

# Pupil Premium Strategy Statement – Newnham St Peter’s C of E Primary School (VA)

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	107
Proportion (%) of pupil premium eligible pupils	11%
Academic year(s) that our current pupil premium strategy plan covers	25/26 & 26/27
Date this statement was published	13 <sup>th</sup> November 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Joe Child
Pupil premium lead	Joe Child
Governor / Trustee lead	Danni Brotherston

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,310
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£20,310

# Part A: Pupil premium strategy plan

## Statement of intent

Our ultimate objective for pupils who experience disadvantage is to ensure they achieve outcomes that are at least in line with their peers, both academically and in terms of personal development. We aim to eliminate the attainment gap, foster high aspirations, and equip every pupil with the skills, knowledge, and confidence to thrive in further education, employment, and life.

Our Pupil Premium strategy is rooted in a tiered approach, combining high-quality teaching, targeted academic support, and wider strategies that address non-academic barriers to success. This includes investment in evidence-based interventions, professional development for staff, and robust systems for monitoring progress and impact.

The key principles of our strategy are:

- Equity and Excellence
  - o Every pupil deserves access to excellent teaching and learning. We prioritise disadvantaged pupils in all aspects of school improvement.
- Evidence-Informed Practice
  - o Our actions are guided by research, including the Education Endowment Foundation (EEF) toolkit and national best practice, ensuring interventions are impactful and cost-effective.
- Early Intervention and Prevention
  - o We identify needs early and act swiftly to prevent gaps from widening, particularly in Reading, Writing, Maths and social-emotional development.
- Whole-School Responsibility
  - o Closing the gap is a collective responsibility. All staff are aware of the barriers faced by pupils who experience disadvantage and are committed to overcoming them.
- Holistic Support:
  - o We address wider challenges such as attendance, wellbeing, and parental engagement, recognising that academic success is closely linked to these factors.
- Rigorous Monitoring and Evaluation:
  - o We use data intelligently to track progress, evaluate impact, and refine our approach, ensuring accountability and continuous improvement.

Through this strategy, we are committed to creating a culture of high expectations, inclusivity, and relentless ambition for all our pupils, particularly those facing disadvantage.

## Challenges

This details the key challenges to achievement that we have identified among our pupils who experience disadvantage.

Challenge number	Detail of challenge
1	<p><b>Limited Access to Enrichment Opportunities</b></p> <ul style="list-style-type: none"> <li>- Many pupils who experience disadvantage have fewer opportunities to engage in extracurricular activities, cultural experiences, and enrichment beyond the classroom. This can impact their social development, confidence, and aspirations. At Newnham St Peter's, rural location and transport limitations may further restrict access to wider opportunities such as museums, theatre visits, or sports clubs.</li> </ul>
2	<p><b>Gaps in Oral Language and Vocabulary Development</b></p> <ul style="list-style-type: none"> <li>- Many pupils who experience disadvantage often start school with lower levels of oral language and vocabulary, which can affect reading comprehension, writing, and overall academic progress. This is particularly evident in EYFS and KS1 at Newnham St Peter's, where speech and language delays are more prevalent among disadvantaged pupils.</li> </ul>
3	<p><b>Supporting Mental Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>- Many pupils who experience disadvantage at Newnham St Peter's may face increased emotional and social challenges, including anxiety, low self-esteem, and trauma-related behaviours. These issues can affect their ability to engage with learning, build relationships, and thrive in school. Limited access to external support services in rural areas can exacerbate these challenges.</li> <li>-</li> </ul>
4	<p><b>Lower Attainment and Progress in Core Subjects</b></p> <ul style="list-style-type: none"> <li>- Data shows that many pupils who experience disadvantage at Newnham St Peter's often make slower progress in reading, writing, and maths. This may be due to a combination of factors including lower starting points, reduced parental support, and limited access to resources at home.</li> </ul>

## 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
<p>Pupils who experience disadvantage will have increased access to enrichment activities that broaden their experiences, raise aspirations, and support personal development.</p>	<ul style="list-style-type: none"> <li>- All Pupil Premium pupils participate in at least one enrichment activity per term.</li> <li>- Pupil voice indicates increased enjoyment and engagement in school life.</li> <li>- Improved confidence and social skills observed through teacher assessments and behaviour logs.</li> </ul>
<p>Pupils who experience disadvantage will make accelerated progress in oral language and vocabulary acquisition, supporting improved outcomes in reading and writing.</p>	<ul style="list-style-type: none"> <li>- Identified pupils show measurable improvement in speech and language assessments.</li> <li>- Vocabulary-rich environments are evident in all classrooms.</li> <li>- KS1 Pupil Premium pupils meet or exceed expected progress in reading and writing.</li> </ul>
<p>Pupils who experience disadvantage will feel safe, supported, and emotionally ready to learn through improved access to mental health and wellbeing support.</p>	<ul style="list-style-type: none"> <li>- Reduction in behaviour incidents and emotional dysregulation among Pupil Premium pupils.</li> <li>- Increased engagement with pastoral and wellbeing interventions.</li> <li>- Positive feedback from pupils and parents via surveys and meetings.</li> </ul>
<p>Pupils who experience disadvantage will make accelerated progress in reading, writing, and maths, closing the attainment gap with their peers.</p>	<ul style="list-style-type: none"> <li>- Pupil Premium pupils meet or exceed national expectations in statutory assessments.</li> <li>- Internal tracking shows accelerated progress for targeted pupils.</li> <li>- Regular monitoring shows effective implementation of interventions and quality first teaching.</li> </ul>

## 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)

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD on high-quality teaching strategies (e.g., Rosenshine's Principles, metacognition).	The Education Endowment Foundation (EEF) identifies high-quality teaching as the most important factor in improving outcomes for disadvantaged pupils. Metacognition and self-regulation strategies have an average impact of +7 months of additional progress per year.	2, 4
CPD on vocabulary development and language acquisition.	EEF's Oral Language Interventions show an average impact of +6 months. These interventions are particularly effective when delivered through trained adults and integrated into daily teaching.	2
Training in trauma-informed practice and emotional literacy.	Research from the Anna Freud Centre and Public Health England supports the use of trauma-informed approaches to improve behaviour, engagement, and emotional regulation, especially for vulnerable pupils.	3
Recruitment and retention of experienced staff.	DfE's School Workforce Census and EEF guidance highlight that teacher quality is the most significant in-school factor affecting pupil outcomes. Retaining skilled staff ensures consistency and sustained improvement.	4

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

Budgeted cost: £12,310

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group and 1:1 tuition in core subjects.	EEF's Small Group Tuition shows an average impact of +4 months. It is most effective when targeted at specific needs and delivered by trained staff.	4
Targeted phonics and early reading interventions.	EEF's Phonics approaches have an average impact of +5 months and are particularly effective in early years and KS1. Systematic phonics is a key predictor of early reading success.	2, 4
Speech and language support.	The Royal College of Speech and Language Therapists and EEF highlight that early intervention in speech and language can significantly improve communication, literacy, and social outcomes.	2
Use of diagnostic assessments.	EEF recommends the use of diagnostic assessments to identify learning gaps and inform targeted teaching. This supports more personalised and effective intervention.	2, 4

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

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support and ELSA provision.	EEF's Social and Emotional Learning (SEL) interventions show an average impact of +4 months. SEL improves emotional regulation, behaviour, and academic outcomes.	3
Access to enrichment activities (e.g., trips, clubs, music lessons).	Ofsted's Research Review on Personal Development and the DfE's Character Education Framework stress the importance of cultural capital and enrichment in raising aspirations and engagement.	1
Family support and engagement work.	EEF's Parental Engagement strategies show moderate impact (+4 months) when schools work with families to support learning and wellbeing.	1, 3

**Total budgeted cost: £20,310**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **EYFS**

##### Reception

GLD – 100% of pupil premium children passed compared to 58% of their peers who had not faced disadvantage.

#### **KS1**

##### Year 1

PSC – 100% of pupil premium children passed compared to 74% of their peers who had not faced disadvantage.

##### Year 2

Reading – 100% of pupil premium children passed compared to 80% of their peers who had not faced disadvantage.

Writing – 0% of pupil premium children passed compared to 40% of their peers who had not faced disadvantage.

Maths – 100% of pupil premium children passed compared to 90% of their peers who had not faced disadvantage.

#### **KS2**

##### Year 6

Reading – 50% of pupil premium children passed compared to 80% of their peers who had not faced disadvantage.

Writing – 50% of pupil premium children passed compared to 75% of their peers who had not faced disadvantage.

Maths – 100% of pupil premium children passed compared to 85% of their peers who had not faced disadvantage.

GPS – 50% of pupil premium children passed compared to 80% of their peers who had not faced disadvantage.