

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	Newark Hill Academy
Number of pupils in school	429
Proportion (%) of pupil premium eligible pupils	31.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026 2026-2027 2027-2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	R Farooq
Pupil premium lead	F Shortland
Governor / Trustee lead	Charlotte Krzanicki

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£188,849
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	£188,849

Part A: Pupil premium strategy plan

Statement of intent

To offer the opportunity to all pupils to make progress, achieve a good level of attainment and have access to enrichment their learning.

From 1 September 2025 – 31 August 2026, we are forecasting £188,849 of Pupil Premium funding based on £1515 per primary-aged pupil.

As a school, at the heart of our approach is High Quality Teaching. We believe this approach provides the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. This allows us to focus on areas in which disadvantaged pupils require the most support. Embedded in the intended outcomes below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our Academy carries the view that from the moment a child enters, we have a responsibility to nurture and develop them through both academic rigour and the building of character. This encapsules the vision that each person can be successful in life breaking the cycle of disadvantage within our communities.

The approaches we have adopted complement each other to help pupils excel and are rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. To ensure they are effective we will:

Specific objectives for the use of Pupil Premium funding at Newark Hill Academy include.

- Children achieve at least national average progress scores in Key Stage 2 inreading.
- Children achieve at least national average progress scores in Key Stage 2 inwriting.
- Children achieve at least national average progress scores in Key Stage 2 inmathematics.
- Achieve at least 80% at national average expected standard in Phonics Screening.
- Children to achieve at least national average in writing at the end of Year 3 and Year 6.

- Whole school approach in which all staff take responsibility for raising attainment of disadvantaged pupils
- Ensuring high expectations for disadvantaged pupils, challenging their learning
- 70% of children to reach GLD.
- Ensure progress is in line with non-disadvantaged pupils in all year groups.
- Provide targeted interventions for vulnerable pupils across the academy who may be or who are at risk of falling behind.
- Provide opportunities for pupils who are more able.
- Targeted interventions and tutoring sessions to support individual needs.
- To support pupils with welfare, social skills, and behaviour.
- To have a whole school approach to raising attainment and progress for disadvantaged pupils.
- To gain a greater uptake of disadvantaged pupils with extra-curricular activities by subsidising and providing early booking for this group of pupils.

We work with The Skills Builder Partnership to ensure every learner has opportunities to build eight essential skills to support them now and in the future. Research has shown that building these eight essential skills supports the emotional wellbeing and academic success of children and young people, as well as preparing them for life beyond school. The Skills Builder Universal Framework breaks each of these essential skills down into 16 teachable steps. We use this framework to teach and practise each of the eight skills at the appropriate level throughout school life.

Challenges

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

Challenge number	Detail of challenge
1	From assessments, baselines, and discussions, we have found that speaking skills are lower than the expected levels, with vocabulary knowledge also suffering, this has a negative impact for pupils and is more common among our disadvantaged pupils. This trend is from Early Years through to KS2.
2	From assessments, baselines, and discussions, we have found that phonics and early reading skills seem to be lower for disadvantaged pupils who are not retaining the phonic knowledge, this impedes their early reading skills.
3	High numbers of EAL pupils and 29 different languages spoken within the school.

4	Absence for disadvantaged pupils remains higher than their peers, below the desired 95%.
5	Disadvantaged pupils did not all attend the online lessons and have therefore had periods of lost learning during the school closures.
6	Parental engagement in learning is lower for our disadvantage pupils.
7	High levels of mobility

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.	This should be evident from general conversation with pupils, along with assessments and observations. The completion of the Speech and Language Link programme for pupils will add to this success. The use of vocabulary in pupils work and their understanding of the meaning of a varied vocabulary.
Improved reading attainment among disadvantaged pupils.	The phonics screening, KS1 and KS2 reading outcomes in 2025/26 to show that the gap is diminishing
Pupils to have good attendance and punctuality.	Attendance improved and the gap between disadvantaged pupils and their peers diminished. Pupils have reached the national benchmark of 96% - as a cohort and individual. Where attendance has been a challenge, this has been well supported and, as a result, has improved. Parents have engaged with the Academy and understand the importance of strong attendance.
Pupils are well supported academically, socially, and emotionally – which results in being ready for the next stage of their learning journey.	Pupils happy and ready to learn, using the zones of regulation to realise this. Social skills improve using Nature Nurture groups to work as a team, learn new skills and take part in enrichment activities. Pupils have self-belief and desire to achieve. They are sociable and interact positively with others. Pupils have benefited from the emotional support that they have received and can use the strategies taught to self-regulate and remain calm. Pastoral Learning Mentor at the academy to offer individualised support to pupils and their families. Fruit offered to all pupils in line with our Pupil Wellbeing and Readiness to Learning agenda The Mental Health Team have worked with staff to identify pupils who require additional, specific 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)

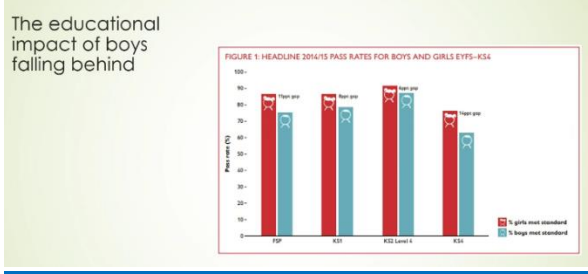
Budgeted cost: **£ 108,426.52**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Online programmes to support pupils learning at the academy and at home.	Pupils access their learning from home, with individual programmes.	1, 2, 4, 5
Staff supported to meet the needs for disadvantaged pupils.	CPD to meet the needs of all learners with targeted training and research-based initiatives following the Rosenshine 10 principles.	1, 2
Continue training for the Write Stuff (writing approach) – developing consistency, especially for newer staff members.	A research informed approach to providing a consistent and language rich approach across the age ranges. EEF Effective Professional Development	1, 2
CPD offered to staff to improve outcomes for all pupils	Increasing first quality teaching through training following the principals of the Great Teaching Toolkit (evidence-based education June 2020) Evidence Based Education Great Teaching Toolkit Developing leadership of Middle Leaders to drive initiatives thus impacting improved outcomes.	1, 2
To maximise progress for all in both phonics and reading – ensuring children are reading regularly both at home and school. - Staff training, especially to new staff, to ensure specific skills are taught through daily phonics/ reading sessions.	Phonics knowledge allows pupils to read fluently and with speed. Reading aloud to peers to also improve oracy skills. Phonics Toolkit Strand Education Endowment Foundation EEF Education Endowment Foundation EEF Oral Language Interventions	1, 2

<ul style="list-style-type: none"> - Invest in Accelerated Reader to promote a love of reading, provide detailed assessments to inform provision and to ensure pupils have a book to match their needs. - Encourage parental engagement, especially with reading. - Daily phonic lessons in KS1 to embed knowledge and support with early reading. - 30-minute sessions focusing on reading and comprehension skills 		
<p>Additional intervention teaching in Years 3-5</p>	<p>EEF states teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.</p> <p>Targeted deployment: where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. This will include the delivery of phonics support to catch up those pupils fallen behind.</p>	<p>1, 2</p>
<p>Fund accessed to PiXL programme– all class teachers provided with supporting resources to address gaps in pupils’ knowledge</p>	<p>PiXL supports academic excellence, providing our teachers with a wealth of classroom strategies and resources and opportunities to collaborate with other teachers, school leaders and specialists at regular conferences to share ideas and support. Use of PiXL therapies show significant impact.</p> <p>PiXL</p>	<p>1, 2, 4</p>

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

Budgeted cost: £ 47,582.48

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech and Language Link programme to improve listening, oracy and vocabulary skills for disadvantaged pupils who have low speaking skills.</p>	<p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>  <p>The educational impact of boys falling behind</p>	<p>1</p>
<p>Additional phonics using Read, Write, Inc resources targeted at disadvantaged pupils requiring further phonics support.</p>	<p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Education Technology</p>	<p>We need a greater depth of resourcing to maximise impact across the range of IT based resources we use in school. The GAT IT Strategy requires children to be able to access devices regularly for them to gain maximum benefit and skills. Research from the EEF and Sutton Trust Toolkit shows a potential gain of 4 months, for pupils using IT regularly at school.</p>	<p>1, 2, 3, 5, 6</p>
<p>To further enhance the Maths provision and progress.</p>	<p>Interventions targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or</p>	<p>1, 2, 5</p>

<ul style="list-style-type: none"> - Access to quality resources (NCETM) - First class at number intervention <p>Specific group interventions to address gaps in learning – QLAs to inform, alongside daily teacher assessment.</p>	<p>those falling behind, both one-to-one and small group sessions.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £35,840

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole academy staff training on behaviour management, de-escalation methods, developing our academy ethos and improving behaviour across academy.</p> <p>Ensuring zones of regulation used in each classroom.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Emotion Coaching</p> <p>PRICE training</p>	1, 2, 3, 4
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. We will also seek support from Peterborough Attendance Service</p> <p>https://www.peterborough.gov.uk/residents/schools-and-education/attendance</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>	1, 2, 3, 4
<p>YDP holiday camps</p>	<p>This ensures that children do not fall behind during lengthy holidays. Also, provides provision for any disadvantaged pupil at risk of becoming involved in antisocial behaviour over summer</p>	6, 7

	holidays.	
YDP clubs	Enrichment opportunities and the chance to develop new skills are fundamentally important for our PP children as they often lack these experiences outside of school.	6, 7
Part funding for trips and residential for Pupil Premium pupils	Although raising standards is our priority, we also believe that primary education is about care, compassion, and exciting learning opportunities. With this in mind, we have also used some pupil premium to support enhancing these areas for children	6, 7
To offer fruit to each pupil in school and milk to each PP child	Following Maslow's hierarchy of needs, the importance of the basic needs to be fulfilled is one of the physiological needs of each pupil, by ensuring that a pupil is fed this will mean that they are ready to learn.	6, 7
Breakfast club	Opportunity to get pupils into school before the start of the school day and ensuring they have had a good breakfast and are ready for learning.	6, 7
Uniform	EEF states wearing a uniform is not, on its own, likely to improve learning, it can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. We believe uniform creates a sense of belonging and pride. No child should be 'disadvantaged' because of home circumstance.	4, 6, 7

Total budgeted cost: £140,312

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.

Data shows:

- **(NHA vs National – All Pupils)**

We can see how Reading, Writing, and Maths dipped for NHA pupils in 24/25, while national averages stayed steady or improved slightly. Only the Combined measure remains above national.

- **(Academy PP vs Non-PP)**

PP pupils' attainment fell sharply in Writing and Maths, but the gap with Non-PP narrowed. In Combined, PP pupils actually matched Non-PP in 24/25.

- **(PP/NPP Gaps)**

Academy gaps are consistently smaller than national gaps. In Combined, the academy even flipped to a **positive gap (+2)**, meaning PP pupils outperformed Non-PP peers.

All Pupils (NHA vs National): NHA pupils are consistently below national averages, especially in Writing and Maths.

- PP vs Non-PP (Academy): Both groups are below national benchmarks, but the gap between them has narrowed.
- PP/NPP Gaps: Academy gaps are smaller than national gaps, showing progress in equity, though attainment remains low overall.

End of Key Stage 1

The academy is holding ground in Reading but falling behind in Writing and Maths. While equity improved slightly in Reading, disadvantaged pupils remain significantly behind in Writing and Maths, making these subjects the priority for intervention.

The academy's Greater Depth attainment is well above national averages overall, but disadvantaged pupils (PP) lag behind non-PP peers, especially in Writing and Maths. The focus should be on raising PP attainment to close these persistent gaps while sustaining strong overall performance.

Year 1 Phonics Screen

The number of pupils who are disadvantaged passing the Year 1 phonics screening was 67%, compared to 72% passing who are non-PP. 91% of Year 2 pupils who undertook the re-sits passed the phonics screening.

For a full breakdown of the data; please speak to the Academy.

Attendance

The target for attendance for PP pupils is 95% this figure was not met as it was 93.5% and compared with the rest of the school the attendance of these pupils is lower than those who are not PP. This will continue to be a priority for next year, working with families to support by offering breakfast clubs and Early Help Assessments to support challenges.

The well-being and mental health of our pupils is shown to be impacted by deprivation and environmental issues. This will continue to be a priority focus in our current strategy to ensure that all our children are able to both engage and access the curriculum by being prepared for their learning. We will continue to utilise the support offered by external interventions including the MHST (mental health support team) and internal interventions conducted by our pastoral lead.

Externally provided programmes

Programme	Provider
Accelerated Reader	https://www.renaissance.com/products/accelerated-reader/
Reading Eggs	https://readingeggs.co.uk/
PIXL	https://www.pixl.org.uk/
Widget	https://widgitonline.com/
NELI	https://www.teachneli.org/

TTRS	https://trockstars.com/
Write Stuff	https://www.thetrainingspace.co.uk/product/write-stuff/
Charanga	https://charanga.com/site/
Boxall	https://new.boxallprofile.org