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	410
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2026-2027
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Curtis White
Pupil premium lead	Frankie Shortland
Governor / Trustee lead	Vicci Godbold

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£179,390
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	£179,390

Part A: Pupil premium strategy plan

Statement of intent

At Newark Hill Academy, we are committed to ensuring that every disadvantaged pupil succeeds academically, socially, emotionally and personally. We recognise that some pupils face additional barriers to achievement, including lower attendance, gaps in language and communication development, literacy and numeracy attainment, social and emotional challenges, limited access to enrichment opportunities and wider factors that can impact readiness to learn. Removing these barriers is a collective responsibility shared by all staff.

Our ambition is that disadvantaged pupils achieve highly, attend regularly, develop positive wellbeing, and leave Newark Hill equipped with the knowledge, skills, confidence and character needed to thrive in secondary education and beyond. We are determined that disadvantage will never limit aspiration, opportunity or achievement.

At the heart of our strategy is a commitment to high-quality teaching. We believe that excellent classroom practice, underpinned by evidence-informed approaches and high expectations, has the greatest impact on improving outcomes for disadvantaged pupils. Through our ambitious, language-rich curriculum, adaptive teaching, explicit vocabulary instruction and carefully targeted support, we ensure disadvantaged pupils can access, engage with and excel across all aspects of school life.

Our Key Priorities

To address the challenges identified within our school community, we have prioritised the following areas:

1. **Improving attendance and reducing persistent absence**, ensuring disadvantaged pupils access their full entitlement to high-quality education and wider school experiences.
2. **Strengthening language, communication and vocabulary development**, enabling pupils to access learning confidently and succeed across the curriculum.
3. **Raising attainment and progress in reading, writing and mathematics**, ensuring disadvantaged pupils develop secure foundational knowledge and achieve outcomes in line with, and above, national expectations.
4. **Supporting pupils' social, emotional and mental wellbeing**, enabling pupils to regulate effectively, develop resilience and engage positively in learning.
5. **Enhancing inclusion, aspiration and enrichment opportunities**, ensuring disadvantaged pupils benefit from a wide range of cultural, sporting, leadership and personal development experiences.
6. **Strengthening partnerships with families**, enabling parents and carers to play an active role in supporting attendance, learning and wellbeing.

These priorities align closely with Newark Hill Academy's wider school improvement priorities and ensure that disadvantaged pupils benefit first from improvements in teaching, curriculum design, inclusion, attendance and personal development.

Our Approach

1. High-Quality Teaching

High-quality teaching is the cornerstone of our Pupil Premium strategy. We ensure disadvantaged pupils benefit from:

- Consistently high expectations and ambitious outcomes;
- Evidence-informed teaching strategies;
- A language-rich curriculum with explicit vocabulary instruction;
- Adaptive teaching that meets individual needs while maintaining high challenge;
- Effective assessment practices that identify misconceptions and inform responsive teaching;
- Ongoing professional development, coaching and instructional support for staff.

Through carefully planned curriculum design and strong classroom practice, disadvantaged pupils are supported to access, understand and retain key knowledge and skills across all subjects.

2. Targeted Academic Support

Where assessment identifies additional need, disadvantaged pupils receive targeted support designed to accelerate learning and close gaps quickly.

This may include:

- Structured phonics and reading interventions;
- Reading fluency and comprehension support;
- Speech, language and communication interventions;
- Precision teaching and structured tutoring;
- Small-group and individual academic support;
- Targeted mathematics interventions;
- Additional support for pupils with SEND who are also disadvantaged.

Interventions are matched to identified needs, monitored rigorously and reviewed regularly to ensure they deliver measurable impact.

3. Wider Strategies

Our wider strategies seek to remove barriers beyond the classroom and ensure disadvantaged pupils can fully participate in school life.

These include:

- Robust attendance systems and targeted attendance support;
- Family support and early help where needed;
- Relational and trauma-informed approaches to behaviour and wellbeing;

- Access to pastoral support and wellbeing provision;
- Enrichment opportunities including clubs, educational visits and residential experiences;
- Leadership, sport, arts and cultural opportunities;
- Financial support where required to ensure equitable access to opportunities;
- Initiatives that strengthen pupils' sense of belonging, aspiration and personal development.

These approaches help ensure pupils feel safe, valued, supported and empowered to succeed.

Key Principles of Our Pupil Premium Strategy

Evidence-Informed Practice

Our strategy is informed by educational research and the principles set out within the Education Endowment Foundation's guidance on effective use of Pupil Premium funding. Resources are directed towards approaches most likely to improve outcomes for disadvantaged pupils.

Collective Responsibility

Improving outcomes for disadvantaged pupils is everyone's responsibility. Leaders, teachers, support staff and governors share accountability for ensuring disadvantaged pupils achieve their very best.

Data-Driven Decision Making

We use attainment, attendance, behaviour, safeguarding and wellbeing information to identify barriers, evaluate impact and adapt provision. Decisions are responsive, precise and centred on pupil need.

Inclusive and Ambitious Curriculum

Our curriculum is designed to ensure all pupils, regardless of background, gain the knowledge, skills and cultural capital required for future success. We maintain high expectations and provide appropriate support to enable all pupils to achieve.

Strong Partnerships with Families

We recognise the crucial role families play in supporting children's success. Through effective communication, workshops, family support and collaborative working, we strengthen home school partnerships and ensure families are fully involved in their child's education.

At Newark Hill Academy, our Pupil Premium Strategy reflects our unwavering commitment to equity, excellence and opportunity. Through high-quality teaching, carefully targeted support and comprehensive wider strategies, we seek to improve attendance, strengthen communication and literacy, raise attainment, promote wellbeing and ensure every disadvantaged pupil can flourish and fulfil their potential.

This strategy is informed by:

- EEF Guide to the Pupil Premium
- EEF Teaching and Learning Toolkit
- EEF Effective Professional Development Guidance Report
- EEF Improving Literacy in KS1
- EEF Improving Literacy in KS2
- EEF Working with Parents to Support Children's Learning
- DfE Attendance Guidance
- Michael Rowland's – Leading Effective Disadvantage Provision

Challenges

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

Challenge number	Detail of challenge
1 **Attainment – Higher Standard focus**	**Lower attainment at greater depth in reading, writing and mathematics, particularly writing, resulting in combined outcomes below national figures** Internal Summer 2026 assessment data shows that: **Expected Standard or better** • 80% of non -disadvantaged pupils achieved ARE or better in Reading compared with 70% of disadvantaged pupils. • 68% of non -disadvantaged pupils achieved ARE in Writing or better compared with 56% of disadvantaged pupils. • 78% of non -disadvantaged pupils achieved ARE in Writing or better compared with 70% of disadvantaged pupils. **Greater Depth** • 22% of non -disadvantaged pupils achieved ARE or better in Reading compared with 11% of disadvantaged pupils. • 3% of non -disadvantaged pupils achieved ARE in Writing or better compared with 2% of disadvantaged pupils. • 19% of non -disadvantaged pupils achieved ARE in Writing or better compared with 10% of disadvantaged pupils. Although the gap between our disadvantages and non-disadvantaged in writing within our school is the smallest. Compared to National it shows it is the most significant challenge our children face.
2 **Language and Vocabulary**	**Gaps in vocabulary and weaknesses in language and communication hinder academic and personal success** Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps. Observations and internal assessments show that the gap between disadvantaged and non-disadvantaged pupils in this area is noticeable. Assessment data shows in EYFS a difference of 10% between these 2 groups being at Age Related Expectation in the area of Listening, Attention and Understanding and a difference of 11% in Speaking. The difference between the 2 groups also shows in EYFS reading, with a gap of 17%. This gap is seen to continue throughout school, when looking at reading assessments, and when observations and professional discussions take place

	focusing on communication and language. Our disadvantaged pupils may face a range of socio-economic and other barriers that can affect attainment over time. It is imperative we prioritise early identification and intervention, alongside high-quality adult-child interactions, to develop language and communication skills and minimise the impact of disadvantage from the earliest stages of education. This must also continue throughout school, to ensure any gaps continue to be closed throughout a child's time with us, and beyond.
3 **SEMH**	**Social, emotional, mental health and family-related barriers can impact readiness to learn, wellbeing, attendance and sustained academic success.** Assessments, observations and discussions with pupils and families have identified an increasing level of social, emotional and mental health (SEMH) need across the school. These challenges disproportionately affect disadvantaged pupils and can have a significant impact on their attendance, engagement, wellbeing and academic achievement. School records, pastoral monitoring and referral data indicate a sustained increase in the number of pupils requiring additional emotional and mental health support. The ongoing effects of the pandemic, alongside wider socio-economic pressures, have further intensified the challenges faced by some families and pupils. Many disadvantaged pupils experience a range of adverse circumstances which can affect their resilience, self-regulation, confidence and readiness to learn. Without timely support, these barriers can contribute to lower attainment, reduced attendance and fewer opportunities to fully access the wider curriculum. Addressing SEMH needs therefore remains a key priority within this strategy, ensuring that pupils are well supported to engage successfully in school, achieve positive outcomes and develop the skills needed to thrive both now and in the future.
4 **Attendance**	**Lower attendance and higher levels of persistent absence among disadvantaged pupils.** Attendance assessments, observations and discussions with pupils have identified that many of our disadvantaged pupils experience a range of barriers which can impact upon their learning, participation in school life and opportunities beyond the school gate. Some pupils face complex socio-economic circumstances, alongside additional vulnerabilities, which may place them at greater risk of lower attendance over time. Our attendance data over the last three years indicates that whole-school attendance has remained at least in line with, and often above, national averages. Attendance for disadvantaged pupils is also higher than the national average for disadvantaged pupils. Despite these strengths, analysis of attendance data and

	pastoral records highlights that SEMH needs and SEND are significant factors contributing to absence for some pupils. Improving attendance remains a whole-school priority. While attendance outcomes are strong, we recognise that reducing persistent absence and securing consistently high attendance for all pupils, particularly those who are disadvantaged and/or have additional needs, is essential. We know that regular attendance enables pupils to fully access high-quality teaching, experience success in the classroom and benefit from the wider opportunities school provides, ultimately improving their life chances and future outcomes.

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
Attendance for disadvantaged pupils improves and persistent absence reduces, ensuring pupils access their full entitlement to high-quality education, wider opportunities and experiences that support future success.	• Attendance for disadvantaged pupils is at least in line with national averages. • The gap in attendance between disadvantaged pupils and their peers is reduced or eliminated. • Persistent absence among disadvantaged pupils decreases over time. • More disadvantaged pupils attend school regularly and are able to fully access learning and enrichment opportunities.
Disadvantaged pupils develop strong language, communication and vocabulary skills, enabling them to engage confidently in learning, access the full curriculum and communicate effectively.	• Disadvantaged pupils demonstrate improved vocabulary acquisition and use of ambitious language across the curriculum. • Pupils requiring language and communication support make strong progress from their starting points. • Increased confidence is evident in discussion, oracy and pupil voice. • Language development contributes to improved attainment across the wider curriculum.
Disadvantaged pupils achieve strong outcomes in reading, writing and mathematics, including an increased proportion achieving greater depth.	• The proportion of disadvantaged pupils achieving age-related expectations increases across reading, writing and mathematics. • The proportion of disadvantaged pupils achieving greater depth increases across reading, writing and mathematics, particularly in writing. • Attainment gaps between disadvantaged and non-disadvantaged pupils continue to reduce. • Disadvantaged pupils make at least expected progress from their starting points. • End of Key Stage outcomes compare favourably with national disadvantaged outcomes.

Disadvantaged pupils demonstrate positive wellbeing, emotional resilience and self-regulation, enabling them to engage successfully in learning and school life.	• Pupils access timely and effective support for SEMH needs. • Pupil voice, observations and pastoral data demonstrate improved wellbeing and engagement. • Pupils show increased confidence, resilience and readiness to learn. • SEMH barriers to learning are identified and addressed effectively.
Disadvantaged pupils participate fully in the wider life of the school and benefit from a broad range of enrichment, cultural, sporting, leadership and personal development opportunities.	• Participation rates for disadvantaged pupils in clubs, visits, residentials and enrichment opportunities increase. • Disadvantaged pupils are well represented in leadership, pupil voice and responsibility roles. • Pupils demonstrate increased aspiration, confidence and cultural capital. • Financial disadvantage does not prevent pupils from accessing key experiences.
Strong partnerships with families support improved attendance, learning, wellbeing and engagement for disadvantaged pupils.	• Parents and carers engage positively with school support, communication and intervention programmes. • Families are equipped to support learning, attendance and wellbeing at home. • Home-school communication strengthens pupil outcomes and engagement. • Increased parental engagement contributes to improved attendance, progress and wellbeing for disadvantaged pupils.

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: £84,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continual refinement of the Newark Hill Teaching and Learning Framework through quality assurance, coaching and professional development.	High-quality teaching is the most important in-school factor in improving outcomes for disadvantaged pupils. The EEF's Effective Professional Development and Implementation guidance highlights the importance of consistent, evidence-informed classroom practice. Hattie's research identifies Collective Teacher Efficacy (1.57) as one of the highest-impact influences on pupil achievement.	1, 2, 4
Further development of the NCETM Mastering Number programme, Maths Hub professional development and ongoing mathematics subject leadership development.	The EEF's Improving Mathematics guidance highlights the importance of developing number sense, fluency, mathematical reasoning and problem solving. Mastering Number aims to secure firm mathematical foundations and reduce future attainment gaps.	1
Continued investment in Read Write Inc. and high-quality phonics teaching, including leadership development, coaching and quality assurance.	The EEF Toolkit identifies Phonics as having an average impact of +5 months, particularly benefitting disadvantaged pupils by developing early reading accuracy and fluency. Strong early reading is critical to future academic success.	1, 2
Whole-school focus on communication, language and vocabulary development through high-quality adult-pupil interaction, explicit vocabulary instruction and language-rich learning environments.	Oral Language Interventions are associated with approximately +6 months additional progress. Strong language development underpins success across the curriculum and is particularly important for disadvantaged pupils. Hattie identifies classroom discussion (0.82) as having a significant impact on achievement.	1, 2
Further development of Newark Hill's writing approach through explicit modelling, shared writing, sentence-level instruction and opportunities for purposeful writing across the curriculum.	The EEF's Improving Literacy guidance highlights the importance of modelling, scaffolding and structured writing instruction. Consistent approaches support pupils to become confident and effective writers.	1, 2
Continued refinement of an adaptive and inclusive teaching framework to ensure all pupils,	Effective adaptive teaching enables teachers to respond to pupils' needs through scaffolding, questioning, responsive teaching	1, 2, 4

including disadvantaged pupils and those with SEND, can successfully access the curriculum.	and appropriate levels of challenge. Inclusive classroom practice is essential in reducing attainment gaps and improving engagement.	
Further developing metacognitive and self-regulation strategies through the Newark Hill Teaching and Learning Framework.	The EEF identifies Metacognition and Self-Regulation as having an average impact of +7 months. Explicitly teaching pupils how to plan, monitor and evaluate their learning is particularly beneficial for disadvantaged learners. Hattie identifies self-regulation (0.54) as a significant influence on attainment.	1, 4
Continued investment in instructional coaching, professional development and leadership opportunities through Step Lab coaching.	Evidence suggests that instructional coaching is one of the most effective forms of professional development for improving classroom practice. Developing teacher expertise leads to improved pupil outcomes, particularly for disadvantaged pupils. Hattie identifies teacher credibility (0.90) and instructional leadership (0.42) as positive influences on achievement.	1, 2, 4

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

Budgeted cost: £39,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective teaching of Phonics - Read Write Inc	Read Write Inc. is used consistently from EYFS to KS1 to provide a systematic, evidence-informed approach to teaching phonics, reading, writing and communication. The EEF identifies phonics as an approach that can deliver an significant progress (+5 months), while Hattie's Visible Learning research reports a high effect size (0.70) for phonics instruction. This makes it a particularly effective strategy for improving literacy outcomes and closing attainment gaps for disadvantaged pupils.	1,2
Accurate identification of literacy gaps, and followed support with effective interventions – Lexonik	Lexonik is used as a targeted literacy intervention to accelerate reading, vocabulary, fluency and communication skills for pupils requiring additional support. Its structured approach aligns with EEF recommendations around phonics, vocabulary and literacy intervention (+4 months). Independent evaluation by the National Literacy Trust found significant improvements in decoding ability, while Hattie's Visible Learning research identifies phonics (0.70), vocabulary (0.62) and repeated reading (0.75) as highly effective approaches for raising attainment and closing disadvantage gaps.	1,2
Ensuring a consistent approach to handwriting is taught supporting fluent transcription – Kinetic Letters	Kinetic Letters is used across the school to develop handwriting automaticity, fluency and stamina through a structured programme focused on physical development, letter formation and flow. This supports pupils in dedicating more cognitive capacity to vocabulary, composition and communication. The approach aligns with EEF guidance on promoting fluent written transcription and Hattie's research on deliberate practice (0.79), teacher clarity and the importance of automatic foundational skills in improving attainment.	1,2

Identifying language and communication gaps, and supporting the closing of these – Speech Links	Speech Link is used to identify and support pupils with speech, language and communication needs through early screening, targeted intervention and staff training. By developing speech, listening, vocabulary and communication skills, the programme strengthens the foundations for reading, writing and learning across the curriculum. This aligns with EEF guidance on oral language development (+ 6 months) and Hattie's research highlighting the impact of classroom discussion (0.82), teacher clarity and targeted intervention on pupil outcomes.	1,2
Ensuring effective assessment occurs and teachers are aware of specific gaps - PIXL	PiXL is used to identify learning gaps, provide targeted intervention and monitor pupil progress through its Diagnose, Therapy, Test and Revisit (DTTR) model. This evidence-informed approach enables teachers to respond precisely to pupils' needs, particularly those who are disadvantaged. It aligns with EEF recommendations (+ 4 months) on assessment and targeted intervention, and with Hattie's research highlighting the impact of feedback, teacher clarity (0.75) and responsive teaching on pupil outcomes.	1,2
Ensure that deliberate practice occurs in areas of weakness – Times Table Rockstars	Times Tables Rock Stars is used to develop rapid recall and fluency in multiplication and division facts through regular retrieval practice and adaptive learning. Secure times table knowledge reduces cognitive load and enables pupils to engage more successfully with higher-level mathematical concepts. This aligns with EEF evidence around mathematical fluency and mastery (+5 months), alongside Hattie's research highlighting the impact of deliberate practice (0.79), feedback and automaticity on pupil achievement.	1
Booster Sessions focussing on a specific area of weakness	Targeted booster sessions are used to address identified gaps in learning and accelerate progress in reading, writing and mathematics. Delivered in small groups (+4 months) and informed by ongoing assessment, these sessions provide focused teaching, feedback and practice to help pupils secure key knowledge and skills. This approach aligns with EEF recommendations on targeted academic support and Hattie's research highlighting the impact of response to	1,2

	intervention (1.79), feedback and deliberate practice on pupil achievement.	

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

Budgeted cost: £55,730

Activity	Evidence that supports thisapproach	Challenge number(s) addressed
Part-time Attendance Officer and Family Support Worker providing attendance monitoring, first-day response, home visits, attendance plans, Early Help intervention, family support and multi-agency working.	The EEF identifies parental engagement and attendance-focused interventions as important components in addressing barriers to learning. Improving attendance increases access to high-quality teaching and is strongly associated with improved attainment. EEF evidence suggests parental engagement approaches can deliver approximately +4 months additional progress when effectively implemented. John Hattie identifies strong home-school partnerships as having a significant positive impact on pupil achievement (effect size 0.49).	3, 4
Robust attendance systems including attendance panels, individual attendance plans, rewards for improved attendance and targeted support for persistent absence.	DfE guidance highlights that schools achieving sustained improvements in attendance take a strategic, early intervention approach. Improved attendance is associated with better academic outcomes, stronger engagement and reduced risk of future disadvantage. Hattie identifies student engagement and expectations as key contributors to successful outcomes.	3, 4
Full-time Pastoral Leader delivering targeted pastoral support, safeguarding intervention, mentoring and family liaison.	Research demonstrates that targeted pastoral support can improve attendance, behaviour, engagement and wellbeing. The EEF highlights that effective pastoral systems form an important part of wider strategies that support pupils to access learning successfully. Strong relationships are identified by Hattie as a significant driver of pupil success (Teacher-Student Relationships 0.48).	3, 4
Targeted SEMH interventions, mentoring programmes and personalised support for vulnerable pupils.	The EEF Toolkit identifies Social and Emotional Learning as having a positive impact on academic outcomes (+4 months), while also supporting self-regulation, resilience and wellbeing. Hattie identifies self-regulation (0.54) and metacognitive approaches (0.69) as significant influences on achievement.	3, 4
Trained ELSA provision	Evidence indicates that early	3, 4

providing individual and small-group interventions to develop emotional literacy, self-regulation, resilience and wellbeing.	intervention for emotional wellbeing can improve engagement, behaviour and readiness to learn. ELSA approaches align closely with EEF recommendations regarding social and emotional learning and provide targeted support for pupils experiencing barriers linked to SEMH needs.	
Funding educational visits, residential experiences and curriculum enrichment to ensure disadvantaged pupils can fully participate in all aspects of school life.	Access to enriching experiences supports personal development, aspiration, engagement and cultural capital. Research suggests participation in wider enrichment opportunities improves motivation, school engagement and confidence. Hattie identifies educational experiences beyond the classroom as contributing positively to engagement and attainment.	4
Subsidised extracurricular clubs and wider enrichment opportunities to remove financial barriers to participation.	Participation in enrichment activities supports belonging, confidence, wellbeing and engagement with school. The EEF highlights the importance of ensuring disadvantage does not limit access to wider opportunities that support personal development and aspiration.	4
Monitoring participation of disadvantaged pupils in clubs, trips, leadership opportunities and wider school experiences, with targeted support provided where necessary.	Regular monitoring helps ensure disadvantaged pupils access opportunities equitably and benefit from the wider curriculum. This supports Ofsted's emphasis on personal development and helps remove barriers linked to socio-economic disadvantage.	3, 4
Targeted family engagement initiatives, workshops and support to strengthen learning behaviours and engagement at home.	The EEF reports that parental engagement can lead to an average of +4 months additional progress. Effective partnerships between school and families support attendance, attitudes to learning and academic achievement. Hattie identifies parental involvement as a positive influence on educational outcomes (0.50).	3, 4
Contingency funding to respond rapidly to unforeseen barriers affecting attendance, wellbeing, participation or engagement.	Schools that can provide timely support are better placed to remove emerging barriers before they become entrenched. This flexible approach enables tailored intervention based on individual pupil need and aligns with effective practice identified within disadvantaged pupil research.	3, 4

Total budgeted cost: £143,772

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Our Pupil Premium Strategy was evaluated using a broad range of evidence, including statutory assessment outcomes, internal assessment information, attendance analysis, intervention evaluations, pupil voice, behaviour monitoring and quality assurance activities. This enabled leaders to evaluate both academic outcomes and the wider personal development, attendance and wellbeing of disadvantaged pupils.

Achievement and Attainment

Disadvantaged pupils at Newark Hill Academy achieved outcomes that demonstrate a number of positive strengths while also identifying areas for continued improvement. At the end of Key Stage 2, 68% of disadvantaged pupils achieved the expected standard in reading, 71% achieved the expected standard in writing and 62% achieved the expected standard in mathematics. The proportion of disadvantaged pupils achieving the expected standard in reading, writing and mathematics combined was 59%.

When compared with national outcomes for all pupils, disadvantaged pupils at Newark Hill Academy performed particularly well in writing. In reading, 68% of disadvantaged pupils achieved the expected standard compared with 74% nationally, a difference of 6 percentage points. In writing, 71% achieved the expected standard compared with 72% nationally, a difference of just 1 percentage point. Mathematics outcomes showed 62% of disadvantaged pupils achieving the expected standard compared with 73% nationally, resulting in an 11 percentage point difference. The combined reading, writing and mathematics outcome of 59% was close to the national figure of 62%, with a difference of only 3 percentage points.

Greater Depth outcomes showed that disadvantaged pupils were capable of achieving highly in some areas. In reading, 21% of disadvantaged pupils achieved Greater Depth compared with 28% nationally. In mathematics, 24% achieved Greater Depth, matching the national average. However, no disadvantaged pupils achieved Greater Depth in writing, compared with 13% nationally. Similarly, no disadvantaged pupils achieved the higher standard in the combined reading, writing and mathematics measure, compared with 8% nationally. Increasing the proportion of disadvantaged pupils attaining Greater Depth remains an important priority for the academy.

Despite these attainment differences, assessment information, work scrutiny and pupil progress reviews indicate that disadvantaged pupils are increasingly successful in accessing the full curriculum and making progress from their starting points. The academy's focus on high-quality teaching, targeted intervention and wider pastoral support has contributed to stronger outcomes across the curriculum. Writing outcomes are particularly encouraging, with disadvantaged pupils achieving results broadly in line with national expectations.

Whole-school measures provide further evidence of strength. In the Multiplication Tables Check, 47% of disadvantaged pupils achieved full marks (25/25), exceeding the national figure of 37% by 10 percentage points. In the Year 1 Phonics Screening Check, 75% of disadvantaged pupils met the expected standard compared with 82% nationally. In the Early Years Foundation Stage, 63% of disadvantaged pupils achieved a Good Level of Development compared with 72% nationally. These outcomes demonstrate that disadvantaged pupils at Newark Hill Academy are achieving outcomes that are often close to, and in some cases exceed, national figures. The academy will continue to focus on accelerating progress in reading and mathematics and increasing the proportion of pupils achieving Greater Depth standards, particularly in writing and across the combined Key Stage 2 measures.

Whole-school outcomes in 2025-26 demonstrate the continued strength of Newark Hill Academy's curriculum, teaching and wider support provision. Pupils achieved outcomes that were at or above national averages across the majority of key performance measures. At Key Stage 2, 70% of pupils achieved the expected standard in reading, writing and mathematics combined, exceeding the national figure of 63%. In the Multiplication Tables Check, 53% of pupils achieved full marks, significantly above the national outcome of approximately 43%. Strong foundations were also evident in the early years and phonics, with 90% of pupils passing the Year 1 Phonics Screening Check compared with 82% nationally, and 75% achieving a Good Level of Development in the Early Years Foundation Stage, above the national figure of 72%. These outcomes reflect the positive impact of the academy's focus on high-quality teaching, a well-sequenced curriculum and effective pastoral support. While the proportion of pupils achieving the higher standard in Key Stage 2 combined measures remains an area for further development, the overall picture is one of strong achievement, with pupils consistently performing above national benchmarks and leaving each stage of their education well prepared for future learning.

Language Development and Reading

The Academy’s focus on communication, language and early reading continued to have a highly positive impact throughout 2025-26. Targeted speech, language and communication support, including the effective implementation of Speech Link, enabled pupils with identified language needs to receive timely intervention and personalised support. Assessment information and intervention reviews demonstrate that these approaches supported accelerated language development, improved communication skills and strengthened pupils’ ability to access the wider curriculum.

Leaders also identified significant strengths in the teaching of early reading and phonics. The successful implementation of Read Write Inc. Phonics, alongside targeted reading support and the promotion of reading for pleasure, contributed to strong outcomes for disadvantaged pupils and their peers. In 2025-26, 90% of pupils met the expected standard in the Year 1 Phonics Screening Check, placing outcomes above the national average and demonstrating the effectiveness of the Academy’s commitment to ensuring pupils become confident and fluent readers. These strong foundations in language and literacy have supported pupils to engage more successfully across all areas of learning and have contributed positively to wider curriculum outcomes.

Attendance

Attendance remained a significant focus throughout 2025-26 and leaders judge that the actions taken have had a positive impact. The Academy achieved an overall attendance rate of 95.7% which was above national attendance figures of 94.7% for primary schools. Attendance for disadvantaged pupils reached 94.3%, demonstrating strong engagement with education and remaining significantly above national attendance figures for disadvantaged pupils. Attendance for disadvantaged pupils remained below that of non-disadvantaged pupils within the Academy (96.4%), leaving a gap of 2.1 percentage points, although this gap remains substantially narrower than that seen nationally.

Evidence from attendance reviews indicates that sustained support, including targeted casework, attendance panels, home visits, early-help support and multi-agency working, has helped improve attendance for vulnerable pupils and families. Leaders have established robust systems to identify barriers early and provide targeted interventions which are regularly reviewed for impact.

The Academy has also been successful in reducing and maintaining low levels of persistent absence. In 2025-26, persistent absence amongst disadvantaged pupils was 7.3%, significantly below national figures for disadvantaged pupils and well below national persistent absence levels overall. This reflects the impact of proactive attendance monitoring, strong relationships with families and a culture that promotes the importance of regular attendance.

Leaders recognise that attendance remains a key priority and continue to work closely with families to secure the highest possible attendance for all pupils. However, the Academy's attendance outcomes, particularly for disadvantaged pupils and persistent absence, demonstrate that the strategy has had a measurable and sustained impact on improving pupils' access to education and enabling them to benefit fully from the curriculum.

Personal Development, Behaviour and Wellbeing

Disadvantaged pupils benefited from a wide range of pastoral, emotional and wellbeing support throughout the academic year. School monitoring demonstrates strong levels of engagement, positive behaviour and readiness to learn. Pupils accessing targeted support showed improvements in emotional literacy, confidence, resilience and self-regulation.

Pupil voice evidence remained highly positive, with the overwhelming majority of pupils reporting that they feel safe, valued and supported within the Academy. Leaders therefore judge that the school's approaches to inclusion, belonging and wellbeing are highly effective and continue to contribute positively to pupils' personal development and engagement in learning.

Enrichment and Wider Opportunities

A significant strength of the Academy's strategy is the breadth of enrichment opportunities available to disadvantaged pupils. Participation rates in clubs, educational visits and wider experiences remained high, with disadvantaged pupils participating at least as well as, and in many cases better than, their peers.

Leaders ensured that financial barriers did not prevent pupils from accessing educational visits, extracurricular activities and wider curriculum opportunities. Through these experiences, pupils developed cultural capital, confidence, leadership skills and aspirations, contributing positively to both personal development and academic success.

Overall Evaluation of the Strategy

As leaders, our judgement is that the strategy has been highly effective in addressing many of the barriers faced by disadvantaged pupils. Strongest areas of impact include:

- Improvements in communication, language and vocabulary development through targeted support and intervention.
- Strong phonics outcomes, with 90% of pupils achieving the expected standard and outcomes exceeding national averages.
- High attendance outcomes overall, including attendance for disadvantaged pupils that remains above national disadvantaged attendance figures.
- Very low levels of persistent absence compared with national figures.
- Positive outcomes in behaviour, wellbeing and personal development.
- High participation in enrichment activities and wider opportunities.

The evidence demonstrates that disadvantaged pupils are benefiting from an ambitious curriculum, effective teaching, strong pastoral provision and carefully targeted support. Remaining priorities focus on further improving writing and mathematics outcomes, continuing to strengthen attendance, and further reducing attainment differences between disadvantaged and non-disadvantaged pupils. These priorities directly inform the Academy's 2026-27 Pupil Premium Strategy and Academy Improvement Plan.

Externally provided programmes

Programme	Provider
Kinetic Letters	
Reading Eggs	https://readingeggs.co.uk/
PIXL	https://www.pixl.org.uk/
Widget	https://widgitonline.com/
Speech Links	
TTRS	https://ttrockstars.com/
Charanga	https://charanga.com/site/
Lexonik	
Read Write Inc	