

Pupil premium strategy statement – Newhall Community Junior School

This statement details our school's use of pupil premium (and recovery 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	282
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	January 2026
Statement authorised by	C Weaver
Pupil premium lead	J Smith
Governor / Trustee lead	James Briggs

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£201,495
Pupil premium funding carried over from previous years	£45,513.97
Total budget for this academic year <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>	£247,009

Part A: Pupil premium strategy plan

Statement of intent

We are committed to ensuring that **every pupil**, regardless of background, receives a **world-class education** and makes strong progress across all subjects. Every learner should be empowered with the **skills and knowledge** essential for success in the next phase of their education, enabling them to become **lifelong learners** and reach their **full potential**, whatever their individual needs.

Our vision encompasses:

Pupils engaging in rich, meaningful experiences that enhance their **Cultural Capital** through a broad curriculum, helping them to embed and apply new knowledge;

Children becoming fluent, confident readers with the ability to **infer meaning** and think critically;

Happy, well-rounded individuals who are **self-aware** and understand the importance of their **wellbeing and health**, supported by the **6Rs (Character Strengths)**;

Articulate, expressive communicators who are **language-rich** and confident in sharing their ideas;

Knowledgeable problem-solvers equipped with the skills to tackle challenges creatively and effectively;

A curriculum that nurtures **self-regulated learners**, guided by **metacognition**, where children are encouraged to **activate prior knowledge**, stay motivated, and **monitor and evaluate** their own learning journey.

We believe that **positive relationships** and **high-quality teaching** of a **broad and balanced curriculum** are central to our approach. Our intent is sharply focused on addressing the needs of our **disadvantaged pupils**, while also ensuring that **non-disadvantaged pupils** continue to thrive.

Our curriculum is grounded in **research-based pedagogy**, proven to accelerate progress for disadvantaged learners and simultaneously benefit all pupils. Through a **tiered approach**, we aim to **raise outcomes** for disadvantaged pupils while **sustaining and improving attainment** for others.

Our strategy is shaped by both **common challenges** and **individual needs**, using **robust diagnostic and formative assessments** to inform planning. Early intervention is crucial, responding swiftly when needs are identified. We strive to

build **self-belief** in our pupils by fostering success in the classroom and maintaining **high expectations** for all, regardless of background or barriers.

For our strategy to succeed, it must be a **golden thread** woven through the **School Development Plan (SDP)** and embraced as a **whole-school approach**, where **all stakeholders** share responsibility for the outcomes of our disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Academic Attainment Although there was an overall percentage increase of 12.1% between 2024 and 2025 SATS results for PP children, this is still below National Average (NA 61% for all pupils).
2	Meeting needs of SEND pupils on the PP register Children who are SEND and PP are 12% below children who are SEND and Non PP.
3	Oral Language Skills Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from our discussions with KS1 staff/Y3 Baselines, through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. This negatively impacts their development as readers and writers (vocabulary). PP AR Nov 2025
4	Phonics Skills Children who are PP and SEND are 18.5% at expected or above in reading, whereas children who are SEND and Non PP are 35.1% at expected or above. 32.35% of all Year 3 children in 2025/2026 cohort failed the Phonic Screening Test. In September 2025, these children were screened using the Little Wandle assessment and 17 children are required to continue with phonics support. All 17 children are PP.
5	Whole School Writing DATA across the whole school, writing is consistently below Reading and Maths. The 2025 SATS results had 53.4% of children at expected or above, which is 2.4% from previous years. Although the percentage of PP achieving expected or above in 2025 SATs increased by 8.5% from 2024, writing is still below Maths and Reading.
6	Social, Emotional and Mental Health Pupil Premium pupils with SEMH needs often face barriers to learning due to difficulties with emotional regulation, resilience, and behaviour.

	The challenge is to ensure these pupils receive timely, targeted support that improves their wellbeing and engagement, enabling them to access learning and make sustained academic progress.
7	Attendance Pupil Premium pupils and SEND children with persistently low attendance are at increased risk of falling behind academically and socially. The challenge is to identify and address the underlying barriers to attendance, such as family circumstances, health issues, or lack of engagement, and implement targeted strategies that improve attendance and ensure consistent access to learning. PP attendance last year (2024/2025) was 91.5% (NA 92.2%) our non PP was 95.8%

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
Academic Attainment – PP children will be broadly in line with Non PP in the combined SATs.	KS2 combined outcomes are in line with National.
Meeting needs of SEND pupils on the PP register - Children who are PP and SEND and broadly in line with children who are SEND and Non PP.	Through personalised SMART targets, individual learning needs will be catered for and met.
Oral Language Skills - PP children are given the opportunity to enrich their language skills	DATA from reading and writing show an increase in attainment from children with PP
Phonics Skills – PP children's phonological awareness has increased	DATA shows an increase of children who do not require Phonics intervention
Whole School Writing – A higher number of PP children are showing evidence of writing within their year group.	Writing DATA has improved and is becoming in line with maths and reading.
Social, Emotional and Mental Health – Children with PP and SEMH are being supported with the school and within the curriculum.	To achieve and sustain improved wellbeing for all pupils, particularly those who are disadvantaged so they are ready to learn and make progress.

Attendance – A higher level of attendance from our PP children.	PP and SEND Attendance DATA has improved and is in line with the National Average.
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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: £113,981

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP Lead to QA teaching & Learning and embed PP Strategy	EEF and case studies from schools show that successful PP strategies are embedded into whole-school approaches , not treated as bolt-on interventions. A PP Lead drives this cultural shift by: Leading professional development. Facilitating data-driven conversations. Aligning curriculum design and assessment with PP priorities. Achieving success for all through the Pupil Premium – Teaching	1,2,3,4,5,6,7
Subject leader re-lease time to further develop and monitor the curriculum & reducing class size in Y3.	The EEF provides evidence supporting both reducing class sizes and allocating release time for subject leaders, though with varying degrees of impact and cost-effectiveness. According to the EEF's Teaching and Learning Toolkit , reducing class size can lead to a small positive impact of around +2 months of additional progress per year, particularly when class sizes drop below 20 pupils. This is especially relevant for younger children, such as those in Year 3, where more individualised attention can be beneficial. However, the EEF notes that the benefits are most pronounced when teachers adapt their teaching strategies accordingly, and they caution that this approach is considered very high cost for the modest gains achieved. In terms of curriculum leadership, while the EEF does not have a dedicated toolkit entry	1,2,5,

	for subject leader release time, their School Planning Guide emphasises the importance of strong curriculum leadership. It highlights how subject leaders play a crucial role in monitoring curriculum delivery, supporting teacher development, and ensuring alignment with evidence-based practices. Providing dedicated time for these responsibilities is seen as a strategic investment in improving teaching quality and student outcomes.	
Cultural Capital integrated through the wider curriculum - Educational Visits/Visitors - Yr group budget to enrich curriculum - Wider Opportunities Y4 – Fife - Sing4life Y3	The Education Endowment Foundation (EEF) provides clear evidence that integrating Cultural Capital through the wider curriculum can benefit Pupil Premium (PP) children. In The EEF Guide to the Pupil Premium, the foundation highlights the importance of a broad and rich curriculum as part of a tiered approach to supporting disadvantaged pupils. This includes enrichment and wider strategies, such as cultural experiences, which are designed to remove non-academic barriers to success. Additionally, the EEF stresses the value of building a culture of community and belonging in schools, where pupils feel seen, understood, and included. This is especially important for vulnerable students, including those eligible for PP, and is supported through inclusive curriculum design and positive school environments, as outlined in their guidance on building a culture of belonging. These strategies collectively support the development of cultural capital and contribute to improved outcomes for disadvantaged learners.	3,5,6
CPD for staff – Mental Health Training	The EEF provides valuable evidence and guidance to support CPD for staff, particularly in the area of mental health training. One key resource is their guidance on Social and Emotional Learning (SEL), which highlights the importance of	6

	equipping staff with strategies to support pupils' emotional regulation, social interaction, and decision-making, skills closely linked to mental health. Additionally, the EEF's Effective Professional Development report outlines how to design impactful CPD, emphasising the need for sustained, evidence-informed training. This includes mental health awareness as part of a broader approach to fostering wellbeing among both staff and students.	
Termly author visit	Termly author visits can have a powerful and lasting impact on primary school children's development and enthusiasm for literacy. According to the National Literacy Trust, children who experience author visits are significantly more likely to enjoy reading and writing, with 58.6% of those who had a visit saying they enjoy reading, compared to just 39.3% who hadn't. These visits are especially beneficial for disadvantaged pupils, with those eligible for free school meals showing a much higher enjoyment of reading (58.9%) than their peers without such visits (36.1%). Author Andy Seed and others have observed that these visits inspire children, spark curiosity, and often lead to increased library use and creative writing. The BookTrust also highlights how author visits help build a whole-school reading culture, foster inclusion, and provide children with relatable role models—especially when authors reflect the diverse backgrounds of the students. These experiences not only support academic outcomes but also nurture confidence, imagination, and a lifelong love of books.	3
Teaching cost for monitoring PP children in subject areas	The Department for Education (DfE) states that monitoring is critical to ensure accountability and effective use of funds. Without dedicated time	1,3,4,5,

	and resources for monitoring, schools risk failing to meet these statutory requirements and may not demonstrate impact effectively. → DfE Guidance on Using Pupil Premium	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £46,426

Activity	Evidence that supports this approach	Challenge number(s) addressed
AR subscription	Evidence-based reading schemes aligned with the Science of Reading provide explicit, systematic instruction in phonics, fluency, and comprehension. This approach benefits all students, especially those at risk of falling behind. Learn why structured literacy matters and ONlit.org on its importance .	3,4
New books	Reading books, fiction and nonfiction, expands vocabulary, strengthens comprehension, and prepares children for future learning. Nonfiction books, in particular, help children make real-world connections and develop research skills. Learn why kids need books and benefits of nonfiction .	3,4
Character Awards	Emphasis that academic success and character development are complementary , not competing priorities.	3, 6

Third Space Learning Easter Club Yr6	High-impact tutoring is one of the most effective strategies for improving student achievement. Studies show that well-designed tutoring programs can accelerate learning by 3 to 15 months across grade levels, especially in math and reading. In fact, high-impact tutoring has been found to be 20 times more effective than standard models for math and 15 times more effective for reading. NEA	1, 7
Homework Focus	Well-designed homework can involve parents, giving them insight into their child's learning and fostering family engagement. Johns Hopkins	1,7
Revision Books CPG	Schools should provide children with revision materials because access to high-quality instructional resources significantly improves learning outcomes, promotes equity, and supports deeper engagement with curriculum standards. Research shows that strong instructional materials can yield gains in student achievement comparable to costly interventions. Importance of high-quality instructional materials here.	1,7
Interventions	High-quality interventions evidence shows they significantly improve academic achievement, mental health, and overall well-being. Effective interventions—such as those within a Multi-Tiered System of Supports (MTSS)—help address diverse student needs early, prevent minor challenges from escalating, and promote equity by ensuring all learners receive the support they need to succeed. Evidence-Based Interventions.	1,2,3,4,5,6,7
Apprentice TA	Schools should employ staff dedicated to supporting children because targeted support	1,2,3,5,7

	significantly improves pupils' wellbeing, attendance, and academic outcomes. Research shows that poor mental health and lack of tailored assistance can lead to persistent absence, which negatively impacts future earnings and life chances. By employing specialist staff—such as mental health professionals and SEND-trained teachers—schools create inclusive environments where every child can thrive. This approach not only addresses individual needs but also fosters a positive school culture, reduces barriers to learning, and promotes equality of opportunity. The Education Hub.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £87,144

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Manager monitoring attendance Breakfast Club (staffing)	Breakfast clubs are vital role in supporting both children and families. Breakfast clubs ensure that pupils start the day with a nutritious meal, which improves concentration, behaviour, attendance, and overall attainment. They also provide a safe and social environment for children before school, helping to foster positive relationships and a sense of belonging. For families, breakfast clubs alleviate the pressures of the morning routine and can reduce childcare costs, making it easier for parents to work or manage other responsibilities. In the current cost-of-living climate, these clubs are an essential way to tackle food insecurity and support educational equity. UK Department for Education.	3,6,7

Thrive subscrip- tion/re- sources/staffing	Schools play a vital role in supporting pupils' mental health and emotional wellbeing. The Thrive Approach provides an evidence-based framework that helps children and young people develop resilience, regulate emotions, and build positive relationships. Rooted in neuroscience and child development theory, Thrive equips educators with practical tools to identify emotional needs early and deliver targeted interventions. By creating emotionally safe environments, schools can improve behaviour, attendance, and academic outcomes while reducing the long-term impact of trauma and unmet developmental needs. Implementing Thrive is not just about addressing problems—it's about fostering a culture where every child feels safe, supported, and ready to learn. Thrive Approach.	3,6,7
After School Clubs Y6	After-school clubs provide vital opportunities for children to engage in sports, arts, and other enrichment activities that support their academic attainment, social development, and overall wellbeing. These clubs also help parents by offering affordable childcare options, enabling them to work more hours and reduce financial stress. For children from low-income families, after-school provision can be a lifeline, giving access to experiences they might otherwise miss, fostering confidence, and improving concentration in class. CPAG.	3,6,7
Magical Mayhem	An enriched curriculum because it provides students with a broad and balanced education that goes beyond core subjects, fostering creativity, critical thinking, and life	3,6,7

	skills essential for future success. An enriched curriculum ensures that all learners are represented and engaged, promotes inclusion, and prepares young people for the challenges of a rapidly changing world, including technological, social, and environmental issues. By integrating arts, digital literacy, and diverse perspectives, schools can nurture confident individuals and responsible citizens, rather than limiting education to high-stakes exams and narrow subject focus. This approach supports equity, enhances motivation, and equips students with the adaptability needed for lifelong learning. National Curriculum.	
Hardship Fund	Hardship funds can help mitigate barriers such as lack of access to essential resources, uniform, trips, and extracurricular activities, areas not always covered by Pupil Premium funding. Research by the Joseph Rowntree Foundation highlights that 48% of primary pupils have experienced hardship, which diverts school resources and negatively affects learning environments (JRF, 2024). Furthermore, the Department for Education stresses that opportunity is too often defined by background, and additional targeted support is critical to breaking the link between poverty and poor outcomes (DfE, 2025) Joseph Rowntree Foundation Pupil Premium: guidance for school leaders	7

Total budgeted cost: £247,551.76

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Success criteria	Review
Improved combined outcomes for Y6 disadvantaged pupils	KS2 combined outcomes in 2023/24 show more than 53% of disadvantage achieve at least expected standard in English and maths. With this rising to 60% in 2024/25	The 2025 SATS results show an increase with combined result of a gap of 7% between PP and Non PP, where in 2024 the gap was 29%. The overall percentage increased by 12.1%.
Disadvantaged SEND pupils are identified early and provision meets their needs.	When sources of evidence are triangulated progress is evident. Evaluations show that support for disadvantaged pupils with SEND needs are effective and adapted if necessary.	Transition strengthened (Y2 to Y3) beginning earlier and involving ISAT to ensure IP funding is in place. (IP funding in place for 3 children in Sept 2025) SENDCo completed observations of Year 3 children in Autumn one to support staff identify any needs. Parents/Carers informed if any support or referrals are required. Fewer behaviour incidents tracked compared to previous year we know these actions are having an impact as the school issued 56 red cards in Autumn 2024 and 23 in Autumn 2025. Incidents are down on last year despite now including those pupils with ISPs. Incidents are up on autumn term but this is part due to now logging ISP children on the same system for consistency. Red card incidents increased again in part due to the inclusion of ISP children and also because of an increase in expectations. For context 45% of the red cards are related to children on the ISP. We have 8 ISPs in place at present. These are reviewed regularly and continually shared with staff and parents. We are also in constant contact with the

		Derbyshire Inclusion team and LET SEND and Inclusion Director. 1 child is currently accessing a part time timetables and is part of the 8 on ISPs. 4 home communication letters have been sent out and 3 parental meetings have been held to address persistent behaviour issues. These will continue to be held.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessment and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including engagement in lessons, book scrutiny and ongoing formative assessments. AR Star Tests show an increase in oral fluency and reading age	Average of 8.75 months reading age growth per class which is inline with expected.
Continue to improved reading attainment among disadvantaged pupils.	Pupils have finished RWI by the end of Y3 and are able to move on to Reading Detectives. Reading outcomes in 2023/24 show that more than 80% of disadvantage pupils met the expected standard. AR Star Tests show an increase in oral fluency and reading age.	New Phonic scheme purchased, which is in line with the Infant school to help support the children in phonics. All children in Year 3 and Year 4 are baselined and grouped according to the results within the first few weeks of Aut. 3 PP Children out of 18 PP children finished the Phonics scheme within a year. We are in 'close to average' national distribution banding with 57% of PP children achieving expected standard (63% NA)
Improve writing attainment for disadvantage pupils.	KS2 writing outcomes in 2023/24 show that more than 56% of disadvantaged pupils met the expected standard.	Writing - We need to alter the date to 2024/25. The gap between PP and Non PP is closing (7%) and more children are meeting expected standard 50% (2024/25) compared to 39% (2023/24). We

		are in the 'close to average' national distribution banding for disadvantaged pupils writing at expected standard. Regular handwriting and spelling lessons are helping us to lower cognitive load of writing and close the gap.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Class Thrive and Reparative Thrive outcomes gradually improve over the academic year.	The Lead Thrive Practitioner and SLT Thrive Lead meet regularly to support children across the school and to discuss the children on Thrive. DATA is monitored and children are added and removed accordingly. During 2024-2025 one PP child came off Thrive.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Protocols adhered to. Persistent absenteeism is identified early and improves	Pupils receiving FSM = 91.5% for academic year (92.2 NA) Audit completed in Summer 2 with action plan for 2025/26. Created Attendance Team to work towards actions.