



Newdale Nursery & Primary School

Pupil Premium Policy 2025

Reviewed: September 2025

Next Planned Review: September 2026

School Aims

The team at Newdale believes that 'everyone' has the right to be successful and achieve. We believe that first and foremost, it is essential that there is effective teaching and learning on a day-to-day basis. We do not rely on intervention to make up for any weak teaching. We all understand the need to drive independent learning, the development of thinking skills and clear assessments that support progress. Staff have all been trained in this philosophy and work very hard on delivering exciting lessons and engage all children. They have very high expectations of the children and instil a 'can do' attitude.

We are a school of doers, believers and achievers!

Running alongside this philosophy we have invested in more specific actions which impact on the progress and attainment of our more vulnerable pupils. This investment is supported by Pupil Premium Grant funding.

The targeted and strategic use of Pupil Premium funding will support us in achieving our aims.

Principles

- We ensure that teaching and learning opportunities meet the needs of all pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups. This specifically includes ensuring that the needs of socially disadvantaged pupils are addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who are eligible for free school meals (or have been eligible in the last 6 years) are socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore allocate Pupil Premium funding to support any pupil or groups of pupils that the school has legitimately identified as being socially disadvantaged.
- We use current educational research, provided by the Education Endowment Fund, to ensure that the provision we offer has proven, positive results.

Pupil premium funding is allocated following annual needs analysis, which identifies priority classes and groups.

Provision

We have a range of provision in place to support children who belong to vulnerable groups, including those who are socially disadvantaged. This provision has the full support of the Governing Body and includes:

- Additional teaching and learning opportunities provided by teachers, TAs or external agencies.
- Providing small group work with experienced teachers focussed on overcoming gaps in learning.
- An individualised programme of 1:1 support, tailored to meet the needs of the child. For example, children to receive booster sessions on areas of weakness, (i.e.) mental maths.
- Additional support for assessments, training and advice from specialists such as speech therapists, educational psychologists etc. For example, we invest in Education Welfare support who works with school staff and families in ensuring attendance is monitored and maintained at 'outstanding' level. We also access mentor link/counselling support for those children who need it.
- Development of a much larger pastoral team to support vulnerable children very many of whom are socially disadvantaged children.
- Access to therapeutic interventions and advice. For example, effective use of the new Nurture Room to support pupils that need nurture.
- Pastoral team currently support socially disadvantaged children in Nurture groups and individual interventions. They run a daily lunchtime club and use the Rainbow Nurture room on a daily basis.
- Specific resources budgeted for to allow specific barriers to learning to be removed. For example, swimming kits.
- 'After school club groups targeting many children who are pupil premium linked.
- Key Worker project where each teaching assistant works closely with 1 socially disadvantaged linked child over the year.
- Staff CPD to support the Social and Emotional aspects of learning for socially disadvantaged children. For example, a pastoral course on supporting mental health in children.
- Paying for activities that broaden the curriculum. For example, 100% of socially disadvantaged children are given support where necessary to attend school trips. Not one child has missed a school trip due to lack of funding.
- Forest school holiday club aimed at socially disadvantaged children to develop social skills, communication skills and knowledge of socially disadvantaged children using the outside area.
- Support for families who qualify to attend breakfast club, after school club and after school sports clubs.

A full breakdown of expenditure, expected impact and impact to date is contained in the Pupil Premium research based action plan.

All our work funded by the Pupil Premium Grant will be aimed at accelerating progress so that children leave Newdale at, or above, the National average.

Reporting

Class teachers produce termly updates on the progress being made by their socially disadvantaged children. This includes actions and impacts.

The PPG lead teacher, in conjunction with the Headteacher, then produces reports for the Governors' during the termly full governing body meeting:

- The progress made towards diminishing the differences, by year group, for socially disadvantaged pupils;
- An outline of the provision;
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support, as shown by the Key questions in our Pupil Premium Action Plan/ strategy.

The Governors of the school ensure that there is an annual statement to parents and carers on how the Pupil Premium funding has been used to address the issue of 'diminishing the differences' for socially disadvantaged pupils. This statement is published on the school website.

Review date: September 2025 with ongoing updates to Governors on a termly basis.

Next review: September 2026