



New Town Primary Pupil Premium Strategy Statement

Reviewed December 2025

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	419 412 including nursery 386 not including nursery
Proportion (%) of pupil premium eligible pupils	21% 78/368 compulsory pupils 21% 81/386 compulsory pupils
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)	2024-2027
Date this statement was published	December 2024 December 2025
Date on which it will be reviewed	December 2025 December 2026
Statement authorised by	LGB
Pupil premium lead	Mrs B Sneddon
Governor / Trustee lead	Mr C Meunier



Funding overview 2025-2026

Detail	Amount
Pupil premium funding allocation this academic year	£115,140
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
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>	£115,140



Part A: Pupil premium strategy plan

Statement of intent

Our aim at New Town Primary School is that all pupils, irrespective of their background or the challenges they face, are nurtured and supported so they are able to achieve their potential both socially and emotionally, whilst making good or better progress across all subject areas. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve that goal, including ensuring that those who are already high attainers also make good progress from their starting points.

As part of this strategy, we consider the challenges faced by our most vulnerable pupils, such as those who have a social worker, are Looked After or who act as young carers. The actions we describe in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, as we recognise that our teaching staff know our pupils best. Within this, we have a specific focus on the areas in which our disadvantaged pupils require the most support. This has been proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. The intended outcomes detailed below, should be read with the understanding that it is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment - not assumptions about the impact of disadvantage – and evidenced by research. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified so pupils “keep up, not catch up”
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve



Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance – attendance of PP children is lower (93.5%) compared to that of the cohort as a whole (95.5%). Persistent absence (below 90%) is higher in PP children (22% compared to 14%), as is the percentage of pupils at risk of persistent absence (below 95%) at 15% compared to 12%.</p> <p>Whole school – attendance 2024/25 (non-statutory) was 94.3% and this year (September 2025 - December 2025) is 94.7%.</p> <p>PP - attendance 2024/25 (non-statutory) was 92.6% and this year (September 2025 - December 2025) is 91.9%.</p> <p>Persistent absence - for September 2025 – December 2025 (below 90%) is higher in PP children (27.4% compared to 15.5%). For 2024/25 PP was 23.8% compared to 17% in non-PP pupils.</p>
2	<p>SEND – there are higher numbers of pupils with SEND within the group of PP pupils compared to that of the wider school - 51% of PP pupils have identified Special Educational Needs or Disabilities compared to 21% of the school</p> <p>SEND – 19% of the total number of compulsory pupils are on the SEND register. 43% of the children on the SEND register are also in receipt of the Pupil Premium Grant meaning they are double disadvantaged.</p>
3	<p>Behaviour – of the pupils with the highest number of behaviour incidents during the 2023-24 academic year, 46% of them were PP.</p> <p>52% of them were PP.</p>
4	<p>Assessments, observations and discussions with pupils indicate that disadvantaged pupils have lower attainment across the core subjects.</p>
5	<p>Assessments, observations and discussions with pupils and their families indicate that disadvantaged pupils struggle more with their mental well-being and the ability to cope with the challenges that life present them with. 86 pupils are currently attending Rainbow (pastoral) club, 59% of these are Pupil Premium. 41 children have more significant pastoral support of which 93% are PP.</p> <p>71 pupils currently attending Rainbow Club. 34% of these are PP.</p> <p>39 pupils (48%) in receipt of PPG require significant pastoral support.</p>



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>To narrow the gap between the attendance of PP pupils and the school cohort as a whole and to reduce persistent absenteeism within PP children.</p>	<p>The admin team are vigilant in addressing absenteeism in liaison with the LA Attendance Support Worker.</p> <p>The admin team make daily calls to the families of all pupils who are absent that day.</p> <p>All staff understand the importance of good attendance and reinforce this message with our pupils and their families.</p>
<p>To provide daily RWI tutoring to pupils who are making slower progress</p>	<p>Pupils make good progress through the RWI programme.</p> <p>Those who are making slower progress are quickly identified and daily 1:1 tutoring is introduced.</p> <p>Y1 Phonics Screening Check scores continue to rise.</p> <p>Staff participate in regular coaching and an annual RWI development day is conducted.</p>
<p>To narrow the vocabulary gap between disadvantaged pupils with the wider cohort</p>	<p>Regular EAL language interventions focus on basic English acquisition with pupils who need it.</p> <p>Specific focus on vocabulary within all teaching.</p> <p>Targeted FS2 pupils participate in the Nuffield Early Language Intervention (NELI) programme</p>
<p>To narrow the gap in maths attainment between disadvantaged pupils with the wider cohort</p>	<p>Maths interventions</p> <p>Scaffolds closely match pupils' needs to support their learning</p> <p>Manipulatives and adaptive teaching are a key part of all teaching</p> <p>Maths workshops to show parents how we teach maths delivered in Autumn term.</p>
<p>Further improve the mental health offering at New Town and ensure pupils with behavioural needs are well supported to deal with their emotions</p>	<p>Mental health lead works closely with pastoral team to disseminate Mental Health Support Teams (MHST) and Resilience in Schools and Education (RISE) training</p> <p>The pastoral team work with pupils through planned ELSA interventions and more informal drop ins.</p> <p>Daily reflection supports pupils to think about their behaviour choices and where needed, support is introduced.</p> <p>Parent workshops about healthy lifestyles and managing anxious thoughts and worries delivered in Autumn term.</p>



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: £16, 516

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teacher training on the Reading Framework and implementing Literacy Tree – revisited with existing staff and implemented by new staff</p>	<p>Rosenshine’s Principles of Instruction - 2. Present new material in small steps with student practice - Cognitive Load Theory explains how our working memory has a limited capacity. As a result, this principle suggests that information should be presented in small steps. This can be done by removing any irrelevant material from your lesson plan and just focusing on what your students need to know.</p>	<p>4</p>
<p>Teacher training on continuing to improve engagement in passive learners and embedding approaches – revisited with existing staff and implemented by new staff</p>	<p>Doug Lemov – Teach Like a Champion - If I was working with a group of teachers and had to help them make the greatest possible improvements in the rigor, ratio and levels of expectations in their classroom with one technique, it might well be Cold Call.</p> <p>Tom Sherrington – Walk Thrus - Based on my experience working with hundreds of teachers in numerous contexts, one of the strategies with the biggest impact on the overall effectiveness of lessons is the routine use of cold-call questioning. Every teacher should use cold calling as their default questioning mode.</p>	<p>2 4</p>
<p>Staff training on how to teach the RWI phonics programme with fidelity – revisited with existing staff and implemented by new staff</p>	<p>EEF T+L Toolkit - Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.</p> <p>EEF - For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.</p>	<p>2 4</p>



<p>Teacher training on teaching high quality maths that is adapted to the needs of our pupils – revisited with existing staff and implemented by new staff</p>	<p>The DfE non-statutory guidance has been produced with the National Centre for Excellence in the Teaching of Mathematics (NCETM), drawing on evidence-based approaches.</p>	<p>2 4</p>
<p>Training for all staff on reasonable adjustments and SEND friendly classrooms and target setting.</p> <p>Training on SMART target setting and reviews for effective and impactful Individual Learning Plans.</p>	<p>A major recent study — MetaSENse — conducted by researchers at University College London (UCL) and funded by the Nuffield Foundation found that “targeted interventions” for pupils with SEND deliver measurable gains. On average, students receiving these interventions made about five months’ additional academic progress compared with peers receiving “teaching-as-usual or standard interventions</p> <p>The Graduated approach of assess, plan, do review, is strongly embedded in the SEND code of Practice and the DfE.</p>	<p>2 3 4</p>
<p>Teacher training on delivering effective feedback in line with “Principles of Instruction” and targeted questioning – revisited with existing staff and implemented by new staff</p>	<p>EEF- Impacts are highest when feedback is delivered by teachers.</p> <p>It is particularly important to provide feedback when work is correct, rather than just using it to identify errors.</p>	<p>2 4</p>
<p>Purchase of standardised diagnostic assessments</p> <p>Training for staff to ensure assessments are interpreted and administered correctly – revisited with existing staff and implemented by new staff</p>	<p>EEF- Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p>	<p>4</p>
<p>Training for ECTs to ensure teaching is consistent across year groups and teaching and learning is strong throughout the school.</p>	<p>EEF Freya Morrissey - Consistency is key: consistency and coherence at a whole-school level are paramount. This is crucial for the effective implementation of any behaviour strategy we might choose to use in our schools.</p>	<p>2 3 4 5</p>



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

Budgeted cost: £42,092

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Read Write Inc. tutoring targeted to specific pupils to enable them to “keep up not catch up”</p>	<p>The EEF states that small group tuition is effective in addition to greater feedback from the teacher, closely matching learners’ needs to the activity taught.</p> <p>The EEF - Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy.</p> <p>EEF - On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>EEF - For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.</p>	<p>2 4</p>
<p>Nuffield Education Language Intervention and EAL interventions</p>	<p>EEF T+L Toolkit - The average impact of Oral language interventions is approximately an additional six months’ progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p>	<p>4</p>
<p>ABC to Read</p>	<p>ABC to Read - Of the pupils taking part in the national scheme, the following improvements were noted - 99% of children improved in their attitude to reading, 98% in reading accuracy, 96% in comprehension, 93% of children’s general self-confidence and self-esteem increased and 85% showed an increase in the children’s reading levels.</p>	<p>4</p>



Nessy intervention	EEF - The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.	2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £57,299

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Workers' time	Family challenges, the lasting effects of COVID and pupils who have had Adverse Childhood Experiences have an impact on personal and social well-being – demonstrated through behavioural or emotional challenges which must be addressed to allow academic access and progression.	1 5
Admin assistant - works on improving attendance	Research has found that poor attendance is linked to poor academic attainment across all stages - Balfanz & Byrnes, 2012	1
ELSA support	ELSA Network - ELSAs are effective in reintegrating children and young people into the mainstream classroom and reducing barriers to learning.	3 5

Total budgeted cost: £116,207



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

School performance data for 2025 was as follows:

Year 1	Phonics Screening Check			
Whole cohort	67% (38/57)			
PP pupils	67% (4/6)			
KS1 SATs	Reading	Writing	Maths	
Whole cohort	57%	61%	59%	
PP pupils	44%	44%	56%	
KS2 SATs*	Reading	Writing	Maths	Science
Whole cohort	63%	69%	70%	76%
PP pupils	44%	31%	31%	31%

* does not account for discounted pupils as these have yet to be confirmed by the DfE

Data from tests and assessments during 2024-25 shows that the performance of disadvantaged pupils was markedly lower than that of other pupils in all subjects (average of 35 percentage points). Of these pupils a majority had other barriers in terms of safeguarding and SEND. This has been assessed through SATs and teacher assessments.

This does not compare favourably to the national data: 47% of disadvantaged pupils met the expected standard in reading, writing and maths (combined) compared to 69% of other pupils, amounting to a difference of 22 percentage points.

Wider issues impacting disadvantaged pupils are attendance, SEND, behavioural issues and pastoral needs.

In terms of our outcomes, although attendance is still an issue for our disadvantaged pupils, the admin team are working well with the LA attendance officer and so vigilance around persistent absenteeism has increased. Pupils make good progress through the Read, Write Inc. programme. KS1 disadvantaged pupils are performing at only 3 percentage points lower than their non-disadvantaged counterparts in maths. The mental health offering at New Town is strong and reaches many pupils on a daily basis. I therefore, feel we are on track to meet our outcomes by the end of the three-year cycle.



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
n/a	