



Newburgh Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (for the 2024/25, 2025/26 & 2026/27 academic years) 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.

School overview

Detail	Data
School name	Newburgh Primary School
Number of pupils in school	348 (July 24)
Proportion (%) of pupil premium eligible pupils	18.6% (65 pupils)
Academic year/years that our current pupil premium strategy plan covers	2024/2025 to 2026/2027
Date this statement was published	July 2024
Date on which it will be reviewed again	July 2025
Statement authorised by	Karen Turner Headteacher
Pupil Premium lead	Karen Turner
Governor / Trustee lead	Adam Geach

Funding Overview

Academic Year 24/25	Amount
Pupil premium funding – estimated allocation academic year 2024/25	£91,620
Pupil premium funding carried forward from previous years	£0
Total estimated budget for academic year 2024/25	£91,620
Total planned spend academic year 2024/25 (Teaching £16,000, Targeted Academic Support £55,200, Wider Strategies £34,500)	£105,700
Total actual spend academic year 2024/25 (to be updated July 25)	£0
Academic Year 25/26	Amount
Pupil premium funding – estimated allocation academic year 2025/26	£76,293
Pupil premium funding carried forward from previous years	£0
Total estimated budget for academic year 2025/26	£76,293
Total actual spend academic year 2025/26 (to be updated July 26)	£0
Academic Year 26/27	Amount
Pupil premium funding – estimated allocation academic year 2026/27	£65,667
Pupil premium funding carried forward from previous years	£0
Total estimated budget for academic year 2026/27	£65,667
Total actual spend academic year 2026/27 (to be updated July 27)	£0

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, 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, including progress for those who are already high attainers.

We consider the challenges faced by vulnerable pupils, such as those who have a social worker, have previously had a social worker and young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set, by improving outcomes in reading and writing and maths;
- act early to intervene at the point need is identified by using diagnostic assessment to address learning gaps;
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve;
- invest in high quality teaching through securing effective teaching development with a focus on adaptive teaching techniques;

- tackle non-academic barriers to academic success, such as difficulties with attendance, behaviour and social and emotional wellbeing

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, work trawls and discussion with pupils indicate that fluency and comprehension in reading is lower than in advantaged children. The gap between Pupil Premium and non-PP children is -33% according to internal assessment data.
2	Assessments, observations, work trawls and discussion with pupils indicate that writing transcriptional skills, and compositional skills are below that of attainment in advantaged children. The gap between Pupil Premium and non-PP children is -20% according to internal assessment data.
3	Assessments, observations, work trawls and discussion with pupils indicate that mathematics attainment is below that of advantaged children. The gap between Pupil Premium and non-PP children is -31% according to internal assessment data.
4	Our assessments (including well-being survey) observations and discussion with pupils and families have identified social and emotional issues for many pupils. 30% of our disadvantaged families are accessing our Early Help or social care support, 57% of our pupils are accessing Pastoral support for social and emotional mental health.
5	Attendance for disadvantaged children is 92% which is below advantaged children at 95%. Disadvantaged children are under-represented in Pupil Leadership groups and in sporting teams events that represent the school leading to further lack of enrichment opportunities.

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
Improve reading fluency and comprehension skills among disadvantaged pupils.	<p>The attainment gap in all year groups for reading is narrowed between advantaged and disadvantaged.</p> <p>KS2 outcomes show that more than 53% of the disadvantaged pupils met the expected standard.</p>
Improve writing transcriptional fluency and compositional skills among disadvantaged pupils.	<p>The attainment gap in all year groups for writing is narrowed between advantaged and disadvantaged.</p> <p>KS2 outcomes show that more than 53% of the disadvantaged pupils met the expected standard.</p>
Improve mathematics attainment for disadvantaged pupils.	<p>The attainment gap in all year groups for mathematics is narrowed between advantaged and disadvantaged.</p> <p>KS2 outcomes show that more than 53% of the disadvantaged pupils met the expected standard.</p>
To achieve and improve social and emotional wellbeing for all pupils and families.	<p>Sustained high levels of social and emotional well-being for pupils and their families, demonstrated by:</p> <ul style="list-style-type: none"> • data from pupil and parent well-being surveys and pupil leadership group voice • significant reduction in cases where children feel bullying has occurred • increase in the number of pupils/parents stating that pastoral support is supporting pupils well-being.
To achieve and sustain improved attendance for all pupils, especially our disadvantaged pupils.	<p>Sustained high attendance by 2024/25 demonstrated by :</p> <ul style="list-style-type: none"> • overall absence rate for all pupils being no more than 96% and the attendance gap between disadvantaged and advantaged pupils being reduced • the percentage of pupils who are persistently absent being below 10% • increasing the number of opportunities for disadvantaged

	<p>children to take part in pupil leaderships groups to be above the % of disadvantaged children in the school</p> <ul style="list-style-type: none"> Increasing the number of disadvantaged children who take part in clubs and events over time by tracking participation and engagement.
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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: £16,000 (Academic Year 2024/25)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving the quality of teaching through using the EEF "Five -a - day " principle: explicit instruction, use of cognitive and metacognitive strategies, use of faded scaffolding, flexible grouping and use of technology.	<p>The EEF indicates that prioritising high quality teaching particularly in English and maths should be a top priority for pupil premium spending.</p> <p>EEF cognitive science in the classroom: A review of evidence suggests that the 5-a day approach is particularly well-evidence as having a positive impact for pupils with SEND.</p>	1, 2, 3
Improving the impact feedback has on pupil attainment through pupils knowing their next steps to make progress.	<p>EEF Teaching and Learning toolkit- Feedback.</p> <p>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.</p> <p>Effective feedback can increase pupil progress in Primary schools by +7 months.</p>	1, 2, 3

Funding teacher release time to mentor and coach teachers through effective professional development into improving teaching and learning through building knowledge, motivating staff, developing teaching techniques and embedding practice.	High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. EEF Guidance report on effective professional development.	1, 2, 3
Improving the teaching of English through support from a Literacy advisor and English subject leader release time.	Providing children with a well-rounded grounding in early literacy, language and communication supports every child – but particularly those from disadvantaged homes. EEF Guide to preparing for Literacy in the Early Years The EEF's 'Improving Literacy in Key Stage 1 and 2 guidance report has been revised to include visual models to support practitioners in breaking down the complexity of developing children's reading and writing skills can be meaningfully implemented into day-to-day teaching practice. EEF Guide to improving Literacy at KS1 EEF Guide to improving Literacy at KS 2	1, 2,
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. (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
Purchase of standardised	Standardised tests can provide reliable insights into the specific strengths and	1, 2, 3

diagnostic assessment (RWI assessment, reading ages, NFER) Training for staff to ensure assessments are interpreted and administered correctly.	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	
Improve the quality of oracy teaching in school to ensure that classroom talk builds talk for thinking, communicating, and mastery understanding.	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 on oral language. Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1, 2, 3 ,4
Improve the quality of social and emotional teaching and learning through the delivery of a robust scheme (Jigsaw)which improves pupils' decision-making skills, interaction with others and their self-management of emotions.	Social and emotional learning (SEL) interventions seek to developing a positive school ethos, which also aim to support greater engagement in learning and more specialised approaches that are targeted at students with particular social or emotional needs. EEF social and emotional learning	4, 5

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

Budgeted cost: £55,200 (Academic Year 2024/25)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonic sessions targeted at children who have not passed the GLD, phonic	Phonics approaches have a strong evidence base indicating impact on pupils, particularly disadvantaged pupils when delivered in regular sessions over 12 weeks. EEF Phonics- Toolkit	1, 2

screening or who are cusp passers in KS1. Small group interventions in Lower Key stage 2 to accelerate reading fluency progress.	Developing fluency in reading to improve reading ages ensures children can access the whole curriculum. EEF Guide to improving Literacy at KS1 EEF Guide to improving Literacy at KS 2	
Training TA's to deliver Wave 2-3 interventions in Reading, Writing and Numeracy to identified groups of children and tracking progress in these through provision mapping.	EEF recommends that using TA's to deliver intervention should follow some common elements to be most effective. TA 's need to be trained to a high standard, with clear assessment points at the start and end of an interventions to measure progress. Making best use of TA's Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3
Assessing oracy skills through Welcom screening and intervening using the activities within the system.	Delayed language skills lead to under-performance later in life. Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 4

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

Budgeted cost: £34,500 (Academic Year 2024/25)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing a whole school approach to mental health and well-being with a strategic plan and training for all staff.	"Emotional well-being is a better predictor of success than demographics, how much your family makes or your grades" Gutman and Vorhaus- DFE 2021 1 in 6 children have an unmet mental health need and prevention is crucial through teaching.	1-5

Introducing a new PSHE curriculum that focuses on well-being, diversity and friendships.	A child's emotional health and well-being influences their cognitive development and learning as well as their physical and social health. "preventing mental health issues will result in improved attainment, attendance and a reduction in behavioural problems.." DFE Transforming Children and Young People's Mental Health.	1-5
Improving Pupil Premium engagement with sport provision through targeting this group for extra-curricular sporting activities, clubs, and access to competitive sporting events and increasing their representation in pupil leadership groups.	Increased participation in sport will provide mental health benefits leading to higher attendance and attainment. EEF Toolkit Physical activity Ensuring disadvantaged learner play a role in the wider school life leads to higher aspirations.	4, 5
Improving Pupil Premium engagement with learning through access to the arts – music tuition and school trips and improving their resilience to overcome barriers to learning through access to residential.	Increased participation in the arts is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task. There is a causal link between arts based approaches and attainment. EEF Toolkit Arts Participation	4, 5
Identification of mental health needs leading to targeted interventions such as nurture groups, friendships groups, mentoring, and counsellor sessions.	DFE Transforming Children and Young People's Mental Health Implementation Program. Data shows students with Mental health issues have gaps in progress and attainment in comparison to their counterparts. Children with 4 or more Adverse Childhood experiences are more likely to suffer negative lasting impacts on their health and well-being leading to lower attendance and lower attainment.	4, 5

Improving engagement with parents through parenting support groups, workshops to support with sharing books, phonics, and maths fluency.	EEF report shows that engaging parents with the learning process can be effective when tailored to the specific need to promote positive interactions about learning or supporting their child to engage with self-regulation EEF Toolkit -Parental Engagement	4 ,5
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Total budgeted cost: £105,700

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using EYFS, key stage 1 and 2 performance data, phonics check results, multiplication check results and our own internal assessments along with pupil surveys. This aids target setting and improvement planning for 2024/25 and Pupil Premium Strategy for 2024 – 2027.

18.3% FSM compared to 25% National

EYFS GLD 43% in 2024

Phonics 0% in 2023, 43% in 2024

Y2 Teacher Assessments Reading 20%, Writing 40%, Maths 40% in 2024

Y4 Multiplication check 25% 2023, 50% 2024

Y6 Teacher assessments Reading 65%, Writing 53%, Maths 59% in 2024 (significant rise from 2023)

Externally provided programmes

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

Programme	Provider
1/1 Maths tuition	Third Space Learning

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 or recovery premium funding.