Pupil premium strategy statement – Newdale Primary School and Nursery 2026-2027

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 2026 - 2027

Detail	Data
Name of school	Newdale Primary School & Nursery
Number of pupils in school	477 (including 61 in Nursery)
Proportion (%) of pupil premium eligible pupils	110 PPG children = 26.4% (Excluding EYPPG children x6) National Average: 25%
Academic year/years that our current pupil premium strategy plan covers **(3 - year plans are recommended – you must still publish an updated statement each academic year)**	Academic Year: 2026 – 27 **3-year plan** 2025 - 2028
Date this statement was published	November 2026
Date on which it will be reviewed	December 2027
Statement authorised by	Headteacher/Chair of Governors
Pupil premium lead	Miss R Cook
Governor	Mrs A Price

Funding overview 2026-2027

Detail	Amount
Pupil premium funding allocation this academic year 2026-2027	£180,240
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	£180,240

Part A: Pupil premium strategy plan

Statement of intent

At Newdale, we are committed to fostering an inclusive learning environment where every pupil, regardless of background, can thrive academically, socially, and emotionally. Equity in education is not about treating all pupils the same, but about ensuring every child receives the support they need to become *ready, respectful, safe and kind*, in line with our school ethos.

Our Pupil Premium strategy is rooted in the belief that disadvantage should never be a barrier to achievement. We aim to close attainment gaps by delivering high-quality teaching, targeted academic support, and a range of wider school strategies including holistic pastoral care. Central to our approach are the RADY (Raising the Attainment of Disadvantaged Youngsters) principles, our Strong Foundations framework, and the Education Endowment Foundation's (EEF) Menu of Approaches & the EEF guide to Inclusive Teaching. Inclusion is central to Newdale's School Development Plan.

We use the EEF's 5-Step Model to rigorously identify need before implementing any strategy, ensuring that our actions are evidence-informed and tailored to our pupils. We use triangulated data points to diagnose, plan, implement, monitor, and evaluate to ensure that our strategy is responsive to the specific barriers faced by our disadvantaged pupils. Actions are reviewed regularly with the support of SLT and governors so that adaptations are timely and effective.

We ensure that disadvantaged pupils are not limited by historical data. Instead, we set challenging targets based on potential, not prior attainment. The Pupil Premium Lead promotes this to staff via regular CPD and termly pupil progress meetings are used to monitor these enhanced targets through Class Raising Attainment Plans. Subject leaders ensure that our curriculum presents substantive and disciplinary knowledge progressively to support our disadvantaged pupils to know and remember more of their learning, leading to increased outcomes at all ability levels.

We also believe in the importance of all children having strong foundations to their learning and that EYFS is essential in establishing this. Time is used to teach children fundamental skills at a young age. In addition, children cannot be expected to know basic skills such as how to behave in different environments and therefore it is our responsibility (working alongside parents) to teach this, prioritising the teaching of routines and expectations during transition time in Autumn term. The school have analysed the DfE's document *"Strong foundations in the first years of school"* and are implementing many of the strategies discussed, including assigning a Strong Foundation Lead (to provide CPD and monitor impact) and developing "Relentless Routines" with a simplified behavioural code.

We prioritise early intervention and curriculum coherence to ensure that all pupils, especially those eligible for Pupil Premium, develop secure understanding in core concepts, particularly in Literacy and Numeracy. Staff are trained in adaptive teaching, while class teachers are encouraged to use regular assessment for learning to adapt approaches. The Pupil Premium Lead, alongside subject leads, shares insightful approaches to adaptation based on RADY training. We share a "PPG First" approach

which is an equitable way of prioritising disadvantaged learners within curriculum implementation, assessment, feedback, and adaptive support.

At Newdale, we prioritise and invest in professional development of teachers and teaching assistants, and school leaders monitor to ensure that pedagogy is inclusive. Within our monitoring, evidence-based interventions are considered for identified pupils as a form of targeted academic support and the team work hard to address non-academic barriers to learning, such as attendance, wellbeing and parental engagement. The impact of this "Menu of Approaches" is monitored regularly through our Class Raising Attainment Plans.

Our pastoral team offers wraparound support that addresses academic, emotional, and social needs through mentoring, counselling, and enrichment opportunities. We actively involve families in their child's learning journey, recognising the vital role of home-school partnerships in raising attainment.

We will always:

- Assess individual need using a range of diagnostic tools.
- Challenge low expectations and replace them with a culture of high aspiration.
- Ensure that every disadvantaged pupil has access to the same opportunities as their peers.
- Embed RADY, Strong Foundations, and the EEF Menu of Approaches across all phases of education with a particular focus on High Quality Teaching.
- Use the EEF's 5-Step Model to guide every stage of our strategy—from identifying need to evaluating impact.
- Continue to evaluate and enhance our strategy with senior leaders and governors.

Challenges

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

Challenge number	Detail of challenge
1	**Personal, Social and Emotional Development / Communication & Language** Assessments and observations of our youngest pupils indicates that there are pupils who have underdeveloped personal, social and emotional development (PSED) skills, coupled with poorer communication and language skills than previously observed. These underdeveloped skills are prevalent across the cohorts of children and are not exclusively attached to disadvantaged pupils. Ref: Strong foundations in the first years of school (DfE 2024).
2	**Attendance** Our attendance data indicates that poorer attendance for the disadvantaged pupil group may have a direct impact on their academic outcomes. Unauthorised absences are particularly prevalent amongst PPG children.

3	**Attainment in EYFS GLD, KS1 Mathematics and KS2 Reading** Internal and national assessment information identifies attainment gaps for dis-advantaged pupils in these key areas. Although outcomes vary by cohort, these subjects represent the most significant priorities for improvement over the life of this strategy. While writing remains a focus within quality first teaching, analysis identified EYFS GLD, KS1 Mathematics and KS2 Reading as the greatest priorities for this strategy period.
4	**Language and vocabulary** Assessments, observations and pupil voice activities suggest that disadvantaged pupils have increased difficulty with phonics, early reading and oracy when compared with their peers. This can lead to negative impacts on reading development and wider attainment as they move through school.
5	**Attainment – coupled vulnerability** Our internal tracking highlights that many of our PPG children have coupled vulnerabilities e.g. they are PPG and SEND. This is making achieving effective progress a significant challenge for them.
6	**Extra-curricular activities** National research alongside internal observations, highlights that PPG children do not always have access to enriching activities outside of the school environment. Equally they do not always choose to participate in extra-curricular activities inside school due to lack of engagement and sometimes the cost implications of this.

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
1. **Personal, Social and Emotional Development / Communication & Language** Improved personal, social and emotional development skills, along with communication and language skills, for disadvantaged pupils in EYFS and Key Stage One so that they can better access their learning and achieve higher rates of progress.	**Assessment, observations and related activities will indicate a significant increase in both personal, social and emotional development skills and communication/ language skills. Sources of evidence will be varied and encompass lesson observations, pupil voice, book scrutiny and continual formative assessment.** **How:** • Continue to embed adapted behaviour policy and rewards with all pupils, including use of Class Dojo. • Continue to teach and embed the Behaviour curriculum through life learning lessons, assemblies, daily routines, story time etc. • Continue to embed stickers and rewards – ensure visual representation where needed for

	PPG/SEND pupils especially within the Early Years. • Continue to embed positive behaviour rewards and prizes such as Headteacher's Award, Star of the Week Award and Headteacher postcards. • Continue to ensure that CPD around personal, social and emotional development skills is regularly delivered so staff feel confident. • Implement pastoral interventions to support SEMH cases within PPG group, e.g. ELSA intervention. • Ensure that communication and language is assessed well, with interventions put in place through the pupil progress meetings. Impact measured. E.g. Talk Boost. Parents involved.
2. **Attendance** To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. Our attendance data indicates that poorer attendance for the disadvantaged pupil group may have a direct impact on their academic outcomes. Note: Our data compared to national is favourable. It is inhouse data that shows gaps. **Newdale Year - end data 2024/2025:** **PPG 94.93% vs non PPG 96.75%** **Gap 1.82%** Nationally, attendance for disadvantaged pupils (measured by FSM eligibility) in primary schools was **89.9% in 2024/25**.	**Sustained high attendance and the attendance gap between disadvantaged pupils and their peers to be narrowed to see them in line with each other and remain higher than national.** **Achieve Target: 2026/2027: PPG attendance year end 95.5%** **Fewer disadvantaged pupils are recorded in the lowest attendance band (persistent absence threshold).** How: • Develop the Government funded 30-minute breakfast club, particularly promoted to families where attendance is a concern. • Daily monitoring of attendance by office manager with prompt follow up e.g. First day calling. • Tri-weekly attendance review meetings by attendance team – focus on PPG with prompt follow up e.g. attendance letters/meetings. • Continue to promote attendance in assembly. • Attendance champion 'Cool Cat' to continue as a high-profile spotlight over the importance of punctuality and attendance. • Track patterns in attendance and meet with families to discuss/put actions in place – carry out at attendance meetings. Track impact. • Discuss attendance issues with teachers termly at the pupil progress meetings with the SENDco and Assessment lead. • Identify and target any pupils for in-class support where attendance might be a barrier to learning e.g. through the Key Worker Project. • Whole-school approach to raising attendance: teaching staff to address at parent evening

	appointments. SENDco to attend specific parent evening appointments to highlight need. • Governor allocated to link with Attendance. Carry out e.g. pupil voice.
3. **GLD, Reading and Maths attainment** Increased number of disadvantaged pupils achieving the expected standard in GLD, Maths in KS 1 and Reading in KS 2. **<u>2025</u>** **Newdale GLD disadvantaged 45%** **National 54.8%** **Newdale KS 1 Maths disadvantaged 40%** **Newdale KS 2 Reading Newdale 61%** **National 62%**	**EYFS GLD for disadvantaged children to be at least in line with national.** **KS 1 data for Maths to be at least in line with national.** **KS 2 PPG data for Reading to be at least in line with national.** How: • Continue to raise the quality of teaching and learning across the school through coaching and mentoring e.g. CIC lead to case sample across the school and advise on adaptations, target setting and intervention. • Small group number sense teaching in maths for identified pupils – Maths lead to oversee. • 1:1 reading and phonics sessions for identified pupils – Phonics specialist every afternoon (Fast Track). • Monitoring and tracking of KS 2 bottom 20% in reading. Interventions in place and reviewed. • Adapted classroom provision for SEND and/or disadvantaged pupils with highest level of need in The Hub. • Regular release for subject leaders to coach staff in reading, writing and maths – DHT and both AHTs not fully class based. • In reading, writing and maths identify vulnerable pupils (SEND, disadvantaged, attendance concerns or social care) to ensure bespoke in-class support and interventions – Pupil progress meetings. These pupils will be a key focus in class (supported by PPG First strategies) as well as a key focus for leaders' monitoring. 'PPG First' linked to all staff appraisals. • Pupil progress meetings - closely monitor the impact on in-class support and interventions for identified pupils. Assessment Lead & SENDco lead. • DHT to mentor new team members to ensure that quality of teaching has a positive impact on pupils' progress. • Regular CPD based on findings for staff that need more support.
4. **Language and vocabulary**	**Increasing the number of disadvantaged pupils achieving age related expectations in Phonics at the end of Year 1 when**

Assessments, observations and pupil voice activities suggest that disadvantaged pupils have increased difficulty with phonics, early reading and oracy when compared with their peers. This can lead to negative impacts on reading development and wider attainment as they move through school. Improve the phonetic knowledge and application for disadvantaged pupils, leading to increased attainment in phonics and reading. This will lead to children being more confident in accessing learning independently.	**compared with starting points. National all children 2025 80%. 2026 82%.** How: • Continue to train and develop new staff that have joined the school in using RWI phonics – Phonics expert. • Provide continuous training to existing staff to ensure consistency through CPD sessions - Phonics expert & RWI coach. • Provide weekly coaching support to RWI staff to ensure high quality teaching and consistency across the RWI groups. • Track any pupils that are not making sufficient progress in phonics and provide additional support – Phonics expert 'fast track' programme. • Continued CPD linked to oracy across the curriculum. • Reception parental assemblies to model RWI teaching.
5. **Coupled vulnerability progress** Our internal tracking highlights that many of our PPG children have coupled vulnerabilities e.g. they are PPG and SEND. This is making achieving effective progress a significant challenge for them.	**Coupled vulnerability PPG/SEND receiving quality first teaching and high impact intervention over time resulting in improved progress and reduced attainment gaps over time, evidenced through termly pupil progress meeting analysis.** How: • Careful analysis of coupled vulnerability (Venn Diagrams) and learning walks carried out by SLT to ensure adaptations are present and high impacting and quality first teaching suited to PPG/SEND pupils. • Data analysis at Pupil Progress meetings leading to smart targets and interventions being set. Targets shared with parents. • PPG monitoring tracking documents. • SENCo and other senior leaders carefully looking at referrals to support SEND needs where needed. • Key workers allocated for specific disadvantaged children. • High intensity pastoral and SEND support.
6. **Extra-curricular activities** To achieve and sustain higher levels of cultural capital and enrichment for all pupils, particularly our disadvantaged pupils.	Proportional representation of participation in: • **after school clubs** – all disadvantaged children who want to participate in a club, get the opportunity over the year. • **residential trips** - 'finance' never being the reason for a child not being able to attend.

	• **curriculum trips and visits** – 'finance' never being the reason for a child not being able to attend. **Breakdowns of attendance particularly of our disadvantaged pupils at all the above tracked and showing high levels of attendance.** How: • Subsidise trips/visits/ residentials by at least 25% for disadvantaged pupils • Ensure that places at after school clubs are ringfenced for disadvantaged pupils who may have previously missed out on getting a place in time. • Sports leads to ensure that PPG pupils have the opportunity to participate in competitive sports e.g. interhouse competitions and external inclusive competitions. • Increased pastoral communication with parents to remind and clarify whenever enrichment activities are on offer. • Lighthouse Club provision to provide extra nurture opportunities for most vulnerable children. • Careful monitoring and tracking to support action planning over time. • Internal visitors and theme days such as Go Green Days, Healthy Lifestyles week, Historical theme days and use of the VR headsets. • Enrichment benchmarks analysed with subsequent actions devised to ensure a varied offer for all pupils over time.

Activity in this academic year 2026-2027

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: £52,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget Cost (Approximate)
RWI training and re-source package – proportion of salary of Phonics expert +	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of	1, 3, 4, 5	£30,000

fresh start intervention programme. Recruitment of additional adult support to carryout daily Fasttrack intervention for phonics for most vulnerable – September 2026	early reading skills, particularly for children from disadvantaged backgrounds. Synthetic phonics approaches have higher impacts, on average, than analytic approaches. EEF Phonics Additionally, fast track tutoring by phonics lead will support those not meeting the expected standard in phonics. This is assessed with high regularity.		
Inclusive teaching CPD across all subject strands to allow subject leads to further develop strategies to support PPG First. (Led by SENDco, PPG Lead, Curriculum lead and Strong Foundations Lead). SENDco now non class based to support teachers more in planning and preparation for PPG pupils. September 2026. Accompanied by extensive monitoring (Pupil Progress meetings, use of Class Raising Attainment Plans, including case sampling) of impact and targeting next steps. Set up of new SEMH flexible hub including new fenced free flow outdoor area – launch September 2026. Purchase new SEND resources e.g. Concentration stations and new resources	Supporting high-quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. Senior leaders will support with curriculum design and planning. EEF Guidance on effective PD	1,2,3,4,5	£15,500

for Hub provision September 2026 Embed Literacy Gold use across the school. New experienced staffing structure in Reception to support increase in GLD data for PPG pupils – September 2026.			
Purchase of Early Years language development resources to create a language rich environment. (Accompanied by CPD on oracy adaptation) Introduction of a new spiral writing curriculum and the colourful semantics strategy across school to support. September 2026	There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. We plan to use some of our PPG funding to purchase resource to ensure that our Early Years environments are language rich and support pupils' communication and language as much as possible. EEF Communication and Language	1,2,3,4,5	£6500

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

Budgeted cost: £76,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget Cost (Approximate)
Additional oral language interventions, targeted at disadvantaged pupils, across EYFS and Key Stage 1, through the use of additional members of staff. Speech and Language intervention lead to carry	Oral language interventions (e.g. TalkBoost/Contrastive Pairs) can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one. EEF Oral language interventions	1,2,3,4,5	£8,500

out group and individual work across the school. Ongoing training and re-sources purchased to support interventions.			
Increased pastoral intervention to support SEMH needs within pupil premium group, including Key Worker project in each classroom and increased investment in sensory environment and ELSA intervention. Use of social stories and adult modelling of learning behaviours increased. One to one support at key times during the day eg transitional time – Full time Pastoral assistant and additional Teaching Assistants in EYFS, Year 4 & Year 5. Increased presence and modelling by teachers during lunchtime duties. CPD for MDSAs. Relaunch of 'Key Worker' project targeting most vulnerable PPG children with a one-to-one support assistant. September 2026	The EEF emphasised the need to incorporate a targeted approach to meet the needs of individuals. As part of these intervention practises, adults will model metacognition strategies which have been identified as high impact. We will explicitly teach learning behaviours which pupils can use within the classroom environment. Metacognition and self-regulation | EEF	1,2,4,5	£48,000
Targeted intervention with a focus on disadvantaged pupils – following pupil progress meetings – e.g. pastoral led interventions linked to ELSA trained person & full time Teaching Assistants in each class.	Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can	3,4,5	£15,000

Set up of new SEMH flexible hub with new specialist SEND teacher and SEND specialist TA. **September 2026.**	support pupils to overcome barriers to learning and increase their access to the curriculum. EEF Small group tuition		
Additional CPD for our Teaching Assistant team – External and internally delivered by SENDco. Use of new SEND specialist teacher to deliver – **September 2026.** Teaching assistants paid to attend relevant CPD during PD days. SENDco trained to be the trainer.	The EEF states that investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants. EEF Teaching Assistants	1,3,4,5	£4500

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

Budgeted cost: £52,240

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget Cost
Increase the cultural capital of pupils through subsidised trips, visits and access to before and after school clubs. Relaunch of 'Lighthouse club' for PPG sibling family only. September 2026 Trip / visit subsidy. PPG Club support. Holiday club support. Pastoral Breakfast club staffing and food. Arthog subsidy for PPG. Sensory circuits daily club - staffing and resources. Investment into lunchtime spaces/clubs	There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or though extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds. EEF Arts participation	2,3,4,5,6	£40000

to support – Staffing and resources. Lens over the dfe enrichment framework with review of current offer and development of specific actions to address gaps. September 2026			
Use and embed the principles of good practice as set out in the DfE's working together to improve school attendance advice. Education welfare support staffing – Pastoral team. Attendance administration support staffing. In house Early Help support along with timely referrals for Family help. CPD in new Family help model (replacement of Early help KCSIE 2026). Relaunch of 'Cool Cat' behaviour and attendance champion – week 2 autumn term 2026.	This guidance has been informed by: • engagement with schools who have significantly reduced their persistent absence levels • teachers' standards • Ofsted's School inspection: toolkit, operating guides and information - GOV.UK other DfE statutory and non-statutory guidance	2, 3, 5	£9000
Contingency fund for acute issues - School ready resources e.g. uniform Ongoing resources e.g. Weighted blankets, hygiene packs. Food parcels/hampers.	Based on previous experiences and the mid-year mobility we can experience, we have identified a need to set aside an amount of funding to respond quickly to emerging need. We recognise that this may be varied and longer term for some families. Actions to be discussed with key shareholders, such as senior leaders and governors.	All	£3240

Continue the pastoral coffee morning events with telephone calls to encourage the most vulnerable parents in to gain support. September 2026			

Total budgeted cost: £180,240

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The academic year 2025-2026 held many positives for our disadvantaged pupils in school. Attendance, self-development and uptake in extra-curricular activities was strong, however the in-house attainment and progress gaps between them and their non-PPG peers continue to present some challenges. This strategy will attempt to focus on these issues more specifically and implement some new strategies, with the hope of building on progress being shown next academic year. Please see below a summary of 2025-2026.

GLD Data in EYFS

In July 2026, 69.8% of children achieved a good level of development (GLD) at the end of EYFS. 64.7% disadvantaged children achieved GLD. 54% of National disadvantaged children achieved GLD.

Of the PPG children who did not meet the expected standard, 5 out of 6 had coupled vulnerability with SEND. Every disadvantaged child without coupled vulnerabilities reached GLD.

During transition meetings, targets and interventions were set for September 2026-2027. These will be reviewed termly as part of our pupil progress meetings.

Attainment in Phonics and Reading in Years R-3

By July 2026, 88% of non-PPG learners in Reception were “On Track” in phonics compared to 69% of PPG learners. Targets and intervention are in place for them in the coming academic year. We understand that PPG children often have lower starting points and we aim to close the gap as quickly as possible this coming year.

Of our 2025-2026 Year 1s, 87% of learners passed the phonics screening check, with 79% of PPG children achieving this measure. Of 14 pupils in receipt of pupil premium funding, 11 passed the check, whilst 2 with coupled SEND did not pass this time. Still, 60% with coupled PPG and SEND passed the check which far exceeds National average for SEND alone. This indicates that the current Read Write Inc provision is highly impactful for the vast majority of learners. We have seen a general trend towards the end of Year 1 where the lowest readers find it increasingly challenging to meet the higher expectations of reading fluency. Children who did not yet pass the Phonics Screening Check will continue to have targeted 1:1 support and daily phonics will continue although most children have completed the programme.

For 2025-2026 Year 2s, only 45% of PPG learners were at expected standard in reading. Out of the 22 PPG children, 10 children got to expected standard. Of the 12 that did not, 5 had coupled vulnerability with SEND. An additional pupil, who ended the year working significantly behind joined the school with zero English only 12 months previously. This year group continues to be a focus.

In Year 3 2025-2026, the overall percentage of children achieving the expected standard in reading was 53% however there was still a 31% point gap to the 84% achieved by non-PPG children. Within the year group, 11 out of 18 of the PPG pupils

have SEND whilst 6 out of 18 are EAL. Intervention and adaptations have been discussed as part of pupil progress meetings to meet emerging needs of those who transitioned to Newdale this year.

During pupil progress meetings, the lowest attaining readers were highlighted to the new teacher and interventions were set in place from the outset, alongside adaptive teaching methods to ensure these children can continue to make strong progress and access the curriculum.

KS 2 outcomes

Last year, PPG attainment data was highly cohort dependent in Reading, Writing and Mathematics. This reflects the differing prior attainment of pupils as well as the discrepancy across year groups for coupled vulnerability.

Statutory Multiplication Check outcomes -
For the statutory Multiplication Tables Check, PPG learners scored an average of 17.1/25 compared to 22.9/25 for non-PPG. This is below the 19.3 average nationally for disadvantaged pupils. 6 children within the year group have SEND/PPG coupled vulnerability, of which 5 children scored less than 15. Teachers and teaching assistants have been made aware of gaps in substantive knowledge to inform intervention next academic year.

Our most recent Year 6 cohort demonstrated high levels of PPG, with 19 disadvantaged pupils. PPG pupils scored 58% in Reading, 53% in Writing and 58% in Maths. Pupil profiles are shared with secondary schools so that they are able to bridge gaps in knowledge as part of their adaptive teaching and interventions.

Attendance

Newdale Year end data 2024/2025:
PPG 94.93% vs non PPG 96.75%
Gap 1.82%

Pupil premium attendance over the academic year 2025-2026 was 95.17%. This is very positive and reflects the efficiency of our monitoring system and impact of support from the office staff and pastoral team. National attendance for primary FSM 2025 - 2026 was 89.13% therefore our PPG children were above this.

Our pastoral team are continuing to work with poorer attenders.

Read Write Inc
The significant investment which we have made into the RWI programme continues to strongly support our PPG learners throughout the school. The programme's ethos of "keep up not catch up" (achieved through daily 1:1 intervention sessions) supports our equity targets and is having a hugely positive impact on our phonics and later reading results. We are also very proud of the fact we were selected to have a new 'filming' RWI teacher from our school, proving that the standard of coaching, training and delivery is high.

Other achievements last academic year

- Continued use of monitoring tools (Class Raising Attainment Plans) developed to support teachers in identifying needs of disadvantaged pupils and setting targets based on gaps in knowledge or self-regulation.
- Development and training around a PPG First approach.
- Use of Venn diagrams to identify most vulnerable learners across disadvantaged groups.
- Monitoring by PPG lead followed by evaluation and target setting across phases to raise teaching standards.
- Class teacher and Teaching Assistant interventions particularly focused on PPG targeted support. CPD was offered to develop effective means of tracking impact.
- The inclusion team supported more families than ever before -many of whom are PPG.
- Disadvantaged children were proportionally represented in leadership positions, sports teams and club provision.
- Targeted PPG clubs were an overall success e.g. Gardening club had a very high proportion of PPG pupils attend at 60% with Lego club having 45% PPG children attend.
- Our breakfast and after-school club has successfully supported PPG children to transition between the classroom and home.
- Our lunchtime club offer is staffed by the pastoral team and activities are used to promote nurture and development of positive self-talk alongside learning strategies, such as resilience.
- At the end of last academic year, many new Early Help Assessments were submitted, and the families were granted Strengthening Families workers. This number has increased at the start of academic year.
- The inclusion and SEND team saw an increase in complexity of needs and issues being dealt with e.g. homelessness, issues with transport, complex SEND, safeguarding concerns, ongoing court cases, tribunals etc. They supported these families in many ways to ensure the safety and wellbeing of the children.
- A large amount of uniform was gifted to vulnerable families. The cost of this increased due to the launch of our new PE kit.
- Pastoral/SEND support for children with SEMH difficulties led to a reduction in internal exclusions last academic year.

<u>Next steps</u>

- ➔ Continue to prioritise language acquisition and application through visual word banks, sentence stems, colourful semantics, hold a sentence and other oracy opportunities.
- ➔ Further CPD on target setting and sharing of targets with children to build metacognition alongside encouraging reflection time for children to take action following written or verbal feedback.
- ➔ Continue to promote the values of Strong Foundations and ensure high-quality adaptations to support this across all curriculum areas. This will include increased independent and partner reading opportunities throughout Key Stage 2 to ensure fluency is monitored.
- ➔ CPD around Adaptive Teaching strategies and PPG First approach for all teachers, especially new teachers and support staff as necessary.

- ➔ Continued case-sampling monitoring to ensure adaptations and targets are in place for disadvantaged learners. Regular observation, pupil and staff voice triangulated with assessment data and Class Raising Attainment Plans.
- ➔ To continue to develop school leaders' expertise in using case-sampling to monitor inclusion in practise alongside external support as suggested in the most recent Ofsted inspection framework.
- ➔ Increased focus on inclusion and adaptation alongside SEND.
- ➔ To share updates and impact with all stakeholders regarding PPG learners. As part of this, we will ensure that disadvantaged pupils are proportionally represented within pupil voice or governor drop-ins.
- ➔ Leaders to work alongside teachers to support at the planning stage to ensure that planning and curriculum meets the needs of our PPG learners.
- ➔ The development of The Nest and Haven provision to support complex SEND learners (many of whom are also PPG).
- ➔ To continue to offer engaging opportunities and funding of these for PPG learners to build enrichment, vocabulary acquisition and cultural capital.
- ➔ To build relationships and communication with PPG parents to raise attitude towards education and promote wider curriculum offer.
- ➔ Monitor the impact of the relaunch of the key worker project with a focus on meaningful conversation and nurture for our most vulnerable PPG learners.

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
Read Write Inc	Ruth Miskin
Talk Boost	Speech and Language UK
Times Table Rockstars	Maths Circle Limited
White Rose Maths	Trinity MAT
School Library Service	Shropshire Council
Literacy Shed +	Ed Shed
Testbase	AQA
Widgit Online	Widgit Software Ltd.
Mastering Maths	NCETM
CalmBrain	Tangible Psychology Ltd.

Service pupil premium funding

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**
A member of the pastoral team supports our services children. She provides one to one intervention to support them with anxieties, worries and feelings that they may have, associated with their parents being away. She uses resources from littletroopers.net -a website that has lots of activities and ideas including: separation diaries for adults and children, craft sheets, role-play packs, send-a-hug kits, certificates and story books. They have also worked together to create scrap books and memory boxes for the children to share with parents when they are back from duty. The pastoral assistant often liaises with parents so that school know when they are due to be deployed or if any difficulties arise that we need to be aware of.
The impact of that spending on service pupil premium eligible pupils
Pupils targeted were able to access their education without their family situation having an impact on their progress and learning. Their emotional wellbeing throughout this time was maintained.

Further information

Glossary of Terms

ARE – age related expectation

CiC – children in care also referred to as looked after children

CPD – continued professional development

DA – disadvantaged pupils, an umbrella term used for pupils in receipt of additional funding: free school meals, looked after children, previously looked after children, service children.

EAL – English as an additional language

EYFS – early years foundation stage

FSM – free school meals

GDS – greater depth standard (working above age related expectation)

KS1 – key stage one

KS2 – key stage two

LAC – looked after children also referred to as children in care

PD – professional development

PP – pupil premium, those in receipt of FSM

SEND – special educational needs and disabilities

SENDCo – special educational needs and disabilities co-ordinator

SPaG – spelling, punctuation and grammar

TA – teaching assistant