



Pupil premium strategy statement – Newport Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	348 (including nursery)
Proportion (%) of pupil premium eligible pupils	61%
Academic years that our current pupil premium strategy plan covers	25/26 – 27/28
Date this statement was published	July 2025
Date on which it will be reviewed	July 2027
Statement authorised by	Patricia Maxwell
Pupil premium lead	Stacey Carlisle
Governor lead	Julie Thomas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£306,900
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£306,900

Part A: Pupil premium strategy plan

Statement of intent

We have high expectations for all pupils, regardless of background, starting point or circumstance. Our aim is that by 2027–28, all pupils—including those who are disadvantaged—achieve strong academic outcomes, make sustained progress across the curriculum and are fully prepared for the next stage of their education.

Our strategy is rooted in the understanding that a significant proportion of our pupils experience multiple, overlapping barriers to learning, including deprivation, high mobility, English as an additional language, limited prior schooling and SEND. As a result, our approach prioritises a strong universal offer, alongside targeted and responsive provision for those who need it most.

At the heart of our strategy is high-quality teaching, as this has the greatest impact on closing attainment gaps. This is supported by:

- Evidence-informed pedagogy
- Consistent use of assessment to identify and address gaps
- Structured pre- and post-teaching
- A strong focus on reading, writing and mathematics

We also recognise that pupils' language development, attendance, and social and emotional wellbeing are critical to academic success. Therefore, we invest in:

- Systematic phonics and early reading
- Explicit vocabulary and oracy development
- Trauma-informed and relational approaches
- Strong pastoral and family support

Our strategy is dynamic and responsive, informed by regular assessment, monitoring and evaluation. All staff are responsible for improving outcomes for disadvantaged pupils, and leaders at all levels are accountable for ensuring that provision has a measurable impact on attainment, progress and engagement.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment and variable progress in reading, writing and maths - Low attainment and variable progress in reading, writing and maths - Outcomes at KS2 remain below national expectations - Some disadvantaged and “constant” pupils do not make expected progress from prior attainment - EYFS Outcomes remain lower than national average (progress measures are good or better)
2	Early reading and phonics outcomes - Year 1 phonics outcomes remain below national averages - High proportion of pupils require re-sits in Year 2
3	Underdeveloped language and vocabulary - Significant gaps in oral language, particularly for EAL and disadvantaged pupils - Limited vocabulary impacts access to the wider curriculum - Issues evident from EYFS through to KS2
4	Social, emotional and mental health needs - High levels of deprivation and social care involvement - Pupils experience barriers that affect readiness to learn and engagement
5	Attendance and High pupil mobility - Attendance remains below national expectations - Frequent pupil movement disrupts learning and continuity - New pupils often arrive with gaps in knowledge and assessment

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
Improved ARE outcomes in Reading, Writing and Maths at the end of EYFS, Key Stage One and Key Stage Two.	Increase the % of pupils achieving ARE in RWM by at least +10% overall
Improved Phonics outcomes in Year One and Year Two re-sits, closing the gap with national average.	- At least 70% of Year 1 pupils meet expected standard - Pupils pass the Year 2 re-sit in almost all cases; however, this does not include a small cohort of pupils with significant

	SEND where standard outcomes may not be applicable
SEN, Mobile and EAL pupils will make good progress from starting points. Improved oral language and vocabulary for disadvantaged pupils.	- Disadvantaged, EAL and SEND pupils make at least expected progress from starting points - Improved oral language evidenced through: - Book reviews - pupil voice - assessment data
To achieve and sustain good mental health for all pupils in school.	- Improved outcomes/scores in pupil voice and Thrive assessments - Reduction in: - High-level behaviour incidents - Repeat behaviour concerns
To achieve and sustain improved attendance for all pupils Ensure progress of newly arrived disadvantaged pupils is in line with or exceeds expectations from their starting points	- Whole school attendance at or above 96% - Persistent absence reduced to below 10% - Progress of newly arrived disadvantaged pupils is in line with or exceeds expectations from their starting points. - Reduced learning disruption, evidenced by smoother transitions and quicker integration into routines and curriculum.

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)

Key Principle: High-quality teaching is the primary driver of improved outcomes.

Budgeted cost: £62,457

Activity	Evidence that supports this approach	Challenge number(s) addressed
Administering standardised tests in reading and maths	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	1, 3

	instruction: Measuring up – helping teachers to assess better	
Online testing and tracking programme for phonics (FFT) Continued development for staff on a DfE validated Systematic Synthetic Phonics programme (Sounds Write) to secure stronger phonics teaching/intervention for all pupils. Purchase of additional texts for all pupils in EYFS, Key Stage One and Key Stage Two who are receiving intervention/teaching through Sounds Write	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: Early Years Toolkit EEF	1, 2, 3
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Intervention delivery in EYFS including Drawing club. These interventions can also be implemented across Key Stage One and Two as required, as well as other interventions such as Word of the Day and whole class reading strategies. EAL intervention to build vocabulary. We will purchase resources and fund ongoing teacher training and release time.	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. Oral language interventions EEF	1, 3
Enhancement of 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 develop bespoke in-house curriculum including arithmetic. CPD opportunities for all staff.	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) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 EEF	1
Embed consistent evidence-informed teaching strategies, including: • Retrieval practice • Explicit modelling • Regular checking for understanding Ensure adaptative teaching meets the needs of all pupils	Retrieval practice improves retention by strengthening memory pathways through active recall, making it one of the most evidence-supported strategies for long-term learning Does research on 'retrieval practice' translate into classroom... EEF Explicit modelling reduces cognitive load and supports all learners by clearly demonstrating how to think and work through tasks step-by-step. EEF blog: What exactly is explicit instruction? EEF	1, 2, 3 and 5

	Adaptive teaching—responding to pupils’ needs in real time—is considered central to effective teaching and student learning Moving from ‘differentiation’ to ‘adaptive teaching’ EEF	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £103,104

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of Wilderness School intervention for small groups aimed at improving engagement and removing barriers to learning Delivery of Stepping Stones to Nature 26 - 27 project for targeted year group	Research demonstrates that participation in Outdoor learning can improve outcomes in reading, writing and maths by up to 19%. https://www.northeastwellbeing.co.uk/newresearch/ England’s largest outdoor learning project reveals children more motivated to learn when outside - GOV.UK	1, 3, 4, 5
Additional Teacher to provided targeted Year 6 intervention and support and intensive tuition for pupils falling behind	This arrangement enables the teaching to focus exclusively on a small number of learners, in a separate working area. Intensive tuition in small groups supports lower attaining learners or those who are falling behind and can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Small group tuition EEF	1, 3
Delivery of structured interventions and pre and post teaching. Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND and EAL	TAs have high impact when delivering structured, evidence-based interventions to individuals or small groups and typically lead to 4–6 months of additional progress over a year. They are a cost-effective way to improve outcomes, especially when focused on disadvantaged or low-attaining pupils. Teachers report that well-deployed TAs help reduce workload and stress, allowing them to focus more on high-quality teaching. Teaching Assistant Interventions EEF	1, 2, 3

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

Budgeted cost: £139,588

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils' social, emotional and behavioural needs through provision of in-house and external services such as nurture and play therapy	Social and emotional learning (SEL) interventions improve pupils' decision-making skills, interaction with others and their self-management of emotions, enabling pupils to access learning and reduce cognitive overload. Social and emotional learning EEF	1, 2, 4, 5
Provision of breakfast clubs and after school provision, targeting specific pupils	Evidence shows that a nutritious breakfast improves readiness to learn, concentration and wellbeing and behaviour. Evidence also shows that breakfast clubs reduce hunger, improve punctuality and help pupils settle and concentrate in early lessons. National school breakfast club programme - GOV.UK Breakfast Clubs Evaluation - One page brief.pdf	1, 4, 5
Communicating with and supporting parents to remove barriers to accessing education (including contingency fund for emergency situations)	Parental engagement allows parents to be part of their children's academic learning through approaches including: • parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • more intensive programmes for families in crisis. The impact of parenting on children's outcomes - GOV.UK Parental engagement EEF	1, 4, 5
Extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips	There is strong and growing evidence that extra-curricular activities—including sport, outdoor learning, arts, music, and school trips—can significantly improve pupil progress, attainment, and broader life outcomes. The Essential Life Skills (ELS) Programme, evaluated by Ecorys and Ipsos MORI for the DfE, found that participation in structured extra-curricular activities led to: • Improved confidence, resilience, and social skills • Better engagement with school	1, 5

	Enhanced readiness to learn, which supports academic progress Extracurricular activities to develop life skills - findings and lessons for practice	
Working with pupils and parents/carers to understand the root cause and impact of absenteeism and remove barriers to attendance	There is a strong link between attendance and attainment. DfE research shows a direct correlation between attendance and academic success: - Pupils with 95–100% attendance in Year 6 are 30% more likely to meet expected standards in reading, writing, and maths than those with 90–95% attendance. - In secondary school, pupils with near-perfect attendance are almost twice as likely to achieve a grade 5 in English and Maths GCSEs - Each additional day of absence in secondary school is linked to a £750 reduction in future lifetime earnings Working together to improve school attendance - GOV.UK	1, 5

Total budgeted cost: £306,949

Implementation, Monitoring and Evaluation

Leadership and Accountability

- Pupil Premium lead oversees strategy implementation
- SLT and subject leaders monitor impact within their areas
- Governors provide challenge and oversight

Monitoring Cycle

- Termly:
 - Data analysis
 - Pupil progress meetings
- Ongoing:
 - Learning walks
 - Book reviews
 - Pupil voice

Evaluation

- Regular review of:
 - Cost vs impact
 - Progress of key groups

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our internal assessments for 2025/26 indicate that, while the attainment of disadvantaged pupils remains below national age-related expectations, leaders have an accurate understanding of performance and the factors affecting outcomes.

In some cohorts, disadvantaged pupils performed in line with or above their non-disadvantaged peers, although this was not consistent across all year groups or subjects. This reflects both the variability between cohorts and the complex needs of the school population.

End of Key Stage 2 outcomes present a mixed picture. In writing, 56% of pupils achieved the expected standard. While this represents a decline compared to the previous year, it remains a notable improvement on 2024 outcomes. Outcomes in reading and mathematics declined compared to the previous academic year and remain below the national average. However, outcomes have improved compared to 2024 and 2023.

Leaders recognise that this cohort presented particular contextual challenges, including higher levels of identified SEN and increased pupil mobility. However, rather than attributing outcomes solely to these factors, leaders have carefully analysed performance and identified key areas for development. These have been prioritised within the current school improvement plan, with a clear focus on strengthening outcomes in reading and mathematics.

Phonics outcomes have been maintained, with 64% of Year 1 pupils achieving the expected standard. This reflects small but steady improvements over the past three years. Although outcomes remain below the national average, the continued upward trend demonstrates the positive impact of strengthened phonics provision and increased consistency in teaching. Additionally, 42% of pupils who retaken the phonics screening check achieved the expected standard. Those who did not meet the threshold were largely pupils with significant SEND or those who had only recently arrived in the country prior to the assessment.

In the Early Years, outcomes have also improved, with 63% of children achieving a Good Level of Development. This represents a continued upward trajectory over the past three years, despite ongoing high levels of pupil mobility and very low starting points on entry.

Leaders recognise that, despite these improvements, overall outcomes for disadvantaged pupils are not yet where they need to be, particularly at Key Stage 2. As a result, there is a clear and urgent focus on improving the quality of teaching, strengthening curriculum implementation and ensuring greater consistency across year groups.

Contextual Factors Impacting Outcomes

Leaders have carefully analysed the wider contextual factors affecting outcomes:

- High pupil mobility remains a significant challenge, with approximately 52% of pupils moving into or out of the school over the academic year. This has impacted continuity of learning, particularly in key cohorts.
- There are high levels of need across the school, including SEND (18%) and EAL (71%), with many pupils experiencing overlapping barriers to learning.
- The school serves a community with significant socioeconomic disadvantage, with the majority of pupils living within the top 3% most deprived areas nationally.
- Attendance remains below national averages at 94.9% (95.4% excluding under 5's), with persistent absence continuing to impact disadvantaged pupils. While attendance improved at points during the year and was in line with similar schools, it remains a key priority.
- Leaders' monitoring and pastoral records indicate that social, emotional and mental health needs continue to have a significant impact on pupils' readiness to learn, engagement and sustained progress.

Use of Pupil Premium Funding

In response to these challenges, pupil premium funding was used strategically to address key barriers:

- A continued focus on high-quality teaching, including CPD and coaching, to ensure that quality-first teaching is consistently strong across the school.
- Delivery of targeted academic interventions, including pre- and post-teaching and structured programmes to support pupils with gaps in learning.
- Provision of universal and targeted pastoral and wellbeing support, including trauma-informed and relational approaches, to address social and emotional needs.
- Investment in projects to improve engagement, attendance and inclusion, including:
 - PROCLAIM (attendance and inclusion)
 - Wilderness Schooling (outdoor learning and engagement)
 - Active Schools (physical activity and wellbeing)

These approaches are grounded in evidence-informed practice and form part of a holistic strategy to address both academic and non-academic barriers to learning.

Evaluation and Next Steps

Leaders have an accurate and honest understanding of where provision has been effective and where further improvement is required. While there have been clear improvements in early

reading, phonics and Early Years outcomes, progress at Key Stage 2 has not been consistent and remains a priority.

Evaluation of the strategy has identified the need to:

- Further strengthen the consistency and quality of teaching across all year groups
- Improve the precision of assessment and its use to adapt teaching
- Accelerate progress for disadvantaged pupils, particularly in reading and mathematics
- Continue to develop attendance strategies to reduce persistent absence
- Ensure interventions are closely monitored and adapted swiftly where needed

The revised pupil premium strategy for 2026/27 builds directly on this evaluation, with a sharper focus on measurable outcomes, improved implementation and stronger leadership oversight.

Further information

The proportion of pupils identified as disadvantaged through pupil premium funding at Newport Primary School does not fully reflect the level of deprivation within the school community. School-level IDACI data indicates that approximately 98% of pupils live in areas within the most deprived national bands, highlighting a higher level of underlying disadvantage than is captured through pupil premium eligibility alone.

A significant number of families within the school community have no recourse to public funds and therefore do not qualify for free school meals despite experiencing financial hardship. These families often face considerable economic pressures, including insecure employment, low income, and additional costs such as accessing healthcare and other essential services. As a result, some of the most vulnerable pupils are not represented in pupil premium figures.

In recognition of this, school leaders adopt a needs-led rather than label-led approach. Provision is designed to support all pupils experiencing disadvantage, regardless of formal eligibility. This includes a strong universal offer, ensuring that high-quality teaching, pastoral support, and targeted interventions are accessible to those who need them most.

Leaders are confident that this approach enables the school to respond accurately and equitably to the true level of need within the community, ensuring that no groups of disadvantaged pupils are overlooked.