

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Newburn Manor Primary School
Number of pupils in school	202
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers	September 2024 to July 2026
Date this statement was published	29 th November 2024
Date on which it will be reviewed	Twice annually – February half term and end of school year
Statement authorised by	Stuart Pickup
Pupil premium lead	Stuart Pickup
Governor / Trustee lead	Darren Sheriff

Funding overview for 25-26

Detail	Amount
Pupil premium funding allocation this academic year	£128,775
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£128,775

Part A: Pupil premium strategy plan

Statement of intent

At Newburn Manor Primary School we have high expectations for all our pupils. We target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to thrive, have involvement in first hand learning experiences and prepare them for the next stage in their education journey. At Newburn Manor, we will make use of the pupil premium grant to allow the school to:

Narrow the gap for those pupils not on track to achieve the expected standard at the end of KS1 and KS2.

Narrow the gap for those pupils in receipt of PP in our Early Years setting

Allow all disadvantaged pupils in school to make or exceed nationally expected progress rates.

Allow for early identification of additional needs and to promote early and effective intervention programmes.

Ensure that there is extra support to facilitate emotional and social development in addition to academic support.

Research conducted by EEF is referred to, to support decisions around the usefulness of different strategies and their value for money.

Challenges

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

Challenge number	Detail of challenge
1	Basic skills for pupils entering Reception at Newburn Manor Primary School are generally lower for pupils eligible for the PPG than other pupils (especially in communication and language) which can impact on attainment throughout the school. A higher number of Reception pupils are below ARE on entry this academic year.
2	Across Key Stage 1, a gap has developed in in reading, writing, maths and phonics.
3	On average, pupils eligible for the PPG have lower attendance than other pupils at Newburn Manor Primary School. These pupils/families also have higher than average persistent absence and poor punctuality.
4	Some children in receipt of Pupil Premium have limited life experiences beyond their home and immediate community, creating a 'cultural capital' disadvantage. They may also have limited access to books, libraries and technology (such as computers, Wi-Fi etc).
5	Some of our PP pupils physically and emotionally lack self-belief, determination, resilience and readiness to learn. They can struggle to reflect and evaluate their own learning and often lack self-motivation and confidence to improve.

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
Disadvantaged pupils make at least expected progress, from their individual starting points, across all areas of the curriculum and, more specifically, in Reading, Writing and Maths. This is to include improved numbers of PP pupils achieving greater depth in writing and maths	The % of disadvantaged pupils achieving GLD in English and Maths is at least in line with all other areas By the end of KS1, the gap between disadvantaged and other pupils (in-school and nationally) is closing in Reading, Writing and Maths. A significant proportion of pupils achieve the expected standard Reading, Writing, Maths, SPAG and RWM combined at the end of KS2.
Higher percentage of pupils eligible for the PPG to achieve national expected standard in the Year 1 phonics screening check and Year 2 phonics resits. In Key Stage 2, lower performing and less confident PP readers to make progress in line with non-PP peers	PPG children will have attainment in line with non-PPG children in the Phonics Screening Check Development of group provision for those pupils struggling with Little Wandle phonics scheme to improve progress through smaller group work and keep up sessions. School tracking will show narrowed attainment gap between PP and non-PP. End of KS2 reading attainment to be at least in line with non-PP pupils.
Continue to improve attendance of those children eligible for PPG in line with non PPG children.	Attendance and persistent absence for PPG pupils is at least in line with national other pupils. Punctuality for disadvantaged pupils will be in-line with other pupils across school.
All pupils eligible for the PPG grant to have access to a full range of 'beyond the curriculum' experiences to further develop learning and understanding as well as provide life experiences to develop confidence, self-belief and independence.	All PP pupils will attend all 3 residential trips from Year 4 to Year 6. PP pupils will attend a wide range of after school provision. Educational visits will enhance learning and understanding for PP pupils across the school. PP pupils accessing outdoor learning opportunities will demonstrate improved self-confidence and resilience which will be seen in the classroom environment.

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: **£23,236**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued development of 'Little Wandle' phonics scheme across EYFS and KS1 to support teaching of a consistent phonics scheme. Use of Little Wandle Assessment Tracker to determine best support for PP pupils Development of group provision for those pupils struggling with Little Wandle phonics scheme to improve progress through smaller group work and keep up sessions. Attend Little Wandle Champion school events to support teacher CPD	Evidence from Education Endowment Foundation – Phonics Toolkit: Phonics = +5 months 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. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches). Synthetic phonics approaches have higher impacts, on average, than analytic phonics approaches. Pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.	1 and 2
Further embed 'QuickSmart' Reading Interventions across the whole of Key Stage 2 to model reading, allow for echo reading and develop fluency. Dedicated Reading support programme in Lower Key Stage 2 to support fluency, stamina and comprehension skills.	Evidence from Education Endowment Foundation – Reading Comprehension Strategies Toolkit: Reading Comprehension Strategies = +6 months Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the	1 and 2

	structure of the language used, or understanding particular vocabulary, which may be subject-specific. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective challenge	
Develop and embed the Mastering Number at Key Stage 2 - to support automaticity of multiplication and division facts through regular practice.	Evidence from Education Endowment Foundation – Mastery Learning Toolkit: Mastery Learning = +5 months Mastery learning approaches have consistently positive impacts, effects are higher for primary school pupils and in mathematics. Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.	1 and 2
Continued participation in the NCETM Primary Teaching for Mastery - Sustaining project to further embed and enhance their mathematical subject knowledge, emphasising key areas of maths... Mathematical mindsets Subject expertise School systems Arithmetical proficiency	Evidence from Education Endowment Foundation – Mastery Learning Toolkit: Mastery Learning = +5 months Mastery learning also appears to be particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other's progress. Mastery learning approaches have consistently positive impacts, effects are higher for primary school pupils and in mathematics.	1 and 2
Further support and develop pupils' long term learning, school will begin working on the Book Study Programme - Studying the impact of the school curriculum to ensure teaching fully supports learning.	Evidence from Education Endowment Foundation – Feedback Toolkit: Feedback = +7 months Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months) Evidence from Education Endowment Foundation – Mastery Learning	2 and 5

	Toolkit: Mastery Learning = +5 months A high level of success should be required before pupils move on to new content – it is crucial to monitor and communicate pupil progress and to provide additional support for pupils that take longer to reach the required level of knowledge. Mastery learning approaches have consistently positive impacts, but effects are higher for primary school pupils Schools should plan for changes and assess whether the approach is successful within their context.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£63,229**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide small group work (Intensive Teacher Support - ITS time) with an experienced teacher or specialist teaching assistant to work on areas highlighted for weekly development.	Evidence from Education Endowment Foundation – Small group tuition Toolkit: Small group tuition = +4 months Small group tuition is most likely to be effective as it is targeted at pupils' specific needs. 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 support pupils to overcome barriers to learning and increase their access to the curriculum.	1, 2 and 5
Provide each class with extra TA support for core curriculum sessions to support with	Evidence from Education Endowment Foundation – Teaching Assistant Interventions	1, 2 and 5

pre learning tasks, embedding learning from programme of study and challenge for able PP learners to reinforce learning to give pupils opportunities to see improvement in their own work.	Toolkit: Teaching Assistant Interventions = +4 months Teaching assistants can provide a large positive impact on learner outcomes, how they are deployed is key. Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.	
Early bird and after school Lexia club to be ran so that pupils can demonstrate improved and accelerated progress with reading skills across PP learners in all phases.	Evidence from Education Endowment Foundation – Extending the school day Toolkit: Extending the school day = +3 months Before and after school programmes with a clear structure, a strong link to the curriculum and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.	1 and 2

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

Budgeted cost: **£39,279**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance incentives and rewards including 100% attendance family reward with time for Pastoral Link to support families on a weekly basis. - Newburn Newbies to provide pupil ownership of attendance and punctuality - 100% banner treat incentive - Parental in it to win it	Attendance data will clearly demonstrate impact. Increased attendance will clearly evidence impact on attainment. If children are not in school, they cannot learn and the gap widens. If children do not build resilience through regular attendance, there are implications for understanding and applying skills.	3
Improved access to and participate in heavily subsidised curriculum enrichment	Evidence from Education Endowment Foundation – Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in	1, 2, 4 and 5

opportunities - pupils will take part in a full programme of educational and residential trips that provide experience and knowledge.	activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.	
Forest school provision accessed by all KS1 Pupil Premium children with target groups throughout Key stage 2 accessing Invention Shed and Maker's Club. This programme will provide children greater levels of emotional resilience and allow them to be better equipped to deal with a variety of situations.	Interventions which focus on improving social interaction tend to be more successful (+6 months). SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	4 and 5
An expanded programme of Acorns (SEMH) group and Lego Therapy session to be offered to larger number of pupils to improve social skills, communication & self confidence in the classroom and during social elements of school life.	Evidence from Education Endowment Foundation – Social and Emotional Learning Toolkit: Social and emotional learning (SEL) interventions = +4 months Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	5
Breakfast Club provision to allow all children a healthy breakfast, building good habits as well as improving attendance, reduce lateness and improve behaviours for learning for PPG children.	There is significant research into the importance of a healthy breakfast in relation to cognitive development. We need to ensure all of our children start the day with a good breakfast to ensure maximum development	3 and 5
Extra funding for music provision so that all pupils can have access to expert music tuitions and instruments.	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Arts Participation = +3 months	4 and 5

	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.	
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Total budgeted cost: £128,775

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Disadvantaged pupils make at least expected progress, from their individual starting points, across all areas of the curriculum and, more specifically, in Reading, Writing and Maths. This is to include improved numbers of PP pupils achieving greater depth in writing and maths

2025 end of Key Stage 2 data shows extremely positive outcomes for disadvantaged pupils with disadvantaged pupils at Newburn Manor Primary School performing better than all pupils nationally:

READING at the expected standard – 95% (national average for all pupils 75%)

WRITING at the expected standard – 90% (national average for all pupils 72%)

MATHS at the expected standard – 95% (national average for all pupils 74%)

ENGLISH GRAMMAR, PUNCTUATION and SPELLING at the expected standard – 90% (national average for all pupils 73%)

READING at the higher standard – 35% (national average for all pupils 33%)

WRITING at the higher standard – 20% (national average for all pupils 13%)

MATHS at the higher standard – 35% (national average for all pupils 26%)

ENGLISH GRAMMAR, PUNCTUATION and SPELLING at the higher standard - 35% (national average for all pupils 30%)

Higher percentage of pupils eligible for the PPG to achieve national expected standard in the Year 1 phonics screening check and Year 2 phonics resits. In Key Stage 2, lower performing and less confident PP readers to make progress in line with non-PP peers

Year 1 phonics screening 64% of pupils achieved the expected standard – 50% of the pupil group are also in the schools SEND register.

By the end of Key stage 1 for 204-25 – 100% of pupil premium pupils had achieved the expected standard in the phonics resits.

READING - Pupil Premium pupils have shown better than expected progress in Years 1, 4, 5 and 6, with expected progress seen in Years 2 and 3.

WRITING - Pupil Premium pupils have shown better than expected progress in Years 2, 3, 5 and 6, with expected progress seen in Year 4.

MATHS - Pupil Premium pupils have shown better than expected progress in Years 2, 3 and 6, with expected progress seen in Year 5

Continue to improve attendance of those children eligible for PPG in line with non PPG children.

Pupil premium attendance is above FFT national data in almost all classes for 2024-25:

All pupils – 1.9% above national

Reception – 3.8% above national

Year 1 - 3.7% above national

Year 2 – 0.7% above national

Year 3 – 0.8% above national

Year 4 – 3.1% above national

Year 5 – 2.1% below national – extenuating circumstances involving multi-agency work

Year 6 – 1.6% above national

All pupils eligible for the PPG grant to have access to a full range of ‘beyond the curriculum’ experiences to further develop learning and understanding as well as provide life experiences to develop confidence, self-belief and independence.

Revised approach for the year is to have 2 external trips and one local trip to keep costs down. In addition to this, expert visitors to school will provide further support to each year group's curriculum where available. All pupil premium pupils accessed and attended other than for absence reasons.

All EYFS and KS1 pupils (alongside KS2 target group) take part in Forest School in order to support outside learning opportunities for all to impact on capacity for learning and improvements in confidence/attitude to learning.

Residential opportunities for Year 5 and Year 6 pupils provided with support for pupil premium pupils provided. 85% of pupil premium pupils accessed the Year 5 trip with two pupils not attending for emotional and/or cultural reasons. 80% of Year 6 pupil premium pupil accessed the Year 6 residential.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Lexia Core 5 Reading	Lexia Learning
Little Wandle Letter and Sounds Revised	Little Wandle Letters and Sounds Revised
Literature Works	Literature Works in the North East
Mathletics	Mathletics
Times Table Rock Stars	Maths Circle Ltd
One to One Kalmer Counsellor service for pupils	Kalmer Counselling