

# Pupil Premium Strategy Statement

## Newtown 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 the outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	131
Proportion (%) of pupil premium eligible pupils	63%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Mhairi Roberts
Pupil premium lead	Mhairi Roberts
Governor / Trustee lead	Kelly Pattison

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£136,006
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£136,006</b>

## Part A: Pupil premium strategy plan

### Statement of intent

As part of Cumbria Education Trust, we share a collective mission to enable every young person in our care to excel and “Be the Best You Can Be.” Our Pupil Premium strategy is focused on supporting disadvantaged pupils to achieve this goal, including securing strong progress for high attainers. We also take into account the challenges faced by vulnerable groups, such as pupils with a social worker or those who are young carers. At Newtown Primary School, we maintain an unrelenting focus on making the greatest possible impact on pupils’ lives during their time with us.

Our overall intent is to raise standards, opportunities and aspirations by:

- Having inspirational teaching & learning across school
- Working collaboratively and innovatively, being outward facing
- Implementing a diverse and creatively rich curriculum, which is educationally and financially sound
- Having a culture that is open, honest and challenging
- Training and developing staff in a way that is relevant, accessible and embraces digital technology
- Having clear lines of accountability
- Having and nurturing great leaders across school
- Understanding and learning from stakeholder feedback

In order to:

- Improve the educational provision (and, in turn, outcomes) for ALL students
- Create a memorable and solid foundation for lifelong learning.

### Challenges

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

Challenge number	Detail of challenge
1	Children may enter school with lower starting points in spoken language and vocabulary, which can influence communication and early access to learning.
2	Developing secure phonic knowledge and accurate spelling can require additional support for pupils as they move through early reading and writing.
3	A number of pupils benefit from support to strengthen confidence, resilience and positive learning behaviours that enable full engagement in lessons.
4	Attendance can be affected by a range of barriers, and some pupils require tailored support to help them attend consistently and participate fully in school life.
5	Different family circumstances can impact engagement with school, so strong home-to-school partnerships are key to ensuring consistent support for pupils.
6	Securing key knowledge and understanding in reading, writing and mathematics may require targeted support so that pupils can meet age-related expectations.

## 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 for all pupils.	<ul style="list-style-type: none"> <li>• A high proportion of pupils achieve GLD for communication and language.</li> <li>• All pupils make strong progress from baseline language assessments.</li> <li>• Pupils identified with language delays access targeted NELI and demonstrate accelerated progress.</li> </ul>
Improved phonics and reading outcomes for pupils to secure early reading foundations and greater fluency.	<ul style="list-style-type: none"> <li>• Performance in the Y1 Phonics Screening Check is in line with or above national. KS2 combined outcomes for disadvantaged pupils are in line with or above national.</li> <li>• Outcomes improve year on year.</li> <li>• The percentage of pupils demonstrating age-appropriate fluency increases year on year.</li> <li>• 100% of pupils read at home daily, evidenced through reading records.</li> <li>• Parents report confidence in supporting reading at home (via surveys/feedback).</li> </ul>
All pupils in Year 4 will secure strong multiplication fluency to meet age-related expectations and access the wider maths curriculum confidently.	<ul style="list-style-type: none"> <li>• A high proportion of pupils achieve a score of 23+, rising year on year</li> <li>• All KS2 pupils participate in daily Times Tables Rock Stars practice to build automaticity and fluency.</li> <li>• All pupils make strong progress from baseline fluency assessments.</li> </ul>
All pupils will achieve age-related expectations by the end of Key Stage 2, demonstrating secure knowledge and readiness for the next stage of education.	<ul style="list-style-type: none"> <li>• Attainment in KS2 combined meets or exceeds national for disadvantaged pupils.</li> <li>• The proportion of pupils meeting EXS increases year on year.</li> <li>• Gaps between disadvantaged and non-disadvantaged pupils narrow.</li> <li>• All pupils read at least 110 words per minute with accuracy and fluency.</li> <li>• All pupils leave Newtown feeling confident, well prepared and ready for secondary school (evidenced through pupil voice).</li> <li>• Parents report that their child feels ready for secondary school and well supported during the transition process (parent surveys/feedback).</li> </ul>
Pupils develop strong social, emotional and mental wellbeing, enabling them to demonstrate confidence, positive learning behaviours and resilience in all aspects of school life.	<ul style="list-style-type: none"> <li>• Pupil voice reflects increased confidence, belonging and emotional literacy, with pupils able to express their feelings effectively.</li> <li>• Behaviour and self-regulation indicators improve year on year, evidenced through Arbor records and staff observations.</li> <li>• Positive engagement increases, with more pupils participating in leadership roles, School Council and targeted SEMH provisions such as Lunch Club.</li> <li>• The school's SEMH provision is used effectively, with pupils able to articulate strategies they use to manage emotions and staff applying consistent approaches that result in improved emotional regulation.</li> </ul>

<p>All pupils attend school consistently and feel safe and well supported, enabling them to engage fully in learning and achieve strong outcomes.</p>	<ul style="list-style-type: none"> <li>• Overall attendance above national figures, with persistent absence below national levels.</li> <li>• Attendance for disadvantaged pupils improves year on year, reducing the gap between disadvantaged and non-disadvantaged pupils.</li> <li>• Early help and safeguarding systems are timely and effective, with records showing swift identification, follow-up and support for families.</li> <li>• Improved engagement: pupils receiving safeguarding or attendance support show increased attendance, punctuality and participation in learning.</li> <li>• Consistent support pathways: families report that communication and support from school have helped improve attendance and wellbeing (via surveys or case study evidence).</li> </ul>
<p>Parents and school work in strong partnership, resulting in improved engagement, communication and consistent support for pupil progress.</p>	<ul style="list-style-type: none"> <li>• Family engagement increases year on year, with higher attendance at parents' evenings, curriculum workshops and whole-school events compared with previous years.</li> <li>• Parent surveys show improved communication and confidence supporting learning at home.</li> <li>• Pupil progress and attainment reflect stronger home-school engagement.</li> <li>• Reading journals and school-led initiatives (e.g., Book and a Brew, Stay and Play) show sustained and positive family involvement.</li> </ul>
<p>Pupils develop high aspirations for their future, demonstrating pride in their learning and a strong belief in their ability to succeed.</p>	<ul style="list-style-type: none"> <li>• Most pupils can articulate age-appropriate aspirations for the future.</li> <li>• Pupil voice reflects a positive attitude toward learning, ambition and pride.</li> </ul>

## 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: £68,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI implemented for all Early Years pupils, with targeted KS1 delivery as needed.	Oral language interventions typically add around +6 months of progress; independent evaluation shows NELI delivers an additional +3–4 months for disadvantaged pupils when delivered with fidelity and integrated into classroom practice.	1,2,6
High-quality teacher-pupil interactions.	High-quality adult–child interactions and explicit vocabulary instruction support early communication, particularly for disadvantaged pupils.	1,2,3,6
Partner with the Orgill Hub and RWI Development team to secure high-fidelity phonics through expert coaching, training and implementation support.	Systematic phonics teaching secures substantial progress (+5 months) when paired with sustained coaching and targeted professional development.	1,2,6
Develop and embed a coaching culture to strengthen the quality of teaching and ensure fidelity to instructional approaches.	Coaching aligned to curriculum priorities (phonics, reading fluency, metacognition, mastery) ensures approaches are delivered consistently and precisely.	3,6
Implement a structured MTC strategy with daily TTRS, targeted Garage Mode, and paper-based multiplication tasks to strengthen automaticity.	Adaptive practice accelerates fluency development; simple paper-based tasks (arrays, scaling) strengthen conceptual understanding and application.	3,6
Implement robust assessment cycles, including regular pupil progress reviews, to identify pupils at risk and trigger precise, targeted catch-up.	Regular assessment and responsive grouping are essential to ensure pupils keep up with phonics; daily structured sessions with additional support for those who fall behind.	1,2,3,6
Embed Readers Theatre to strengthen fluency and comprehension through repeated reading and oral rehearsal using decodable texts once decoding is secure.	Fluency approaches (repeated reading and oral rehearsal) strengthen accuracy, automaticity and comprehension when paired with strong phonics foundations.	1,2,3,6

Deliver a rigorous Year 6 strategy with high-quality, data-driven teaching, frequent assessment and targeted daily intervention ahead of SATs.	Formative assessment with timely, actionable feedback improves progress; daily practice builds automaticity and reduces cognitive load.	3,4,5,6
Strengthen spoken language by embedding high-quality oracy, explicit vocabulary teaching, structured talk and purposeful pupil voice across the curriculum.	High-quality interactions and explicit vocabulary instruction strengthen communication; explicit oracy teaching builds confidence, understanding and participation.	1,2,3,6
Provide clear, specific feedback through whole-class feedback and live marking to support rapid progress for all pupils.	Feedback has high impact (+6 months) when clear, specific and actionable; disadvantaged pupils benefit strongly from structured routines.	3,6
Teach pupils to think by modelling problem solving, promoting self-checking and reflection, and using structured planning frames to support thinking.	Metacognition is highly effective for disadvantaged pupils (average +7 months) when pupils are explicitly taught to plan, monitor and evaluate their learning.	3,6
Deliver regular story time and shared reading where vocabulary is explicitly discussed and pupils retell/predict to develop narrative skills.	Combining oral language approaches with reading activities strengthens comprehension, vocabulary and narrative skills—predictors of later attainment.	1,2,3,6
Provide high-quality SEMH training so all staff can support pupils' emotional needs and reduce barriers to engagement.	Research into Adverse Childhood Experiences (ACEs) links adversity to difficulties with language, communication, attendance, regulation and achievement.	3,4,5
Equip staff with positive, non-emotional behaviour management strategies to maintain consistent and predictable routines.	Whole-school strategies and consistent routines are most effective in improving behaviour and attitudes when paired with training that equips staff to support emotional needs.	3,4,5

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

Budgeted cost: **£40,800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver structured reading interventions (Reciprocal Reading, RWI 1:1 tutoring and Fresh Start) alongside daily reading for the lowest-attaining 20% to accelerate progress and close gaps.	Reading comprehension strategies (e.g., Reciprocal Reading) can add around +6 months; 1:1/phonics-based tutoring (RWI/Fresh Start) around +5 months when well implemented.	6
Deliver targeted interventions—including pre/post-teach, precision teaching, Reciprocal Reading, IDL and 1:1 programmes—to close specific learning gaps.	Well-trained TAs delivering structured, curriculum-linked interventions can secure up to +4 months' additional progress for disadvantaged pupils.	1,2,6
Provide targeted SEMH support through small-group interventions and 1:1 sessions.	Social and Emotional Learning (SEL) approaches can add on average +4 months; embedding wellbeing and emotional support reduces barriers to learning.	3,4,5
Strengthen pupils' mental health and wellbeing through curriculum and targeted pastoral support.	School-wide mental health frameworks highlight the role of education settings in early identification and reducing barriers to learning.	3,4,5
Provide targeted Year 6 interventions (1:1 and small-group) aligned with class teaching to accelerate progress ahead of SATs.	High-quality tutoring is among the most effective ways to accelerate progress (up to +5 months 1:1; up to +4 months small-group) when matched to diagnostic need.	6

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

Budgeted cost: £27,206

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a free daily breakfast to support healthy routines, improve readiness for learning and boost attendance and engagement for all pupils.	School breakfast provision is associated with improved concentration, reduced lateness and around +2 months' additional progress.	4,5
Introduce all-day access to fruit and healthy snacks to support pupils' wellbeing, regulation and readiness to learn.	Access to nutritious food supports regulation and engagement, improving academic progress.	4,5
Provide a structured Lunchtime Club for pupils who find unstructured play challenging, helping them return to class calm and ready to learn.	Structured support during less-supervised times reduces misbehaviour and improves readiness to learn.	3,4,5
Provide a language-rich EYFS environment with structured play, daily vocabulary teaching, focused early reading and maths interventions, and calm, consistent routines.	High-quality interactions, explicit vocabulary teaching and language-rich environments strongly improve early communication and support later literacy.	1,2,3,5
Establish a consistent Safe Space and embed trauma-informed approaches used by all adults to support emotional regulation.	Predictable, trauma-informed environments improve regulation, reduce behaviour incidents and increase engagement.	3,4,5
Reduce financial barriers by supplying PE kits and subsidising uniform, trips and after-school clubs so all pupils can participate fully.	Reducing non-academic barriers (uniform, enrichment, trips) improves attendance, engagement and attainment for disadvantaged pupils.	3,4,5
Provide targeted SEMH and attendance support through an Engagement and Wellbeing Officer working with pupils and families to reduce absence and build resilience.	Parental engagement approaches can add around +4 months' progress; robust monitoring and personalised support help reduce persistent absence.	3,4,5
Whole-school mental health provision through a dedicated Mental Health and Wellbeing Lead who coordinates training, early identification, targeted support and links to external services.	Embedding mental health support across school systems improves early identification, reduces barriers to learning and strengthens attainment.	3,4,5

Provide a wide range of after-school enrichment and wellbeing activities, supported by partners such as the Manchester United Foundation and Commando Joe, to develop aspirations, resilience and cultural capital.	Participation in arts, sports and outdoor adventure is linked with improved wellbeing, confidence, teamwork and academic progress.	3,4,5,6
Deliver a Year 5 and 6 careers fair to broaden aspirations and help pupils understand future opportunities.	Raising aspirations is most effective when paired with concrete academic knowledge and experiences linked to future pathways.	3,4,6
Positive engagement with police and wider community partners to strengthen community links and widen understanding of safety, citizenship and local opportunities.	Community-based programmes can provide role models, improve wellbeing and contribute to safer choices and stronger cohesion.	3,4,5
Work with EVERI economic and education partners to broaden understanding of local opportunities, raise aspirations and build cultural capital.	Community-based economic/education programmes strengthen cultural capital, confidence and motivation, and clarify future pathways.	3, 4, 5, 6

Total budgeted cost: £136,006

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The whole-school trends table below provides a wider performance context and helps illustrate how outcomes for disadvantaged pupils sit within overall school improvement over time

Whole-School Trends	2023/2024	2024/2025
Good Level of Development (EYFS)	53%	75%
Phonics Screening (Y1)	69%	73%
MTC (average score)	20.6	21.5
KS2 (combined)	36%	53%

We have analysed the performance of our school's disadvantaged pupils for each academic year, drawing on national assessment data and our own internal summative and formative assessments.

#### 2024–2025

##### Teaching priorities

To drive progress and close gaps, two additional temporary classrooms in UKS2 were opened from January 2024 to July 2024, enabling high-quality, targeted teaching complemented by purposeful whole-class interventions.

A structured programme of CPD included ongoing RWI phonics training for all staff; tutoring training; maths modelling; whole-class reading; emotional resilience; and identification of SEND. This strengthened teaching and learning across school, particularly for disadvantaged pupils. The majority of teaching is good or better, with excellent practice shared and modelled.

A focus on reading, including phonics, had a significant impact, with increased numbers achieving expected standards at the end of Reception, KS1 and KS2. Embedding Read Write Inc (DfE-validated SSP) secured stronger phonics teaching for all pupils.

##### Targeted academic support

1:1 and small-group interventions were delivered by skilled TAs using accredited, research-driven programmes. CPD was matched to intervention need.

Targeted interventions, including the National Tutoring Programme in KS1 and KS2, improved outcomes across school. Deployment of skilled TAs to deliver targeted interventions to disadvantaged pupils (particularly in Y2 and Y6) led to improved progress in early reading, maths (arithmetic) and language.

1:1 catch-up tutoring was provided to KS2 pupils without age-appropriate reading skills due to weak phonics knowledge, leading to significant improvements from baseline.

##### Wider strategies

A robust attendance system was embedded: daily monitoring, phone calls and home visits to support pupils and families. Fri-Yay attendance incentives were introduced. House Points and House Teams were relaunched and celebrated widely.

A suite of pupil roles and responsibilities was introduced. Enrichment beyond the curriculum included trips, visitors and extracurricular clubs (Carlisle United, Manchester United Foundation, Eden Rivers Trust, Tullie House, Archives Centre, Carlisle Library, Phunky Foods and Carlisle Cathedral Choir outreach).

Y6 accessed a 3-day Lake District residential (walking, kayaking, climbing). Each class visited the Lake District (KS2 fell walking; KS1/EYFS Buttermere walk).

Communication with parents was enhanced through social media, Arbor, text messaging and a weekly newsletter. Parents were welcomed through EYFS reading drop-ins, stay-and-play, Phunky Food sessions, family food bank, pre-loved uniform, curriculum information sessions (SATs, Phonics, MTC, maths, reading), Book and a Brew, a Christmas Carol service, nativity, Y6 leavers celebration and SPACE Programme sessions.

Summary: Pupil Premium funding strengthened teaching; improved early reading and phonics through RWI; and supported rapid progress. Targeted interventions and tutoring closed gaps (notably Y2 and Y6). Attendance improved; pupils accessed leadership roles and enrichment. Parental engagement increased. Disadvantaged pupils made strong progress and accessed a richer, more supportive curriculum.

## **2024–2025**

### **Teaching priorities**

Funding was used strategically to secure strong, sustained progress across reading, writing and mathematics. Robust assessment cycles enabled early identification of gaps and responsive teaching. Whole-school focus on high-quality teaching: targeted CPD in RWI phonics; early reading development and fluency; curriculum-aligned tutoring techniques; modelling and scaffolding in maths; assessment for learning; SEMH, resilience and early identification of SEND. Consistent, evidence-based practice ensured precision for disadvantaged pupils.

Systematic phonics teaching remained highly effective. Staff delivered phonics to a high standard, with disadvantaged pupils performing in line with national expectations in the Phonics Screening Check. Fluency work (guided oral rehearsal and decodable text practice) moved more pupils from early decoding to fluent reading.

NELI continued to strengthen early language and communication in EYFS and KS1, supporting better outcomes in reading, writing and wider curriculum engagement.

Overall, disadvantaged pupils made strong progress from their starting points. Attainment gaps narrowed in all core subjects; confidence, independence and readiness increased.

### **Targeted academic support**

Skilled TAs delivered structured, research-informed programmes, including Reciprocal Reading, Fresh Start, RWI Tutoring, IDL, precision teaching and maths fluency interventions, each closely matched to diagnostic need and implemented with fidelity.

Targeted interventions across KS1 and KS2 continued to provide high-impact support. Pupils accessing these interventions made accelerated progress, rapidly closing gaps and re-engaging confidently with whole-class learning.

In KS1, early interventions were particularly effective, strengthening outcomes in phonics, number fluency and spoken language. In KS2, 1:1 phonics-based catch-up for decoding led to significant gains in reading accuracy and fluency.

### **Wider strategies**

A strengthened attendance system reduced persistent absence and moved disadvantaged pupils' attendance closer to national. Incentives (Fri-Yay, class rewards) and relaunched House Points/Teams improved motivation and belonging.

Pupil leadership (Ambassadors, School Council, Eco Leaders, House Captains) increased. Enrichment included a diverse range of partners (Carlisle United, Manchester United Foundation, Eden Rivers Trust, Tullie House, Archives Centre, Carlisle Library). Y6 residential remained highly successful; all classes visited the Lake District again.

Parental engagement improved markedly via social media, Arbor, texts and weekly newsletters; regular events included reading drop-ins, stay-and-play, workshops (phonics, reading, maths, MTC, SATs), Book and a Brew, and safeguarding/mental health support through SPACE.

Summary: Disadvantaged pupils made strong academic progress with narrowing gaps. Early language, phonics and fluency foundations strengthened. Attendance improved; behaviour incidents, exclusions and suspensions reduced. Families engaged more positively; pupils showed high confidence, aspiration and readiness for the next stage.

### 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.

<b>Programme</b>	<b>Provider</b>
KAPOW PSHE	KAPOW
Nuffield Early Language Intervention	Nuffield
Reciprocal Reading	FFT Literacy
Power of 2 and Plus 1	123 Learning
TTRS	TTRS
Mathletics	3P Learning
White Rose Premium	White Rose Maths
Mastering Number	NCETM