

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025- 2026 academic year) 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	Newton Village Academy
Number of pupils in school	74
Proportion (%) of pupil premium eligible pupils	9% (7 pupils)
Academic year/years that our current pupil premium strategy plan covers	2025 - 2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Lisa Fell – Head Teacher
Pupil premium lead	Clare Molyneux
Governor / Trustee lead	Paul Fussell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,280
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2433.09
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	£18,713.09

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is 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. Implicit in the intended outcomes detailed below, 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. The approaches we have adopted complement each other to help pupils progress. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- 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	Children not reaching expectations in writing and maths compared to children who are deemed advantaged.
2	To support children and families' high level of PSHE needs across school. Developing confidence, resilience and knowledge to ensure children are mentally and physically healthy and ready to learn.

3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
5	To increase cultural capital across school by providing a wide range of experiences.
6	Speech is limited in children entering Nursery and Reception, especially for disadvantaged children.

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>Challenge 1</p> <p>More children reaching the expected outcomes in writing and maths</p>	<ul style="list-style-type: none"> • Children become more self-confident. • Children demonstrate improved ability in writing and maths. • Increased levels of attainment. • Happier children. • Children demonstrate positive learning behaviours.
<p>Challenge 2.</p> <p>To support children and families' high level of PSHE needs across school. Developing confidence, resilience and knowledge to ensure children are mentally and physically healthy and ready to learn.</p>	<ul style="list-style-type: none"> • Children have tools to manage their behaviour independently. • Increased confidence and self-esteem in targeted children. • All children and families feel confident to ask for support. • Pupils feel valued, happy, enjoy learning and have increased experiences. • Pupils/ parents aspire to join clubs, in school and outside of school. • School is a place where all pupils thrive. • High participation levels in breakfast and after school club. • High social awareness of staff. • All children have the tools needed to access a broad and balanced curriculum. • Increased attendance
<p>Challenge 3</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p>Improved phonics ability .</p>	<ul style="list-style-type: none"> • Children read and write with growing accuracy. • Children have extra support to practice their skills. • Parent workshops to help parents understand how to help and support their child.

	<ul style="list-style-type: none"> • More children working at the expected level. • Catch up programs to support individual learners.
<p>Challenge 4 To increase cultural capital across school by providing a wide range of experiences</p>	<ul style="list-style-type: none"> • Children visit places they have not been to before. • Children have experiences beyond their local area. • Children experience trips in every year of their education. • Children are provided with a range of visitors that are beyond their own experiences, for example, artists, writers, poets, role models from other cultures. • Children take part in a variety of extra-curricular activities.
<p>Challenge 5 Speech is limited in children entering Nursery and Reception, especially for disadvantaged children.</p> <p>Speech and communication is improved throughout school.</p>	<ul style="list-style-type: none"> • children feel more confident communicating with peers and adults. • Speech is clearer. • Children are able to express their wants and needs. • Children understand and can follow instructions. • Reading and writing is improved. • Better self-confidence. •

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: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To have full staff training for Read, Write, Ink to develop early phonic and spelling skills and support throughout the year.</p> <p>Teachers to be released to attend training and FPC meetings and supply costs covered.</p> <p>£2000</p>	<p>We believe that a full school approach to phonics and spelling would imbed the skills from an early age and continue to build on these.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>3</p>
<p>Staff to receive training on Maths and to purchase resources/ subscriptions to help with adaptive teaching.</p> <p>Focus on maths intervention.</p> <p>Teachers funded to be released to attend training. £1500</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>1</p>
<p>ELSA training. £300</p> <p>Extra SERIS time put into the timetable, Teachers to be freed from teaching to give more opportunities for SERIS sessions. £300</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationship with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>2</p>

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

Budgeted cost: £9,713

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children identified as requiring extra support/consolidation for reading, writing and spelling.</p> <p>To plan and lead intervention packages for writing, spelling and reading.</p> <p>£2000</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1 3 5</p>
<p>Children identified as requiring extra support/consolidation for Maths</p> <p>To pre-teach and consolidate learning within maths with maths booster sessions and to push some children on. £3000</p> <p>Children Identified as requiring support with Maths within classroom.</p> <p>TA support in class £1000</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1 5</p>
<p>To improve /develop fine motor skills/handwriting</p> <p>Fine motor skills/handwriting practice sessions</p> <p>Presentation awards and pen licence awards</p> <p>Purchase special pens £150</p> <p>Smart moves Sessions for children to work on fine and gross motor skills – 1 afternoon a week</p>	<p>Fine motor is an almost continual part of all our lives. Humans are continually moving, picking things up, manipulating objects, and so on. The more children are able to develop these skills, the more ably they can access the world around them. The improvements help their self-confidence which can spread to other areas.</p> <p>https://earlyimpactlearning.com/21-important-benefits-of-fine-motor-skills-with-tips/</p>	<p>1</p>

<p>Children identified requiring extra teaching/consolidation of phonics knowledge.</p> <p>Staff to plan and lead read, write ink sessions for differentiated groups of children.</p> <p>Writing in EYFS and KS1 to be based on their Read, Write, ink work so that children gain a more solid understanding.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1 3
<p>To introduce more oracy in the classrooms to encourage speech.</p> <p>Staff will need releasing to attend training. £1000</p>	<p>Oracy, or oral language, is important in schools because it helps students develop communication skills that are essential for academic and professional success. Oracy can also help students build confidence, develop critical thinking skills, and improve their social skills.</p> <p>Oracy refers to the ability to communicate effectively through speech. It involves using language to express thoughts, ideas, and feelings, and to interact with others in a way that is clear, coherent, and appropriate.</p> <p>https://wellspringacademytrust.co.uk/the-importance-of-oracy-in-schools/</p>	5

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

Budgeted cost: £ 4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children identified as requiring social and emotional support to boost self-esteem, confidence, social skills and manage feelings and emotions especially since time away from school during 'lockdowns'.</p> <p>SERIS - Staff to take small groups, pairs and individuals. 1 afternoon a week.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationship with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	2
<p>To support P.P/SEN children at lunchtimes with separate eating area/staffing support when needed due to feelings of being overwhelmed. It will also allow</p>	<p>Research shows that having time to quietly reflect and be away from others allows children to recharge and regain focus.</p> <p>https://nurtureandthriveblog.com/quiet-time-for-kids/</p>	2 6

<p>younger children to use more speech when in a smaller group.</p> <p>Staff employed to provide support. £1500</p>		
<p>To support children and families to access breakfast and afterschool club to enable siblings to attend booster sessions/ homework clubs</p> <p>Children can attend breakfast and afterschool clubs to help working parents and to enable children to attend school on time and access lessons and learning.</p>	<p>Breakfast and afterschool clubs have become a life-line for working parents. They enable the children to be in school and the parents to work to provide for their families.</p> <p>https://edexec.co.uk/breakfast-clubs-lifeline-for-working-parents/</p>	2
<p>Family Support Worker (Michelle Davies) to work in school 1 morning a week to work with children and parents on varying issues. Michelle to sign post to outside agencies and keep staff informed. Also, to carry out support sessions with children e.g. drawing and talking and Jelly bean</p> <p>£1500</p>	<p>Parents feels supported and become more confident, better punctuality for children coming into school. Parents feel more empowered to deal with difficult behaviours and behaviours and attitude to learning improve.</p>	2 4
<p>Children identified as requiring support with costs of swimming, educational visits.</p> <p>No charge or subsidised cost for swimming or visits thus ensuring that all children, no matter what their background have the same opportunities</p>	<p>No child should miss out on experiences and should have the same opportunities as those more advantaged.</p>	2 4
<p>To provide milk to P.P children through 'Cool Milk'</p> <p>Identified children receive daily milk and snack.</p>	<p>Milk has a number of health benefits and is an important part of a child's diet. The cost of this should not mean that some children go without, Having milk in school ensures that the child has consumed vital vitamins and minerals needed to be healthy and retain focus.</p> <p>https://www.coolmilk.com/schools/ https://hansard.parliament.uk/commons/2017-03-28/debates/17032871000001/Children%E2%80%99SHealthAccessToMilk</p>	2
<p>To encourage and provide activities outside the curriculum to boost confidence and social skills</p> <p>To include more forest schools in the children's education, giving the children a wider experience of the world.</p>	<p>In 2016, School Travel Forum conducted an independent research study to find out how school trips and learning outside the classroom impact the development of students. They found 60% of teachers noticed an increase in students' confidence, resilience and wellbeing after participating in a school trip and 61% of students achieved higher than their predicted grade. The study also found that while most teachers wish they could offer more learning outside the</p>	2 4

<p>To participate in library, farm and various workshop visits.</p> <p>These will also give the opportunity for more speech and talking to others.</p>	<p>classroom opportunities, 67% cited cost and organisation as their primary deterrents.</p> <p>https://www.easchooltours.com/blog/the-benefits-of-learning-outside-the-classroom</p>	
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £18,713

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.

Overall attendance in 2024/25 was higher than in the preceding years. Although some disadvantaged pupils are having more issues with being on time and turning up ready to learn. The headteacher has organised meetings and action plans to work with the families to help with their attendance. This will be ongoing.

Our assessments and observations indicated that pupil wellbeing and mental health were significantly impacted last year, The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. Children took part in friendship groups, completed Decider Skills workshops and had 1:1 support. This support was also available for parents with the family support worker. Children were able to better express their emotions and make better decisions. We are building on that approach with the activities detailed in this plan.

62% of pupils reached the expected standard in writing and 62% reached the expected standard in maths, with 54% in reading. There was however a high level of SEND in the 2025 KS2 SATs. We want to continue working to help children reach the expected standard, but also to push those that are capable up to greater depth. Maths and writing is to be a curriculum focus.

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
Read, write, inc	Ruth Miskin
Smart Moves	
TT Rockstars	Times Table Rock Stars
CUSP	Unity Curriculum
ELSA	ELSA
Spelling Frame	Spelling Frame

