	The number of pupils starting school below typical has increased.
9	SEND including unidentified SEND.
10	Oracy – both speaking and listening

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. Improved maths outcomes for disadvantaged pupils at the end of KS2.	100% of pupils in Y6 achieve at least ARE considering significant SEND. Disadvantaged pupils make progress in line with national. 50% achieve GDS. MTC average score is above National.
2. Improved reading outcomes for disadvantaged pupils at the end of KS2.	100% of pupils in Y6 achieve at least ARE considering significant SEND. Disadvantaged pupils make progress in line with national. 50% achieve GDS.
3. Improved writing outcomes for disadvantaged pupils at the end of KS2.	100% of pupils in Y6 achieve at least ARE considering significant SEND. Disadvantaged pupils make progress in line with national. 50% achieve GDS. All pupils achieve a fluent joined hand.
4. Improved spelling ages for disadvantaged pupils.	Pupils are able to use morphology to aid spelling.
5. Improved resilience and mental well-being for disadvantaged pupils	Pupils are better able to self-regulate. All pupils are able to articulate how they have improved as learners, when and how they have persevered, sought help and used mistakes to improve. Pupils are aspirational. All pupils can articulate how to look after their physical and mental well-being.

6. Improved phonics outcomes for disadvantaged pupils at the end of year 1 and SEND pupils.	100% of pupils pass the phonics screening considering significant SEND /late entry and EAL.
7. Improved use of oracy interventions by teachers to elicit evidence of learning and rehearse learning.	All classroom staff understand the importance of Oracy for within strategies for teaching and learning (pedagogy).

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 8,000

Activity	Evidence that supports this approach from the Education Endowment Foundation	Challenge number(s) addressed
CPD: Focus on pedagogy to improve teaching.	Supporting high quality teaching is pivotal in improving children's outcomes.	All
Oracy: Develop the use of oracy across the curriculum for learning.	How we can steer practice towards the evidence base to make the biggest difference for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2.	7
Spelling: Develop a spelling intervention for pupils who find spelling difficult.	Spelling should be explicitly taught and diagnostic assessment should be used to focus effort on the spellings that pupils are finding difficult.	3, 4
Phonics: Develop new staff, ensure fidelity to the scheme.	Phonics approaches have a strong evidence base .	2, 6
CPD: Metacognition and quality teaching.	EEF toolkit indicates that this is a high impact strategy.	5
Maths: Review the school's approach to teaching maths to ensure that teaching	Mastery approach The Mastering Number Programme will have a daily teacher led session of 10 to 15 minutes, children in Reception, Year 1 and Year 2. This is designed to ensure that pupils develop fluency	1

aligns with how pupils learn.	with, and understanding of, number that is crucial to future success in maths and academic progress more generally Early numeracy approaches | EEF (educationendowmentfoundation.org.uk).	
Writing: Use the guidance for effective professional development to embed improvements in the teaching of writing (based on EEF guidance and the writing framework).	Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice. **A. Build knowledge** Managing cognitive load. Revisiting prior learning. **B. Motivate staff** Setting and agreeing on goals. Presenting information from a credible source. Providing affirmation and reinforcement after progress. **C. Develop teaching techniques** Instruction. Social support. Modelling. Monitoring and feedback. Rehearsal. **D. Embed practice** Providing prompts and cues. Prompting action planning. Encouraging monitoring. Prompting context specific repetition.	3,4
Big Moves Improving pupils' physical development	While the evidence base on cognitive outcomes is weak, positive impacts have been shown for early literacy and mathematics as well as other areas of the curriculum, such as geography and science.	3

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

Budgeted cost: £5,835

Activity	Evidence that supports this approach from the Education Endowment Foundation	Challenge number(s) addressed
Phonics support for KS2 pupils.	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.	2,6
Maths club: Extending the school day/ small group tuition.	The average progress figure of 3 months over a school year suggests this approach can be effective. Small group tuition has an average impact of four months' additional progress over the course of a year.	1,
Extreme reading challenge – at home.	Parental engagement has a positive impact on average of 4 months' additional progress: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	2
School based tutoring – small groups during the day, before or after school.	Individualised instruction can be an effective approach to increasing pupil attainment. Small group tuition has an average impact of four months' additional progress over the course of a year.	all
Well-being support.	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel.	5
Talk-Boost. Oral language intervention.	The literacy toolkit suggests that schools should: Develop pupils' speaking and listening skills and wider understanding of language. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1.	7, 10
Bridge into spelling. Teaching spelling.	Spelling should be explicitly taught and diagnostic assessment should be used to focus effort on the spellings that pupils are finding difficult.	3,4
Drawing club: small group tuition targeting	Small group tuition has an average impact of four months' additional progress over the course of a year.	3,4,5,6,7

individual needs in writing.		
Morphology. Spelling intervention.	Spelling should be explicitly taught and diagnostic assessment should be used to focus effort on the spellings that pupils are finding difficult.	3,4
Big moves. Physical development intervention.	While the evidence base on cognitive outcomes is weak, positive impacts have been shown for early literacy and mathematics as well as other areas of the curriculum, such as geography and science.	3

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

Budgeted cost: £1,665

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of extra-curricular club places. Additional lunchtime sports. Trips and visits. Library services.	Enrichment activity can support learning. Historically the school has found that by enabling all pupils to have equal access to wider opportunities as support learning in school by building confidence and inclusion. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel.	2,3,5,6

Total budgeted cost: £ 15500

Pupil premium strategy outcomes

Due to low numbers of pupils eligible for pupil premium, any data published could identify individuals. Historically the school has made effective use of pupil premium to improve outcomes.