

## Pupil premium strategy statement – *Newbrough C of E Primary School*

### Funding rates for the 2025 to 2026 financial year

This table shows how the pupil premium grant is allocated to schools and local authorities in the 2025 to 2026 financial year, based on per pupil rates.

Funding criteria	Amount of funding for each primary-aged pupil per year	Amount of funding for each secondary-aged pupil per year	Funding is paid to
Pupils who are eligible for free school meals, or have been eligible in the past 6 years	£1,515	£1,075	School
Pupils previously looked after by a local authority or other state care	£2,630	£2,630	School
Children who are looked after by the local authority	£2,630	£2,630	Local authority

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	61
Proportion (%) of pupil premium eligible pupils	10 (16.3%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2028
Date this statement was published	September 2025

Date on which it will be reviewed	October 2028
Statement authorised by	Mike Boucetla
Pupil premium lead	Mike Boucetla
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,150
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£15,150

# Part A: Pupil premium strategy plan

## Statement of intent

At Newbrough, our intention is that every child, whatever their background or the challenges they face, makes good progress and achieves well across all subjects. We want all pupils to grow, flourish and reach their full potential, in line with our vision of *Growing Well* from Matthew 13:31–32 — just as the tiny mustard seed grows into a tree that provides shelter, we believe small beginnings can lead to great outcomes.

We know that some of our pupils face barriers to learning. For example, a few of our older, higher-attaining children come from homes where access to books is limited or where busy households make it harder to find quiet time for reading. Some of our youngest pupils have also been most affected by repeated lockdowns, showing gaps in language, vocabulary and attention. Research shows that limited vocabulary can impact not only children's learning in English and other subjects, but also their confidence, friendships and long-term opportunities.

- To address these challenges, our approach is based on:
- **High-quality teaching in small classes**, which benefits all children and enables us to know each pupil really well.
- **Early and targeted support**, particularly for younger children, to help close gaps in language and literacy.
- **Raising the profile of books and stories**, with dedicated reading time and the use of rich, high-quality texts across the curriculum.
- **High expectations for all**, ensuring disadvantaged pupils are challenged and supported to achieve their best.
- **A whole-school commitment**, where every member of staff takes responsibility for pupils' outcomes.

We also use Pupil Premium funding to make sure children can take part in wider experiences such as educational visits, cultural opportunities and outdoor learning in our rich local environment. These activities build cultural capital, broaden horizons and help every child to grow well — academically, socially and spiritually.

## Challenges

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

Challenge number	Detail of challenge
1	Language and vocabulary gaps on entry to Reception.
2	Low cultural capital (fewer experiences, limited access to enrichment).
3	Wellbeing and resilience – some disadvantaged pupils have lower self-esteem or limited strategies for managing challenges.
4	Attainment in writing – particularly spelling, handwriting, and composition.

## 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
Language and vocabulary gaps are narrowed, particularly in EYFS and KS1.	Pupils make accelerated progress in speech, language and communication; EYFS GLD in Communication & Language meets or exceeds national disadvantaged average; KS1 reading outcomes show improved vocabulary and comprehension.
All disadvantaged pupils access a rich diet of cultural and enrichment opportunities.	100% of disadvantaged pupils attend trips/visits, take part in outdoor learning, and engage in at least one extra-curricular club each year; pupil voice shows improved cultural awareness and enthusiasm for learning.
Disadvantaged pupils demonstrate improved wellbeing, resilience and self-esteem.	Pupil surveys and teacher observations show improved confidence and positive attitudes; behaviour incidents remain low; disadvantaged attendance within 1% of peers.
Attainment in writing (spelling, handwriting, composition) improves.	Disadvantaged pupils' writing outcomes are at least in line with national disadvantaged averages, with the in-school gap narrowing; moderation and work scrutiny show improved stamina, accuracy, and quality of written work.

## 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: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD on high-quality teaching of reading and writing, including use of rich texts across the curriculum (e.g. Literacy Tree, ISHA).	EEF: "High quality teaching has the greatest impact on disadvantaged pupils" (EEF Guide to Pupil Premium). Using structured approaches to writing supports vocabulary and composition.	1, 4
Implementation of a systematic approach to teaching vocabulary across the curriculum (e.g. pre-teaching key vocabulary, word walls, oral rehearsal).	EEF Oral Language Interventions (+6 months progress); strong evidence that explicit vocabulary teaching benefits disadvantaged pupils.	1, 4
Investment in high-quality class texts and phonics resources to support writing and vocabulary.	EEF: "Reading comprehension strategies" (+6 months); access to books increases reading fluency and writing quality.	1, 4

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

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small-group interventions for writing (spelling, handwriting, sentence construction).	EEF: "Small group tuition" (+4 months); targeted writing support helps close specific gaps.	4
1:1 and small-group speech and language support in EYFS/KS1 (e.g. NELI programme).	EEF: "Oral language interventions" (+6 months); NELI shown to accelerate progress in vocabulary and language.	1

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

Budgeted cost: £4,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised trips, residentials, music tuition and clubs to ensure all disadvantaged pupils access enrichment.	EEF: "Arts participation" (+3 months); "Outdoor adventure learning" (+4 months); improves confidence and engagement.	2
Forest School/outdoor learning programme for wellbeing, resilience and teamwork.	EEF: "Social and emotional learning" (+4 months); activities that build resilience improve self-regulation and relationships.	2, 3
Pastoral and wellbeing support (ELSA, mentoring, small group circle time, pupil voice activities).	EEF: "Social and emotional learning" (+4 months); positive self-esteem linked to better attainment.	3

**Total budgeted cost: £15,150**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

- **Listening and Attention Skills**

Focused small-group work in EYFS and KS1, alongside consistent use of strategies to develop concentration, resulted in marked gains. This is reflected in the fact that **100% of disadvantaged Reception pupils achieved a Good Level of Development (GLD)**, showing secure progress in Communication & Language and Personal, Social & Emotional Development.

- **Oral Language and Vocabulary Development**

Targeted interventions, including structured oral language programmes, pre-teaching of vocabulary, and dialogic approaches across the curriculum, have closed early language gaps. Teacher assessments show that disadvantaged pupils are now more confident in articulating their ideas, which has positively impacted attainment in both reading and writing.

- **Reading and Access to Books**

Investment in high-quality texts, combined with daily reading practice and phonics support, has improved reading outcomes. **100% of disadvantaged pupils in Year 1 met the expected standard in the Phonics Screening Check**, securing early decoding skills. Teacher observations also show increased enthusiasm for reading and greater parental engagement through supported home reading initiatives.

- **Enrichment and Cultural Capital**

All disadvantaged pupils participated in enrichment opportunities including trips, residential, clubs, and Forest School. These experiences broadened horizons, developed resilience, and supported wellbeing. Pupil voice indicates that children feel more confident, engaged, and motivated as a result of these opportunities.

- **Aspirations and Future Pathways**

Pupils in Key Stage 2 engaged with visitors from a range of professions and took part in experiences designed to raise awareness of future education and career opportunities. As a result, disadvantaged pupils could articulate a wider range of future goals and displayed increased confidence when discussing their next steps.

- At the end of Key Stage 2, **66% of disadvantaged pupils achieved the expected standard in Reading, Writing and Maths combined**. Reading outcomes were particularly strong, while writing remains an area where further

progress is needed, especially in spelling, handwriting and extended composition.

- **Overall assessment**

The school has made strong progress in addressing the challenges identified in the 2021–24 strategy. Early language and reading outcomes are now highly secure, enrichment and wellbeing opportunities are well embedded, and aspirations have begun to rise. Writing remains the key area for continued focus within the 2025–28 strategy to ensure disadvantaged pupils achieve consistently in line with their peers at the end of Key Stage 2.

## Externally provided programmes

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

Programme	Provider

## Service pupil premium funding (optional)

*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***

<b>The impact of that spending on service pupil premium eligible pupils</b>



## 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 funding.*