

Pupil premium strategy statement

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	Newtown Church of England Primary School
Number of pupils in school	365
Proportion (%) of pupil premium eligible pupils	44% (161 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 / 2026
Date this statement was published	September 2025
Date on which it will be reviewed	February 2026 September 2026
Statement authorised by	Emma Howlett (Headteacher)
Pupil premium lead	James Bagley
Governor / Trustee lead	Glyn Wright

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£225,735 (25/26 financial year)
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	£225,735

Part A: Pupil premium strategy plan

Statement of intent

Our building blocks for tackling educational disadvantage:

Whole-school ethos of attainment for all

There is a culture of high expectations for all.

There is a belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed.

Disadvantaged pupils and their families are held in high regard

Leaders, teachers and other adults understand their role within the school's strategy

Addressing behaviour and attendance

A strong emphasis is placed on developing positive behaviours for learning.

The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.

Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.

Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

High quality teaching for all

The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on- going formative assessment is essential to ensure disadvantaged pupils make strong progress.

Teachers are committed to successfully engage with the disadvantaged pupils who are less successful learners.

Professional development is focused on securing strong subject knowledge, questioning, feedback, 'talk for learning', metacognition and self-regulation.

Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.

Meeting individual learning needs

There is a strong understanding of the barriers to learning and how these barriers present in school.

Personalised profiles are used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well -being support and interventions that enable them to succeed in their learning across a wide range of subjects.

Learning gaps and misconceptions are identified and addressed so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.

Transition processes for disadvantaged pupils are carefully planned and implemented.

Data-driven

The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones. Actions are identified, implemented and regularly reviewed within each assessment phase. Accelerated progress must lead to higher attainment within an academic year and key stages.

Clear, responsive leadership

A strategy Group, that includes leadership and a governor, review the effectiveness of strategies at the end of each assessment phase.

Self-evaluation is rigorous and honest.

The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.

Leaders apply robust quality assurance processes and clear success criteria.

Deploying staff effectively

Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.

Resources are targeted at pupils at risk of underachievement in terms of low and high attainment

Challenges

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

Challenge number	Detail of challenge
1	SEN 22% of the whole school cohort are also SEND (80/362). 65% of the children who have SEND are also disadvantaged (52/80).
2	Attendance Poor attendance and persistent absences of some of our disadvantaged children does affect their progress and attitudes towards learning. • Whole school attendance for last academic year is 94.58%. • Attendance of disadvantaged children for last academic year was 92.71%. • Attendance of disadvantaged children also on the SEND register for last academic year was 90.4%.
3	Academic progress and attainment Progress and attainment across the school is lower for those eligible for pupil premium, including the number of those working at greater depth. The achievement levels of those children who are disadvantaged and SEND is lower still and an area of significant challenge. There is a direct correlation between poor attendance and lack of academic progress.
4	Speech, language and communication On-entry attainment into EYFS is lower than national averages, especially in the prime areas. Speech, language and communication skills is generally lower for disadvantaged children.
5	Emotional resilience and mental health The emotional resilience of some of the disadvantaged children limits their focus and problem solving. Additional emotional support is required for children open to outside agencies. Further turbulence is caused by multiple school moves.
6	Social and economic deprivation Newtown C of E Primary School serves a very mixed community, which includes children who come to school with a wide range of social and emotional experiences. Deprivation can affect the well-being of some of our pupils. This is further compounded by the consequences of the cost of living crisis.

Year group	Number of children in cohort	Number of children eligible for pupil premium funding	%
EYFS	50	15	30%
Year 1	57	20	35%
Year 2	48	25	52%
Year 3	47	30	64%
Year 4	58	25	44%
Year 5	46	25	54%
Year 6	56	31	55%

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	Challenge No
Pupil's well-being is supported effectively to ensure they attend school regularly and are ready for learning.	- Children enjoy school (wellbeing survey) - Children feel safe in school (wellbeing survey) - Parents talk positively about school (parent feedback and survey) - Child attend school (95%+) - Children are ready to learn so they can access the curriculum and develop into lifelong learners (reduced behaviour incidents reported)	2
All children receive good or better quality of teaching which contributes to improved pupil outcomes, this includes children with an additional need.	- Teaching across the school is graded as good or better by SLT - Milestone data reflects improved pupil outcomes for children who are disadvantaged and SEND - KS1 and KS2 outcomes reflect improved pupil outcomes for all children who are disadvantaged.	1, 3
Children identified with a speech language or communication need receive early speech and language intervention to narrow the vocabulary gap.	- Intervention data shows good progress and attainment (intervention data & staff observations) - Teacher assessment shows impact of intervention in a range of curriculum areas (staff observations and attainment in a range of curriculum areas)	4
All children are provided with the tools to improve their emotional resilience and mental health, resulting in positive learning experiences and outcomes.	- Inclusion meetings identify children who are in need of further intervention which can be met through our ELSA provision. - ELSA provision reflects the needs of the children. - Weekly PATHS and PDL curriculum develops emotional resilience and promotes positive mental health.	5

Address elements of socio-economic deprivation and the barriers this presents to learning.	• All children have access to school uniform, hot meals and wrap around care. • Subsidised school trips and residentials, increasing the rate of participation. • All children have access to a PE kit to enable full participation on PE lessons.	6
--	--	---

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: £68,485

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD - Quality of teaching for all Quality of teaching and learning needs to remain at least consistently good or better. Quality first teaching can improve pupil outcomes for all children. A large proportion of our disadvantaged are also SEND and so it is vital that staff have an understanding of the basic principles of teaching and learning that are applied across all subjects, including feedback. This year we are focusing on developing staff skills and knowledge across the core subjects, ensuring that pupils end of year outcomes continue to improve.	EEF (+7) - <i>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress). The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. These approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content. Professional development can be used to develop a mental model of metacognition and self-regulation, alongside an understanding of teaching metacognitive strategies.</i> EEF (+6) - <i>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</i> EEF (+5) - <i>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</i>	1, 3
CPD – Physical Education At Newtown C of E Primary, we feel that all children have the right to access high quality PE lessons, as well as the opportunity to engage in a range of extra curricular activities. Working alongside Pompey in the Community (PITC), all teaching staff receive 1:1 CPD to develop skills consistently throughout the school. Children are offered a broad range of extra-curricular activities to increase partici-	EEF (+1) - <i>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</i>	6

pation in sport, in a demographic where opportunities are limited.		
HLTA An HLTA will be based in year 6 focussing on specific gaps for our disadvantaged children through pre and post teaching and to ensure these year groups are split over three smaller groups.	EEF (+4) - <i>Small group tuition has an average impact of four months additional progress over the course of a year.</i> EEF (+2) – <i>Reducing the class size has a positive impact of +2 months, on average. Smaller classes only impact upon learning if the reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils of minimising disruption</i>	1, 3

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

Budgeted cost: £17,392

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pre and post teaching intervention Teaching staff are deployed in the afternoon to provide pre and post teaching opportunities. This may be as a group or 1-to-1 depending on the needs of the child. They are released by sports coaches from Pompey In The Community	EEF (+4) - <i>Small group tuition has an average impact of four months additional progress over the course of a year.</i> EEF (+5) - <i>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</i> EEF (+4) - <i>Teaching assistants can provide a large positive impact on learner outcomes. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</i>	1, 3
Speech and Language interventions Staff are deployed in the afternoons to deliver speech and language interventions.	EEF (+6) – <i>The average impact of oral language interventions is approximately an additional six months progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work</i>	4

Speech and language is overseen by the inclusion lead as well as being prioritised by our EYFS/KS1 lead. The aim to improve the use of vocabulary across all subjects and further develop the speech and language provision will be achieved by providing whole staff training, improving speech and language interventions, creating vocabulary progression documents and improving the teaching of vocabulary and oracy. There is further capacity provided through the LSA team in EYFS and Key Stage One, where two communication support assistants work in conjunction with the Early Years/KS1 leader, Inclusion Leader and SENCo to monitor the progress and impact of speech and language interventions. This also involves referrals (or re-referrals) to NHS SALT services.	<i>on oral language, Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</i> EEF (+4) - <i>Teaching assistants can provide a large positive impact on learner outcomes. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</i>	
• Reading and Spelling interventions Staff are deployed during the afternoon sessions to deliver interventions in both reading and spelling. The ELS spelling programme provides teaching staff with a clear sequence of learning and the teaching of spelling rules; our spelling intervention programme builds on this through a precision teach model. This also means that children continue to be exposed to the spelling curriculum at an age appropriate level but also have targeted support to bridge the gaps in their learning. The school has invested in the Rapid Reader intervention programme for pupils in Key Stage 2. Interventions are identified through an evidence based approach which is recommended by the Hampshire EP service. Rapid Reader provides an ICT based reading intervention programme that suits the needs and interest of the children and is matched to the specific reading age of each child through prior 1:1 assessment.	EEF (+5) - <i>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas</i> EEF (+4) - <i>Teaching assistants can provide a large positive impact on learner outcomes. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</i> EEF (+7) - <i>Reading comprehension strategies can be taught effectively in a range of contexts, for example, as part of pupils' usual literacy activities, in lessons across the curriculum, or in specialised reading sessions, either to the whole class or a targeted group.</i>	1, 3, 4

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

Budgeted cost: £139,858

Activity	Evidence that supports this approach	Challenge number(s) addressed
HSLW-Attendance, Family liaison and outreach The HSLW works in partnership to bring the attendance in line with national. The HSLW provides a greater level of pastoral support to out vulnerable families, offering a package of support that includes working with outside agencies.	EEF (+3) - <i>Start by assessing needs and talking to parents about what would help them support learning: targeting is likely to be needed to use resources effectively, and avoid widening gaps. Target and communicate carefully to avoid stigmatising, blaming or discouraging parents. Focus on building parents' efficacy: that they are equal partners and can make a difference. Encourage a consistent approach to behaviour between parents and the school, for example, by sharing expectations with parents. Offering more structured, evidence-based programmes can help to develop positive behaviour and consistency where needs area greater. Plan carefully for group-based parenting initiatives (eg, regular workshops): a convenient time and location, face-to-face recruitment, trusting relationships, and an informal, welcoming environment are the most important factors for parents to attend group sessions. Consider offering regular home visits for younger children with greater needs. This can be an effective approach for parents that struggle to attend meetings in settings, and for building relationships</i>	2
ELSA A number of our children who are eligible for pupil premium funding also require additional emotional support to help them access learning. ELSA is used throughout the school for self-esteem, anger management, social skills, friendship and emotional regulation. Lego therapy is also used throughout the school. This support is primarily given by our dedicated ELSA team. Each child is provided with a specialised programme to meet their individual needs.	EEF (+4) - <i>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</i>	5
Breakfast club Newtown C of E aims to support families who struggle to provide breakfast for their children in addition to working alongside our families. This is free of charge and also will lead to improved attendance and punctuality.	EEF (+2) - <i>supporting schools to run a free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1. Whilst an impact on attainment was not seen for pupils in Key Stage 2, school breakfasts may be more nutritious and attending the club effectively prepares pupils for learning. Breakfast club schools also saw an improvement in pupil behaviour and attendance.</i>	6

• School uniform A free jumper and cardigan is also given to all disadvantaged children each year to ensure they are in correct attire to help with the children's well-being whilst supporting our families.	EEF - <i>Wearing a uniform can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement.</i>	6
• Residential and school trip contributions To ensure all children have access to enhanced life experiences, all disadvantaged children will have the opportunity to access subsidised (or free when needed) school trips and residential.	EEF - <i>There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.</i>	6
• PE Kit Spare PE kit in a variety of sizes was purchased to ensure all children have the right equipment to take part in PE lessons.	EEF (+1) - There is a small positive effect of physical activity on academic achievement (+1 month). Although this summary of evidence focuses on the link between physical activity and academic performance, it is essential to ensure that pupils have access to high quality physical activity in order to ensure the other benefits and opportunities it provides. provide them.	6
• Individual costs A small amount of money is kept aside from the pupil premium funding to support individual children and families with specific requests. Parents are able to make requests to access this funding through the senior leadership team.	EEF (+4) – <i>On average, individualised instruction approaches have an impact of 4 months additional progress.</i> EEF (+4) – <i>Parental engagement has a positive impact on average of 4 months additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</i>	6

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:

All children receive good or better quality of teaching which contributes to improved pupil outcomes, this includes children with an additional need.

Success Criteria:

- Teaching across the school is graded as good or better by SLT
- Milestone data reflects improved pupil outcomes for all groups, including SEND (+4% at each milestone)
- KS1 and KS2 outcomes reflect improved pupil outcomes for all groups, including SEND (+8% each academic year)

Review:

- Teaching across the school was consistently graded as good or better by SLT. This was ratified by HIAS visits across the curriculum.
- Milestone data showed improvements of disadvantaged pupils in all year groups.
- KS2 Outcomes for disadvantaged improved in reading (+10%).
- KS2 outcomes for children who are pupil premium and not SEND improved in all areas apart from writing (-4%): GPS (+7%), Reading (+24%), Maths (+2%).

Intended Outcome:

Early speech and language intervention to narrows the vocabulary gap.

Success Criteria:

- Intervention data shows good progress and attainment (intervention data & staff observations)
- Teacher assessment shows impact of intervention in a range of curriculum areas (staff observations and attainment in a range of curriculum areas)

Review

- Intervention data shows good progress and attainment
- Teacher assessment in year 1 shows impact of intervention on pupil outcomes.
- Annual reviews for those children who are disadvantaged and have an EHCP demonstrate positive progress being made in the area of communication and interaction.

Intended Outcome:

Teaching of reading to be systematic and high quality.

Success Criteria:

- Children enjoy reading (wellbeing survey)
- Milestone data for reading reflects improved pupil outcomes (+4% at each milestone)
- KS1 and KS2 outcomes for reading reflect improved pupil outcomes. (+8% each academic year)

Review

- Children enjoy reading and this was documented in the pupil survey and pupil conferencing by the English leader. Children enjoy sharing the favourite fives books and talk positively about their reading learning.
- Milestone data showed improvements of disadvantaged pupils in all year groups.
- KS1 Outcomes for disadvantaged improved in all areas.
 - Reading - +17%
- KS2 Outcomes for disadvantaged improved in all areas.
 - Reading - +8%

Intended Outcome:

Pupil's well-being is supported effectively to ensure they are ready for learning.

Success Criteria:

- Children enjoy school (wellbeing survey)
- Children feel safe in school (wellbeing survey)
- Parents talk positively about school (parent feedback and survey)
- Child attend school (93% this academic year)
- Children are ready to learn so they can access the curriculum and develop into lifelong learners (reduced behaviour incidents reported)

Review

- Children enjoy school and this was documented in the pupil survey (90%)
- Children feel safe in school and this was documented in the pupil survey, with 80% of pupils reporting that they know that there is an adult in school they can talk to if something is worrying them.
- Parents talk positively about school. 94% said their child is happy in school, 98% said their child feels safe at school.
- Child attend school. Attendance for all was 95% in 24/25
- Children are ready to learn so they can access the curriculum and develop into lifelong learners. Behaviour incidents are analysed by the Inclusion team and is followed by strategic problem solving alongside class teachers and LSAs.

Attainment KS2 (2024 – 2025) Disadvantaged Pupils				
Percentage reaching expected standard	Difference between non-PP and PP	Difference between non-PP and PP non SEND	National Disadvantaged (2023 – 2024)	National Non-PP Outcomes (2023 – 2024)
Reading, Writing & Mathematics combined	-8%	-4%		
Reading	-15%	-4%		
Writing	-21%	0%		
Mathematics	-12%	+5%		

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Early Talk Boost	Speech and Language UK
Phonics	ELS Phonics
Spelling	ELS Spelling