

Pupil premium strategy statement – Newsham Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	436
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2024/2025 2025/2026 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	Annually
Statement authorised by	<i>Mr Neil Jones,</i> Headteacher
Pupil premium lead	<i>Mrs Cathryn Watson,</i> School Business Lead
Governor lead	<i>Fr Ian Flintoft,</i> Chair of Governors & lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£233,815.00
Pupil premium funding carried forward from previous years	£0.00
Total budget for this academic year	£233,815.00

Part A: Pupil premium strategy plan

Statement of intent

At Newsham Primary School 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. We believe in preparing every member of our school community for their best future by ensuring they reach their full potential and attain the knowledge, skills and understanding required for success.

We aim to:

- Provide equal opportunities for all pupils.
- Provide teaching and learning of the highest quality.
- Differentiate learning to take account of the needs of each individual.
- Support pupils' physical, mental, social, moral, spiritual and cultural needs.
- Keep all pupils safe from physical and emotional harm.
- Provide a broad, balanced and rich curriculum that prepares pupils for modern life.
- Enrich pupils' learning through visits and experiences.
- Embrace the community and make parents part of the school's success.
- Create a friendly, happy atmosphere where good behaviour is the norm and attitudes to learning are positive.
- Achieve the best outcomes for all.
- Early identification of pupils with entitlement in Nursery through Early Years Pupil Premium (EYPP).

Teaching staff have the skills, knowledge, resources and understanding to deliver improvements to reading, writing and mathematical outcomes across school, ensuring progress from all starting points for disadvantaged pupils. Teaching staff understand that closing the attainment gap for these pupils is a golden thread that underpins the wider curriculum and that sustained progress will improve outcomes for all.

To ensure teaching is 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.
- consider how we can adapt our offer and good practice to those in receipt of EYPP.

Staff work closely with our more vulnerable pupils, for example those who have social workers, our pupil premium statement is intended to support this group of pupils and their needs, regardless of whether they are disadvantaged or not.

We continue to believe it is important to allow everyone the chance to contribute ideas to achieve our aims. We ask parents, staff, governors and pupils to share their ideas through a variety of media forms.

Newsham Primary School has a specialist support base, split into two classes, where up to 20 pupils with an EHCP are taught. Sea Otters and Sandpipers are an 8 place, and 12 place Specialist Support Base, that cater for pupils aged 3 to 6 (Nursery to Y1) and ages 7 to 11 (Years 3 to 6) respectively. Pupils in these settings will primarily have a need of Communication and Interaction, including, but not limited to Autism Spectrum Disorder (ASD). It is likely that pupils will have other secondary needs, including but not limited to, SEMH caused by their communication needs. The SSBs are situated within the main building of Newsham Primary School with Sea Otters having its own external entrance. The SSBs are an integral part of Newsham Primary School. At present 45% of these pupils have a pupil premium status.

The SSBs aim to provide the appropriate amount of support to allow pupils to be able to access mainstream learning alongside the provision and to provide planned opportunities for those pupils who may also need smaller and quieter spaces at times throughout the day. It aims to give pupils the opportunity to be included in the same experiences and activities as those of their mainstream peers and upholds the inclusive ethos of Newsham Primary School. It enables pupils with additional needs to have an education offer within their own community and for pupils to see themselves as valued and integral members of that community, negating the need for them to travel potentially long distances to access special schools.

New for 2025/2026 are additional strategies which are identified as being highly effective as supporting disadvantaged pupils. We have expanded the Mastering Number Programme into Key Stage 2. We are part of an experimental maths programme in EYFS – Nurturing Number Northumberland – which is aimed at closing the gap for disadvantaged learners, particularly regarding transition from Reception to Year 1. Furthermore, in Early Years, we have an advisory focus on removing barriers for disadvantage pupils. Finally, we have expanded our pastoral provision across school.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions have identified a significant proportion of pupils who have delays in speech, language and communication. This hampers learning behaviours and performance.
2	Assessments and observations of current disadvantaged pupils have highlighted that generally disadvantaged pupils have greater difficulties with reading than their peers. On entry to Nursery 92% of our disadvantaged children not at age-related expectations. On entry to Reception class in the last 5 years, 88% of our disadvantaged pupils arrive below age-related expectations compared to 43% of other pupils. This gap narrows but remains significant to the end of KS2.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class in the last 5 years, between 84% of our disadvantaged pupils arrive below age-related expectations compared to 45% of other pupils. This gap remains steady to the end of KS2.
4	Assessments show there is limited access to support for disadvantaged pupils at home including regular reading with an adult, support with homework, access to IT equipment or a suitable space to work.
5	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 2% lower than for non-disadvantaged pupils. 22% of disadvantaged pupils have been 'persistently absent' compared to 13% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
6	Pupils in the short term can face challenging situations that limit their learning. These situations may include bereavement, family issues and relationship issues, all creating barriers to pupils' education (ACES).

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
Improved oral language skills and vocabulary among disadvantaged pupils, particularly in EYFS.	Assessments 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 assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes show that more than 70% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes show that more than 70% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a significant reduction in pupils not reading at home • a significant increase in completed home tasks, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: • the overall unauthorised absence rate for all pupils, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%. • the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 15% lower than their peers.

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: **£95,000.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments.	When used effectively, diagnostic assessments can indicate areas for	1, 2, 3,

Training for staff to ensure assessments are interpreted and administered correctly.	development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF	1
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). Expansion for 2025/2026 includes Mastering Number into Key Stage 2, as well as an EEF approved programme specifically designed for Northumberland, which focusses on closing the disadvantage gap in Early Years maths (Nurturing Number Northumberland).	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: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional	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 relationships with peers):	4

development and training for staff.	Improving Social and Emotional Learning in Primary Schools EEF	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£75,000.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	1, 2, 3
ShREC strategies to support vocabulary and language development in our youngest pupils.	The ShREC approach EEF	2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	2
Deployment of Teaching Assistants across school, who deliver a wide range of intervention programmes.	Both disadvantaged and non-disadvantaged pupils access TA support.	1
The creation of a pastoral team to support the social and emotional needs of some of our pupils. The majority of these are disadvantaged. Further expansion for 2025/2026, including soft starts, development of the Calm Cove	Research is ongoing into the success of this base. There is evidence that it will enhance pupils learning, improved self-worth and future prospects.	1 2 6

and The Bay. Also, upskilling of pastoral staff in 'Thrive' assessment and delivery.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£64,000.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management, the relational approach with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF Paul Dix	1
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance . This will involve training and release time for staff to develop and implement new procedures to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Contributions towards annual residential in Y5/6. Disadvantaged families would likely not be able to attend without school subsidising these trips.	These visits positively impact on the social and emotional well being of all who attend.	1 2 3
Free breakfast club is offered to all pupils from disadvantaged backgrounds. Additional clubs have been added to the provision at school, extending the school day for disadvantaged and non-disadvantaged pupils.	Evidence shows this positively impacts on attendance.	
Support for disadvantaged families to promote better engagement with education. This includes the creation of a		

sister charity – The Lighthouse Community Hub. A weekly playgroup to identify SEND and disadvantage early. Working with external agencies to close the disadvantage gap such as the local Family Hub. An advisory project is ongoing in EYFS which is specifically focused on supporting disadvantaged pupils. This includes support from the Local Authority, weekly Family Hub sessions in school and bespoke support for parents/families.		
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Total budgeted cost: £234,000.00

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 previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

	School dis. pupils	Local authority (non-dis. Pupils)	England (non-dis. pupils)
Number of pupils at the end of key stage 2	27		
Percentage of pupils meeting the expected standard in reading, writing and maths	44%	63%	67%
Percentage of pupils achieving at a higher standard in reading, writing and maths	0%	9%	10%
Average score in reading	102	106	106
Average score in maths	100	104	106

Our evaluation of the approaches delivered last academic year indicates that the school has strengthened essential early reading learning and has developed strategies which are designed to promote high quality teaching and progress for all pupils, including disadvantaged learners. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Further information (optional)

Additional activity

Disadvantaged backgrounds remain one of the biggest barriers to improving outcomes for young people in the UK today. There are too many children missing out on a decent childhood and the number of children living in poverty is forecast to increase over the coming years as a result of the economic climate and cuts to welfare and services.

During the pandemic, senior leaders at Newsham Primary identified and supported many families, who were struggling, in a host of ways. Following lockdown, we recognised the desperate need for support from an increased number of families and the community role in school escalated. Many families were supported and in April 2022 Newsham Primary applied to be part of a trial, initiated by the Government, to consider ways to prevent childhood poverty. Over 25% of children in the North East Combined Authority (NECA) live in poverty. More than half of those children are in working households and are families without the financial resilience to cope with economic crisis. The NECA funded scheme is aimed at helping to break the cycle of living in poverty; in turn this should reduce the need for much of the support we use so frequently at Newsham. The programme builds on the established work of Local Authorities by extending good practice & enabling additional activity, which would otherwise not occur. Following the pandemic, Newsham Primary School identified School Community Support as being critical to enhance the life chances for so many of our pupils and families. We are very fortunate to have a senior leader who is available to work with and in the community. Bids for funding to help towards the cost of this facility and staffing it in school have been successful and financial support received.

Family Learning - Basic English and maths sessions for adults, leading to a nationally recognised qualification; this will support adults in seeking employment and supporting their children with homework.

Links with charities and Foodbanks – We work with church, charity, community and voluntary groups to provide emergency support for families as well as providing food during school holidays and support at Christmas with food hampers and gifts for all household members.

Cooking from Scratch sessions - Basic cookery sessions, including budgeting, to help adults learn to make cost effective, healthy nutritious meals.

Eco-Uniform Scheme - Presenting the recycling of school uniform as a way to prevent landfill using the strap line 'Help Save our Planet, Help Yourself to Uniform' has reduced the stigma associated with second hand clothes. It is hugely successful and is now run by a parent.

Citizen's Advice – A member of staff has undertaken their Citizens Advice 'Frontline referrals' to be able to provide immediate advice, support and signposting for families. The hub also offers face to face welfare/housing/benefits/ employment advice on a regular basis.

Social Prescribers -Social practitioners from local GP surgeries have approached us with a view to running groups from the hub.

Community Allotment and Garden - Allows families to experience first-hand the benefits of growing their own produce. This promotes a healthy lifestyle through exercise, which results in improved mental health, and also the outcome of more tasty vegetables at a fraction of the cost. This is now promoted by social prescribers from two GP practices in Blyth.

Local Councillors - Local councillors hold their surgeries in the Hub.

Partnership working - Volunteers and the hub are working with local councillors and other community organisations on an initiative to improve the local area and shape it how the residents want it.

Blyth Family Hub - The Lighthouse Community Hub will operate as a satellite centre for Blyth Family Hub (previously SureStart), providing a range of parenting groups, healthy eating and youth groups.

EAL Sessions - these sessions bring together a small group (for whom English is an additional language) to help them practise speaking English, make friends, understand what is available to them in the community and celebrate their traditions and cultures.

Roving IT Training – For individuals with little IT knowledge. Sessions include using digital services (eg banking and benefits), community services, educations, employability, entertainment, housing and using the NHS APP.

PEEP Groups - PEEP groups share songs, stories and activities that support and build on children's learning, talking and social development with the focus being on parent/carer interaction. The five strands of child development are covered by an Early Years practitioner who provides knowledge, hints and tips to help make the most of the learning opportunities in everyday life.

Fundraising – Successful RISE funding application to establish a toddler's group. This allows school to influence children from a younger age. Significant grant funding from, NIECP, The Mark Benevolent fund and Blyth Rotary Club has facilitated the structural alternations required to make this space fit for purpose. Additionally, volunteers from within the community fundraise, which is giving these individuals a real sense of purpose and responsibility whilst developing skills that will aid them in future employment. School benefits from this fundraising through contributions to residentials and sponsorship.

Our success to date has been wonderful! Of the adults who have participated in family learning sessions during the trial period:

One individual enrolled for and is currently pursuing a GCSE in Mathematics.

60% of the individuals have successfully secured employment.

More than half of the participants we have worked with have significantly enhanced their life prospects, as well as those of their families, through this initiative. The development of a strong sense of community and the formation of meaningful friendships has been evident, contributing to a reduction in isolation. What we have to be most rewarding is observing the increased sense of purpose and self-confidence in these individuals, who now possess a stronger belief in their own potential and have gained a wider social network to support one another.

Additionally, we have been extended an invitation to present the work we have been doing to Pupil Premium leads across Northumberland.

School and pupil premium funding does not fund any of the community initiatives at Newsham. However, the work impacts significantly on the lives of some of our most disadvantaged and vulnerable pupils, together with their families. The Lighthouse Community Hub is increasing life chances for some of the most disadvantaged local families; it is our aim to break the cycle for some of these families, many of whom are now experiencing third generation unemployment and poverty.

Provided programmes

Programme
Little Wandle
Sounds and Syllables
The Write Stuff
White Rose
Widgit Online
Accelerated Reader
Accelerated Maths
Freckle
TT Rockstars
Eduaction City
Mastering Number
Numbots
TACPAC
Sing Up
Charanga
Rock Steady
ShREC