Pupil premium strategy statement 2025-2028

Newcroft Primary Academy

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	Newcroft Primary Academy
Number of pupils in school	407 (+29 Pre School ages 3 and 4)
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers	2025-2026 2026-2027 2027-2028
Date this statement was published	November 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Sara Aukland
Pupil premium lead	Jennie Dance
Governor / Trustee lead	James Perry

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90,120
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£90,120

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy, is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils to make or exceed nationally expected progress rates.
- To support children's physical and mental health, as well as their wellbeing, to enable them to access learning.
- To promote opportunities for disadvantaged pupils to improve their cultural capital and attend a broad range of extracurricular enrichment activities.
- To support pupils in developing their character to aid their growth in resilience, independence and aspiration, readying them for their next stages and life beyond Newcroft.

We carefully consider the challenges faced by our disadvantaged pupils, by assessing individual barriers to learning as an element of our approach. We also ensure that the premium supports all vulnerable or disadvantaged pupils or those we recognise to be on the cusp of this, irrespective of whether they are eligible for funding or not. As a result, we seek opportunities wherever possible, to expand support so that other vulnerable pupils or groups may also benefit from a wide range of strategies, interventions and opportunities.

We recognise that high-quality teaching is the fundamental driver in closing the disadvantage gap and in raising aspirations. Our school uses the EEF's Guide to the Pupil Premium, alongside other research-based evidence, to support leaders in making decisions about how to tackle the barriers that stand in the way of disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Internal assessments indicate that disadvantaged pupils are not making as rapid progress in reading, writing and maths as non-pupil premium children.
2	Disadvantaged pupils entering school in Reception generally have lower attainment in English, with oracy, reading and vocabulary skills below or well below their non disadvantaged peers.
3	The attendance of disadvantaged pupil's vs non disadvantaged is often lower and persistent absence is higher.
4	Many disadvantaged pupils have a lack of cultural capital and access to enrichment opportunities outside of school.
5	Many disadvantaged pupils have lower expectations and aspirations of what they can achieve.
6	Many parents and carers of disadvantaged pupils are less engaged with school- e.g. completing homework, attending parents' evenings, attending parent workshops and school community events.

7	Many disadvantaged pupils have lower confidence, independence and skills in resilience. Most pupils who are disadvantaged enter school well below average expectations in self-regulation.

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
Narrow the attainment gap in EYFS Good Level of Development between disadvantaged and non-disadvantaged pupils.	The gap between disadvantaged pupils and non-disadvantaged pupils narrows in EYFS GLD. EYFS GLD for disadvantaged pupils is in line with national or better.
Narrow the attainment gap in the Phonics Screen Check Pass between disadvantaged and non-disadvantaged pupils.	The gap between disadvantaged pupils and non-disadvantaged pupils narrows in the Phonics Screen Check. Phonics Screen Pass for disadvantaged pupils is in line with national or better.
Narrow the attainment gap at the end of Key Stage 2 in Reading between disadvantaged pupils and non-disadvantaged pupils.	Narrow the gap in EXS+ attainment between disadvantaged and non-disadvantaged. Reading EXS+ for disadvantaged is in line with national or better.
Narrow the attainment gap at the end of Key Stage 2 in Writing between disadvantaged pupils and non-disadvantaged pupils.	Narrow the gap in EXS+ attainment between disadvantaged and non-disadvantaged. Writing EXS+ for disadvantaged is in line with national or better.
Narrow the attainment gap at the end of Key Stage 2 in Maths between disadvantaged pupils and non-disadvantaged pupils.	Narrow the gap in EXS+ attainment between disadvantaged and non-disadvantaged. Maths EXS+ for disadvantaged is in line with national or better.
Narrow the gap between disadvantaged and non-disadvantaged in school attendance.	Reduce the gap in % attendance between disadvantaged and non-disadvantaged pupils. Reduce the percentage of disadvantaged pupils who are persistently absent vs non-disadvantaged pupils.
Improve disadvantaged pupil's character and skills in oracy to specifically build confidence resilience, independence and develop high aspirations.	Pupil survey will demonstrate improved resilience, independence and aspirations of disadvantaged pupils.
Improve disadvantaged pupil's cultural capital through enrichment and broad opportunities.	Increase in disadvantaged pupils accessing music and peripatetic tuition. Increase in disadvantaged pupils attending enrichment clubs. Increase in disadvantaged pupils attending forest school and other outdoor learning initiatives.

Activity in this academic year

This details how we intend to spend our Pupil Premium funding in this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £60,347

Activity	Evidence that supports this approach	Challenge number (s) addressed
Develop pupil's understanding of their mental health and wellbeing introduction Zones of Regulation.	Research based evidence: Öhlböck et al., 2023- Evaluating the Effectiveness of Key Components of Zones of Regulation Curriculum EEF Improving Social and Emotional Learning in Primary Schools.	1-7
Teach well-structured and scaffolded lessons incorporating Rosenshine's Principles of Instruction	Research based evidence: High-quality teaching for all is the most important lever for improving outcomes *(*EEF Guide to Pupil Premium). Sutton Trust: 'The effects of high- quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers.'	1,2,5
Develop OPAL principles across the school to improve self-regulation, pupil wellbeing, behaviour, and personal development	Research based evidence: Play England: Supporting school improvement through play. University of Gloucestershire Evaluation (Russell, Lester & Jones) University of Exeter – Project Playtime	64-7
Develop pupil's confidence, independence and resilience in embedding Forest School teaching in the curriculum for all pupils.	Research based evidence: EEF Outdoor learning DfE Developing Character Skills in Schools	1,2,4,5,7
Embed the use of Pupil Premium First approach to prioritise disadvantaged pupils during instruction and feedback.	Research based evidence: EEF: effective feedback appears to have a greater effect on primary pupils (+8 months):	1,2,5,7
Enhance the oracy curriculum through high-quality staff cpd, to support pupils in making enhanced progress in all curriculum areas.	Research based evidence: EEF Oral Language Oracy programmes and curriculum enhancement have a high impact on pupil outcomes (+6 months)	1,2,7

Address the specific academic needs of disadvantaged and SEND pupils, to ensure that support and provision is personalised to meet their academic barriers to learning.	Research based evidence: Mark Rowland, Chartered College: Addressing Educational Disadvantage	1,2,5,6

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

Budgeted cost: £ 14,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pre teaching interventions in small groups for Maths and English subjects	Research based evidence: EEF Small group tuition: Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Evidence also suggests this can have a significant impact on those with SEND.	1,2,5
Small group tuition delivered to pupils in Year 6, focussing on Maths and English	Research based evidence: EEF Small group tuition: Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.	1,2,5
Small group intervention for social communication	Research based evidence: EEF Small group tuition: Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.	1,2,3,5
Small group intervention for those falling behind in phonics and reading, using the FFT 'Tutoring with the Lightening Squad' and Lexia programmes.	Research based evidence: Teaching reading comprehension strategies has a high impact for disadvantaged pupils for a low cost according to EEF toolkit (+6 months impact).	1,2,5
WellComm screening and intervention for pupils in Reception to identify early language concerns.	Research based evidence: Early screening and subsequent intervention of pupils with delayed language skills. Oracy programmes and curriculum enhancement have a high impact on pupil outcomes (+6 months). EEF Oral Language	1,2,5

Homework Club weekly at lunchtimes for KS1 and KS2 to provide a dedicated time and space for pupils to receive support with their homework.	Research based evidence: EEF: Impact of homework + 5 months positive impact.	1,2,3,5,6

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

Budgeted cost: £15,423

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhance the school's approach to character education through OPAL and the on site Forest School approach.	Research based evidence: Non-cognitive skills are associated with positive outcomes for young people, according to a large body of research. Essential life skills (or 'character') are important in determining life chances and can be measured in a robust and comparable way. There is a positive link between providing children with enrichment opportunities and positive impact outcomes. EEF Life skills and enrichment EEF Metacognition and Self-Regulation- 7+ months progress	2,3,4,5,7,8
Increase the cultural capital and opportunities designed for all pupils in the curriculum, by supporting with costs towards trips, visits, workshops and residentials.	Research based evidence: Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. Cornerstone Education: Developing Cultural Capital	3,4,5
Embed a 'Trauma Informed' Approach to support in improving mental health and attendance.	Research based evidence: A trauma informed approach to teaching and learning can have a significant impact on pupil's mental health, wellbeing and attendance.	1,5
Increase extra-curricular enrichment opportunities	Research based evidence: Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. Cornerstone Education: Developing Cultural Capital	3,4,5
Enhance the school's mental health and wellbeing provision through ELSA	Research based evidence: All pupils can be more effective learners if they have a good understanding of their own mental health and wellbeing and how to access strategies and support within school. EEF Social and Emotional Learning	1,5

Improve parental engagement of disadvantaged pupils through regular contact and parent survey	Research based evidence The EEF recommends that schools tailor communications to encourage positive dialogue about learning. The EEF recommends that reviewing and monitoring their activities to check that they are having their intended impacts. EEF Parental Engagement Guidance Report	1,3,6
Contingency fund for acute issues.	Based on the school's changing experiences, we set a small amount of funding aside to respond quickly to the needs which have not yet been identified.	All

Total budgeted cost: £ 90,120

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 2025 to 2026 academic year.

Intended outcome 1 of 2025-2026 strategy
Narrow the attainment gap in EYFS Good Level of Development between disadvantaged and non-disadvantaged pupils. EYFS GLD for disadvantaged pupils is in line with national or better:
Outcome:

	EYFS GLD 2026
Newcroft disadvantaged	33%
Newcroft non-disadvantaged	94%

Newcroft disadvantaged pupils did not outperform their peers, nor did they meet national at 55%. 3 pupils of 9 (33%) disadvantaged are LAC and 5 have SEND (55%) (2- 22% having EHCPs on entry to school.) Outcome not yet met.

Intended outcome 2 of 2025-2026 strategy
Narrow the attainment gap in the Phonics Screen Check Pass between disadvantaged and non-disadvantaged pupils. Phonics Screen Pass for disadvantaged pupils is in line with national or better:

Outcome:

	Phonics Screen 2026
Newcroft disadvantaged	100%
Newcroft non-disadvantaged	98%

Newcroft disadvantaged learners (5) outperformed their non-disadvantaged peers on the Screen Check. Disadvantaged learners outperformed their peers nationally by +32%. Outcome met.

Intended outcome 3 of 2025-2026 strategy
Narrow the attainment gap at the end of Key Stage 2 in Reading between disadvantaged pupils and non-disadvantaged pupils. Reading EXS+ for disadvantaged is in line with national or better:

Outcome:

	KS2 EXS+ Reading
Newcroft disadvantaged	100%
Newcroft non-disadvantaged	94%

Newcroft disadvantaged pupils outperformed their non disadvantaged peers by +6%. They also outperformed their peers nationally by 36% Outcome met.

Intended outcome 4 of 2024-2025 strategy:
Narrow the attainment gap at the end of Key Stage 2 in Writing between disadvantaged pupils and non-disadvantaged pupils. Writing EXS+ for disadvantaged is in line with national or better:
Outcome:

	KS2 EXS+ Writing
Newcroft disadvantaged	75%
Newcroft non-disadvantaged	90%

Newcroft disadvantaged pupils performed behind their non disadvantaged peers by -15%. However, they outperformed their peers nationally by +15.0%. Outcome partially met.

Intended outcome 5 of 2025-2026 strategy:
Narrow the attainment gap at the end of Key Stage 2 in Maths between disadvantaged pupils and non-disadvantaged pupils. Maths EXS+ for disadvantaged is in line with national or better:
Outcome:

	EXS+ Maths
Newcroft Disadvantaged	88%
National non-Disadvantaged	96%

Newcroft disadvantaged pupils performed behind their non disadvantaged peers by -8%. However, they outperformed their peers nationally by +26%. Outcome partially met.

Intended outcome 5 of 2025-2026 strategy:
Reduce the gap in % attendance between disadvantaged and non-disadvantaged pupils. Reduce the percentage of disadvantaged pupils who are persistently absent vs non-disadvantaged pupils.

Attendance	
Newcroft disadvantaged	95%
Newcroft non disadvantaged	97.2%
Gap difference	-2.2%
Persistent Absence	
Newcroft disadvantaged	12.1%
Newcroft non disadvantaged	2.8%
Gap difference	-9.3%

The gap has narrowed in overall attendance between disadvantaged and non-disadvantaged pupils but has not yet closed. Disadvantaged pupils at attendance at Newcroft is significantly higher than that of their national peers. Disadvantaged pupils PA remains higher than non disadvantaged. Outcome partially met.

Intended outcome 6 of 2025-2026 strategy:
Increase in disadvantaged pupils accessing music and peripatetic tuition.
Increase in disadvantaged pupils attending enrichment clubs.
Increased in disadvantaged pupils attending Forest School club.

82% of pupils attended a group or 1:1 peripatetic session for at least one-half term in the 2025-26 academic year. Target met.
There was an increase in disadvantaged pupils attending enrichment clubs by of 6% from 94% to 100%.

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
Times tables Rockstars	Maths Circle Ltd.
Success for All Phonics	Fischer Family Trust
Tutoring with the Lightening Squad	Fischer Family Trust
Lexia	Lexia
Little Acorns Forest School	Little Acorns Forest School
WellComm	GL Assessments
NTS	Rising Stars
OPAL	Outdoor Play and Learning