



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	Newtown Linford Primary School
Number of pupils in school	117
Proportion (%) of pupil premium eligible pupils	5.13% (6) pupils
Academic year/years that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	D Chapple
Pupil premium lead	D Chapple
Governor / Trustee lead	Gill Hussey & Liz Moore

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6,410
Recovery premium funding allocation this academic year	£0
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	£6,410



Part A: Pupil premium strategy plan

Statement of intent

The ultimate goal for all disadvantaged pupils at Newtown Linford Primary School is to develop aspirational life-long learners who will thrive, leading to greater successes in the future.

The Newtown Linford School Pupil Premium Plan endeavours to promote a secure reading ability for all, identify gaps in English writing and maths as early as possible, implement structured support to bridge the gaps identified and build success and confidence, to establish pupils with resilience to allow them to learn and thus flourish.

Our approach will be responsive to common challenges and individual needs. To ensure we are effective, we will maintain our high expectations for all pupils and we will put in place early support and intervention as necessary to accelerate their attainment

At Newtown Linford Primary we believe that a child needs to feel secure and happy to be able to learn. We will ensure all pupils should have the opportunity to find and follow their passions and interests that drive them. It is vital to us, as a school, that we are able to offer as many varied experiences as we can to support pupils with this.

Challenges

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

Challenge number	Detail of challenge
1	Family challenges and lack of enrichment experiences – through discussion with parents of disadvantaged pupils we identified the need to ensure all aspects of the wider curriculum are accessible for all regardless of the family circumstances.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics/ reading than their peers. This negatively impacts their development as readers.
3	Internal and external assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	Internal and external assessments indicate that Maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils, with differences greater in areas of above expected standards.

5	There has been an increase in the number of children struggling with their mental health and resilience in their work.
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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 have access to extra-curricular and wider school opportunities	<ul style="list-style-type: none"> • All disadvantaged pupils attend sporting event in school • Children access Sports Partnership event • Disadvantage pupils attend a school trip • Track access to extra-curricular to show a significant increase in participation
A higher rate of pupil premium children achieving ARE or above in phonics/early reading across Early Years and KS1.	<ul style="list-style-type: none"> • Staff trained and up to speed with the delivery of Little Wandle. • Children grouped into appropriate levels for guided reading • Reading books match phonic ability • Attainment of disadvantaged pupils in line with peers. • Coaching for staff to develop high quality teaching, using Little Wandle videos • Early assessment through use of tracking • Use of Little Wandle Assessment Tracker
Writing attainment for disadvantaged pupils is in line with non-disadvantaged	<ul style="list-style-type: none"> • Joint moderation with other schools identify target groups. • Whole class teaching addresses key starting points. • Targeted groups and individuals have appropriate support planned and in place. • Number of disadvantaged pupils reaching age related expectations in English writing in line with peers. • English Lead engage with English Lead network

<p>Maths attainment for disadvantaged pupils in line with non-disadvantaged</p>	<ul style="list-style-type: none"> • Teachers know gaps to be addressed from previous years • Established small group support for eligible disadvantaged pupils with targeted time/ interventions (based around EEF) to remove gaps in maths to bring them back to age related expectations. • Pre-teaching to support eligible individuals to access content of maths lessons within whole class • Number of disadvantaged pupils reaching age related expectations in line with peers • Embed Mastering Number Early Years, Fluency and TTRS across school to develop pupil's fluency and confidence in maths. • Participation in the Maths Hub to support teacher development. • Maths Lead engage with Maths Lead Network
<p>To achieve and sustain pupil well-being, resilience and reduced poor mental health</p>	<p>Sustained high levels of confidence and resilience demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Offering ELSA support to pupils who require it. • Staff training on early identification of pupils requiring support.

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: £1400 (Educational Resources), £767 (ELSA contribution)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Baseline</p> <p>Use standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Conduct baseline assessments to identify target groups at the start of the academic year.</p> <p>Whole class teaching addresses key starting points - ensure staff keep up to date with whole class strategies of support for all</p>	<p>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>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>EEF – targeting Quality First Teaching to cover gaps from missed education builds confidence of children working within their attainment groups.</p> <p>https://educationendowmentfoundation.org.uk/supportfor-schools/school-planning-support/1-high-qualityteaching</p> <p>EEF – Mastery approach to learning is a promising strategy for lower attaining pupils. (+5 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	<p>2,3,4</p>
<p>Phonics / Early Reading</p> <p>Staff trained to deliver Little Wandle as new system for phonics.</p>	<p>EEF – Structure approach to phonics has been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>2</p>

<p>Children grouped into appropriate levels (cross lower years)</p> <p>Matching & monitoring of reading books to phonic ability (inc ditties)</p> <p>Children grouped into correct guided reading groups</p>		
<p>Staff Development Developing Quality first Teaching for all staff through staff training, CPD sessions.</p> <p>Curriculum and knowledge development through attending BEP PLCs.</p> <p>Teacher release time to embed key elements of guidance in school and to access BEP resources and CPD</p> <p>Use standardised diagnostic assessments to ensure pupils</p>	<p>EEF – targeting Quality First Teaching to cover gaps from missed education builds confidence of children working within their attainment groups.</p> <p>https://educationendowmentfoundation.org.uk/supportfor-schools/school-planning-support/1-high-qualityteaching</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 evidencebased approaches:</p> <p>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p> <p>OFSTED have provided documents to support the teaching of many foundations subjects that should be implemented. Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support and they are on the right level of book for their needs.</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1,2,3</p>

are on the correct reading book for their level. Training for staff to ensure assessments are interpreted and administered correctly.		
PP children having ELSA support	Meta-cognition and self-regulation strategies (+8 months)	1

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

Budgeted cost: £1000 (Teacher contribution), £2066 (LSA contribution)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths and English Established small group support for eligible disadvantaged pupils with targeted time/ interventions (based around EEF) to remove gaps in reading, maths and writing to bring them back to or close to age-related expectations. Pre-teaching, where required, to support eligible individuals to access content of maths lessons within whole class mastery sessions.	EEF - Small group tuition and pre-teaching is effective; the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.	2,3,4

<p>with targeted time/ interventions (based around EEF) to remove gaps in maths to bring them back to or close to age-related expectations.</p> <p>Pre-teaching to support eligible individuals to access content of maths lessons within whole class mastery sessions.</p>	<p>EEF - Small group tuition and pre-teaching is effective; the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p>	
<p>Guided Reading intervention Little Wandle</p>	<p>EEF - Small group tuition and pre-teaching is effective; the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p>	2
<p>In class support</p>	<p>EEF Direct instructional role to add value to the teaching (+4 months)</p>	2,3,4

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

Budgeted cost: £900 (Trips/Residential), £1900 (Relax Kids Sports/Music), £100 (Milk)

Activity	Evidence that supports this approach	Challenge number(s) addressed

Ensure all PP children have access to extracurricular and curriculum enhancing experiences (residential, after school clubs, and ELSA support if needed)	<p>Sport Participation (+3 months)</p> <p>Based on a 6 year research project 'Learning Away'–</p> <p>Improving students' knowledge, skills and understanding</p> <p>In long-term follow-up studies, 82 per cent of KS2 pupils said their teachers and lessons on the residential helped them to learn.</p> <p>Improving students' resilience, self-confidence and wellbeing</p>	1,5
Emotional Wellbeing - Relax Kids Classes	Meta-cognition and self-regulation strategies (+8 months)	5
School Uniform		5
Cool Milk	Children receive milk.	5
<p>Attendance and Welfare Officer support</p> <p>Attendance is in line with national averages for PP children.</p>	<p>Parental Involvement (+3 months)</p>	5

Total budgeted cost: £6410.00



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.

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

Intended Outcomes:

Maths attainment for disadvantaged pupils to be in line with their peers.

There were 7 pupils PP 50% achieved ARE + which demonstrated good progress based on starting points. However, this was not in line with non-disadvantaged at 77% ARE +

Areas of need are identified early in English reading, writing and maths and effective quality first teaching is used to close the gaps in learning.

CPD was delivered on QFT and disadvantaged pupils made good progress based on their start points, 55% for reading and 50% for writing. This was not in line with non-disadvantaged: reading 75% and writing 68%.

To manage emotional needs of PP children and raise self-esteem. To offer emotional support on a needs basis.

The school used a range of strategies to support groups or individuals. This included Relax Kids, Elsa and a school counsellor.

All PP children regularly have access to extra-curricular provision.

All PP children attended at least one extra-curricular event or trip providing them enrichment opportunities.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Whole school attendance was above national (94.8%) at 95.5%. Disadvantaged stood at 90.6% which was an increase of 5% from Autumn to summer.



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
Guided Reading	Little Wandle
Reading-Wise	Ideas Wise
Relax Kids	Relax Kids LTD