

Pupil premium strategy statement 2025 - 2026

This statement details our school's use of pupil premium for the 2025 to 2026 academic year 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	Newfield Primary School
Number of pupils in school	236 (November 2025)
Proportion (%) of pupil premium eligible pupils	108 pupils 46% (November 2025)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-2026
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Sarah Bolt
Pupil premium Lead	Sandra To
Governor / Trustee lead	Sam Couldrick

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£168,165
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	£168,165

Part A: Pupil premium strategy plan

Statement of intent

At Newfield, our aim is to enable every child to fulfil their learning potential through an education that meets their individual needs, helping them develop the skills, knowledge and personal qualities essential for life and work.

Pupil Premium funding is used to support disadvantaged pupils and to help reduce the attainment gap between them and their peers. At Newfield, we use this funding to enhance the quality of teaching and improve outcomes for disadvantaged pupils. In doing so, we also benefit pupils who are not eligible for the funding, including families with no recourse to public funds and those experiencing multiple forms of deprivation.

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories that are aligned with the Education Endowment Foundation's pupil premium guide which include:

1. Teaching - Spending on improving teaching which includes professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving.
2. Targeted academic support - providing targeted academic support for one-to-one or small group intervention to classroom teaching for disadvantaged pupils.
3. Wider strategies – identifying and supporting significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.

Challenges

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

Challenge number	Detail of challenge
1	Closing the attainment gap between disadvantaged pupils and their peers, particularly for greater depth , and ensure that they meet or exceed national expectations in all subjects.
2	Providing targeted academic support for pupils who are not making expected progress from their starting points.
3	Addressing non-academic barriers to attainment such as behaviour, cultural capital, mental health and wellbeing.
4	Investing in training and development to improve and enhance quality first teaching.
5	Improving parental engagement and children's readiness to learn, and their attendance and punctuality.

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 attain at least in line with their peers in all subjects. Disadvantaged pupils meet or exceed national expectations at the end of EYFS, KS1 and KS2, particularly in greater depth.	<ul style="list-style-type: none"> Regular core tracking meetings to track attainment and progress of pupils, as well as identify next steps. Teachers and leaders use assessment well, following the school's robust assessment procedures and timeline. Teachers use assessment to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Internal and external assessment data indicates that pupils attain in line with their peers nationally at expected and greater depth. High standards of work evident in books across all subjects. There is high academic ambition for all pupils. Resources support home learning- ensuring no child is disadvantaged as a result of not having appropriate resources. The 2-year AllChild programme supports each child's unique strengths, needs and aspirations. Pupils' academic development is significantly improved.
Disadvantaged pupils make accelerated progress from their starting points and attain at least in line with their peers.	<ul style="list-style-type: none"> Disadvantaged pupils know more, remember more and are able to do more from their starting point. High standards of work evident in books across all subjects. Internal and external assessment data indicates that pupils attain in line with, or above their peers nationally. Quality interventions are in place and regularly monitored for key pupils. Resources support home learning- ensuring no child is disadvantaged as a result of not having appropriate resources.
The school has a culture of positive mental wellbeing and pupil's mental health is a priority. All pupils are equipped with the knowledge, skills and tools to thrive in the modern world.	<ul style="list-style-type: none"> Pupils know who they can talk to when they need support. There is a consistent approach to mental health and well-being across the school. Staff support pupils to understand their emotions and respect the feelings of those around them. Key pupils attend the free Breakfast and After School Clubs which supports their mental health and well-being.

	<ul style="list-style-type: none"> • The 2-year AllChild programme supports each child's unique strengths, needs and aspirations. Pupils social and emotional development is significantly improved.
Continue to develop teachers' subject knowledge and pedagogy through high quality professional development.	<ul style="list-style-type: none"> • Quality first teaching ensures the vast majority of pupils do not require any longer-term interventions in order to catch-up to diminish gap in learning • Teachers have an increased level of confidence in meeting the needs of their pupils and delivering content and subject knowledge. • CPD is effective and has a positive impact on pupils' outcomes. • RWInc training is implemented effectively in school and pupils make good progress in reading.
There is demonstrable improvement in the attendance and punctuality of pupils who have particular needs.	<ul style="list-style-type: none"> • Attendance data indicates that attendance and punctuality is improving. • Pupils who may be disadvantaged or have additional needs or barriers to learning are identified. • Every pupil reaches the school attendance target of 95%. • Timely meeting with parents of pupils with poor attendance. • A 'sharper focus' on tracking attendance-Trackit app, daily and weekly checks. • Attendance is high profile – attendance board and trophy, regular reminders in school newsletters, parents provided with half termly attendance percentage for their child/children. • Half termly attendance parties for pupils achieving 95% or above. • Disadvantaged pupils' attendance in line with non-disadvantaged pupils nationally. These groups are tracked regularly and meetings are held with families alongside the Educational Welfare Officer to target poor attendance, persistent absence and poor punctuality.

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

Budgeted cost: £11,504

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics Invest in RWInc training, including leadership development days.</p> <p>£1725 (RWI Subscription and 2 development days)</p>	<p>Read Write Inc. Phonics teaches children to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly, and compose their ideas step-by-step.</p> <p>What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development (Education Endowment Fund).</p> <p>Overall, the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial.</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics EEF</p>	1,2 and 4
<p>Reading Invest in Destination Reader subscription and CPD £420</p>	<p>Destination Reader is a pedagogical based approach to teaching reading through engaging daily, structured sessions that support children to read with greater understanding, enjoyment and purpose. The approach includes:</p> <ul style="list-style-type: none">• Building a whole school reading ethos• Progression and assessment of reading strategies• Interactive lessons with clear modelling and discussion to develop comprehension	

	<ul style="list-style-type: none"> • Learning behaviours to ensure supportive and purposeful partner talk • Teaching and modelling of written comprehension strategies to build active readers who can interpret questions <p>The reading framework Reading comprehension strategies EEF</p>	
Oracy £2430 Early Talk Boost £575	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions EEF</p>	
National College Subscription <ul style="list-style-type: none"> • National Online Safety Training • Safeguarding updates • Mental Health and Wellbeing £1244	<p>Safeguarding is the number 1 priority in a school setting and developing a strong safeguarding culture can only be achieved through equipping school staff, parents and children with the knowledge they need to understand dangers, how to keep themselves and other safe, and how best to respond should an incident arise. It is crucial, therefore, that schools focus all their resources (not just the Pupil Premium) on proven ways of improving knowledge of safeguarding procedures through professional development courses and feedback methods (Education Endowment Fund)</p>	1,2,3 and 4
Other CPD to improve the quality of teaching <ul style="list-style-type: none"> • Harlesden HT Conferences • SEND courses- Autism training, ELSA, Thrive • Subject leaders termly meetings • Early Years courses • Statutory writing assessment and moderation Best Brent CPD courses £3110 Other CPD £2000	<p>High-quality teaching is central to improving pupils' outcomes and evidence shows it can reduce the disadvantage gap. Recent national reforms (e.g., the Early Career Framework and National Professional Qualifications) reflect a strong and growing consensus that effective professional development (PD) is a key lever for improving classroom practice and attainment.</p> <p>PD requires time and resources, so it must be carefully designed, selected, and implemented to ensure value and impact given teachers' competing demands.</p> <p>EEF-Effective-Professional-Development-Guidance-Report.pdf</p>	1,2,3 and 4

Targeted academic support

Budgeted cost: £64,868

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 and small group interventions run by HLTA and TAs £2,830</p> <p>Booster sessions and targeted support £23,574</p> <p>Additional Phonics and MTC boosters £3464</p>	<p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress.</p> <p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy. (Education Endowment Fund)</p> <p>Small group tuition EEF One to one tuition EEF</p>	1,2
<p>Additional staffing £35,000</p>	<p>Teaching assistants offer increase support in lessons and to deliver support through small-group interventions, particularly in literacy and numeracy. Through effective and regular CPD, teaching assistants are equipped with the skills and knowledge to support pupils well. Teaching assistants can provide a large positive impact on learner outcomes. (Education Endowment Fund)</p> <p>Teaching Assistant Interventions EEF</p>	1,2 and 4

Wider strategies

Budgeted cost: £89,215

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>AllChild £21,000</p>	<p>AllChild are an organisation who help children and people build the relationships and skills they need to get on track socially, emotionally and academically to thrive into</p>	1, 2, 3

	<p>adulthood. They do this by building trusting relationships, providing specialist support and joining up each child's support system, including families, schools and local organisations, to deliver a personalised 2-year support plan for each child.</p> <p>AllChild states that 92% of children tell them that they feel they can ask their Link Worker for support when needed and 83% of parents see an increase in their child's confidence during the programme. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year (Education Endowment Fund)</p> <p>Social and emotional learning EEF</p>	
<p>Additional SEND resources, visits e.g. EP, dyslexia assessments</p> <p>Widget £295 Edukey £950 Nessy £1000 BSquared annual subscription £290 annual renewal</p>	<p>Similar to Limpsfield Grange School (EEF guide) for pupils with special educational needs, deprivation is part of the broader context for many of our school's families. Therefore, the Pupil Premium is used to help pupils and families to overcome the dual barriers of special educational needs and socio-economic disadvantage.</p>	1,2,3,5
<p>Free Breakfast Club and After School Club Places Breakfast After school £50,499</p>	<p>Qualitative data showed that extracurricular activities give young people the confidence to interact socially with others, extend their social networks beyond existing friendship groups, and provide them with new skills and abilities. Some also perceive them as important for their long-term career aspirations as well as useful in building stronger university and job applications. (Department of Education and Institute for Policy Research, University of Bath - Unequal Playing the Field Report)</p>	1,2,3
<p>Extra-curricular clubs Gardening Club Sensory circuits Art Club Free sports after school Sports clubs</p>	<p>Qualitative data showed that extracurricular activities give young people the confidence to interact socially with others, extend their social networks beyond existing friendship groups, and provide them with new skills and abilities. Some also perceive them as important for their long-term career aspirations as well as useful in building stronger university and job applications. (Department of Education and Institute for Policy Research, University of Bath - Unequal Playing the Field Report)</p>	1,2,3

<p>£5400 sports clubs</p> <p>£3406 Gardening club and sensory circuits</p>		
<p>National School Breakfast Programme</p> <p>Breakfast Bagels</p> <p>£5,625</p>	<p>An EEF report on breakfast programmes found that offering pupils in primary schools a free and nutritious meal before school can boost their reading, writing, and maths attainment by an average of two months' additional progress in Key Stage 1.</p> <p>The National Schools Breakfast Programme (NSBP) encouraged schools to consider alternative breakfast provision models, including a healthy 'grab and go' breakfast in the playground or school entrance. The alternative model promoted by the NSBP reached more pupils, required less staffing and were cheaper.</p>	1,2,3
<p>Attendance</p> <ul style="list-style-type: none"> • Attendance trophy • Rewards and certificates • Prizes • Attendance party <p>£750</p>	<p>The DfE publications on Working together to improve school attendance provides statutory guidance on how to improve school attendance</p> <p>Working together to improve school attendance - GOV.UK</p>	1,2, 5
<p>Cultural capital opportunities (trips, workshops etc)</p> <p>£2578</p>	<p>Enrichment opportunities help develop social skills and a positive attitude to school.</p> <p>The EEF suggests that enrichment activities can have a positive impact on academic outcomes in other areas of the curriculum. These can enhance students' progress by an additional 3 months. In addition, the EEF found that wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. (Education Endowment Fund)</p>	1,3

Total budgeted cost: £168,165

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.

Assessment	All pupils (percentage at age-related expectation or above)	Disadvantaged (percentage at age-related expectation or above)	All National (percentage at age-related expectation or above)
Early Years Foundation Stage Profile	59%	56% TBC nationally	69% TBC
Year 1 Phonics Check	67%	50% 67% national	80%
Year 2 Phonics retake	31% (pupils who retook passed) 87% passed by the end of KS1	67% (disadvantaged pupils who retook passed) 94% disadvantaged pupils passed by the end of KS1.	89% passed by the end of KS1
Year 4 Multiplication Check	56% (15/27) full marks 70% (19/27) (20 marks or more) Ave. mark: 20.7	55% (10/18) full marks 67% (12/18) (20 marks or more)	37% full marks Ave. mark: 21
End of KS2 attainment	Reading: 77% Writing: 74% Maths: 81% Combined: 74%	Reading: 67% National 63% Writing: 67% National: 59% Maths: 73% National: 61% Combined: 67% (national 47%)	Reading: 75% Writing: 72% Maths: 74% Combined: 62%
End of KS2 attainment Higher standard	Reading: 26% Writing: 3% Maths: 19% Combined: 3%	Reading: 20% Writing: 0% Maths: 27% Combined: 0% National combined: 4%	Reading: 33% Writing: 13% Maths: 26% Combined: 8%

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

To help us gauge the performance of our disadvantaged pupils we compared results of disadvantaged and non-disadvantaged pupils at school and at national level.

Results from our data suggests the following:

EYFS Data: Pupils in receipt of Pupil Premium funding in the Early Years achieved similarly in comparison to all pupils in the cohort. However, the overall percentage of pupils achieving GLD is lower than the previous year. Going forward, pupils in receipt of Pupil Premium funding who did not achieve GLD will be targeted for additional interventions such as 1:1 tutoring to help them close the gap. There will also be increased focus on early phonics and interventions to ensure pupils consolidate knowledge of letters sounds and blending early on in the academic year.

Phonics data: By the end of KS1, a higher percentage of disadvantaged pupils had passed the Phonics Screening Check compared to predicted national figures. We will continue to rigorously monitor the delivery of the phonics programme (RWI) to ensure high quality phonics teaching across the groups. We will also put in place early interventions and additional reading support to ensure pupils catch up and meet or exceed age-related expectations by the end of the year.

MTC data: Disadvantaged pupils achieving full marks or 20 marks and more is broadly similar to all pupils in the cohort and higher than national data. Booster sessions and access to online activities at home through TT RockStars has also enabled pupils to achieve well.

KS2 data: Disadvantaged pupils did not outperform non-disadvantaged pupils by the end of KS2. However, the disadvantaged pupils at Newfield achieved well in comparison to national figures, particularly in Maths. The combined figure for disadvantaged pupils is also higher than the national figure for all pupils. Internal data analysis shows that out of the 5 pupils that did not achieve the expected standard, 3 have SEND needs with 1 EHCP. 2 also joined in KS2 with no prior English. Progress data also show that 9/15 (60%) pupils in receipt of Pupil Premium also made accelerated progress in at least one area since the end of KS1. When comparing figures for pupils achieving the higher standard, a higher percentage of disadvantaged pupils achieved the higher standard in Maths compared to all pupils. This indicates that the provisions that we put in place to support disadvantaged pupils (boosters, tutoring and targeted interventions) have enabled them to achieve well and make progress from their starting points. No disadvantaged pupil achieved the higher standard. The school will therefore target CPD to improve writing outcomes and increase the number of pupils achieving the combined

higher standard greater depth. This will be reflected in the budgeting for Pupil Premium in 2025-2026.

Our observations and assessments demonstrated that the majority of disadvantaged pupils demonstrate good behaviour for learning, although this is still a challenge for these pupils who also have with SEND needs. The challenges in relation to wellbeing and mental health also remain high. The school will continue to provide ongoing support through the range of wider strategies as listed in the report.

Overall, data outcomes for 2024-2025 are relatively consistent compared to the previous year, with an improvement in MTC and KS2 outcomes for all pupils. We will continue to put in place the strategies as listed in this report and target phonics and early reading, writing, and particularly focusing on closing the gap on disadvantaged pupils achieving greater depth by the end of KS2.

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
Phonics programme	Read Write Inc
Reading programme	Destination Reader
Maths programme Maths Fluency	White Rose TTRockstars
EAL programme	Flash Academy
SEND support programmes	Edukey Nessy