

Pupil premium strategy statement 2025-2026

New Road Primary and Nursery School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	New Road Primary and Nursery School
Number of pupils in school	260
Proportion (%) of pupil premium eligible pupils	58 pupils - 22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Year 3 of 3 2025-2026
Date this statement was published	4.09.2025
Date on which it will be reviewed	16th July 2026
Statement authorised by	Rob Litten
Pupil premium lead	Rachel Bains
Governor / Trustee lead	Jo Sayer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£115,314
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	£115,314

Part A: Pupil premium strategy plan

Statement of intent

Key Principles 2023- 2026: A Three-Year Strategy

The key principles **driving our use** of our pupil premium and recovery funding are addressing **individual needs** and **equality of opportunity**.

Ultimate Objectives

All pupils to **read well**, enjoy reading and to learn and remember the knowledge they need to fully understand and benefit from the school's curriculum.

To leave New Road with the skills and knowledge to go on and **achieve excellent GCSE** results in a wide range of subjects.

How does our pupil premium strategy plan work towards achieving these objectives?

Our strategy is to provide highly trained staff to deliver sustained, high-quality **early reading** teaching to all children until they can read very well. We use excellent resources and ensure that our children have access to a well-stocked library.

Similarly, in other priority curriculum areas such as mathematics, we ensure that our staff are trained to support all children to become confident and successful.

Challenges

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

Challenge number	Detail of challenge
1	Lower than average attendance
2	Slower to acquire reading skills and knowledge
3	Higher levels of illness, mental health concerns and SEND
4	Knowing and remembering important information learnt at school

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
Ensure that PP pupils make consistently strong progress from their starting points and baseline measures in reading,	- Teaching staff know the starting points for all pupils; these will be varied within a class. Once these points are known, teachers plan lessons and activities to begin to 'fill the gaps' both for individuals and groups. - All pupils will have greater opportunity to revisit aspects of their learning and make additions/improvements in a timely intervention. - Additional adult support will be deployed across school and used to provide short bursts of intervention/support to identified pupils → Increased proportions of Pupil Premium pupils will reach ARE in reading, 75%+ of pupils pass the phonics screening check in Year 1 - All pupils pass the Phonics Screening Check by the end of Year 2. 60%+ of all pupils acquire the age related skills for reading, writing and mathematics.
All disadvantaged pupils know, remember, and can apply age related mathematical skills and knowledge	70%+ of pupils in all year groups acquire or exceed the age-related skills.
All disadvantaged pupils fulfil their potential and are guided to excel in mathematics and English	The percentage of disadvantaged pupils exceeding the expected standard in English and Maths is in line with their non-disadvantaged peers.
All disadvantaged pupils know, remember, and can apply the core knowledge for each subject area of the national curriculum.	70%+ of disadvantaged pupils know, remember, and can apply the core knowledge for each of the national curriculum subjects. Enabling them to fully engage with the curriculum of their chosen secondary school and to go on and achieve well at GCSE level.

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: £ 100,719

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that there are enough trained support staff to deliver the phonics programme to small groups of pupils with a similar ability level. (£44,478)	EEF Guidance Report for KS1: Systematic Phonics Small group phonics instruction can accelerate progress: EEF research shows that phonics interventions delivered in small groups can lead to an average of +5 months' additional progress over a year, especially for younger learners aged 4–7. [Phonics ...Foundation] Training for support staff increases effectiveness: The impact of small group tuition is significantly enhanced when support staff are well-trained. EEF recommends that staff delivering phonics interventions receive appropriate training to ensure consistency and quality. [Small grou...Foundation] Grouping by ability improves outcomes: Phonics teaching is most effective when matched to pupils' current skill level, allowing targeted instruction that meets specific needs. Small, ability-based groups enable focused teaching and better pupil engagement. [Phonics ...Foundation]	2 and 4
Appoint an HLTA and TA to target groups of pupils in Key Stage 2 so that they rapidly acquire the skills and knowledge to meet age-related expectations. (£56,241)	EEF Guidance Report for KS2 Structured small-group interventions led by trained support staff can accelerate progress: EEF research shows that when teaching assistants deliver well-designed, evidence-based interventions, pupils can make up to +4 months' additional progress over a year. [Teaching A...Founda-tion]	2 and 4

	Training and strategic deployment are essential: The impact of support staff is significantly enhanced when they are trained in the specific interventions they deliver and deployed to supplement—not replace—high-quality teaching. [Teaching a...deployment] Targeted support helps close attainment gaps: Small group tuition is most effective when closely matched to pupils’ needs, especially for those not yet meeting age-related expectations. This approach is particularly beneficial for pupils with SEND or those from disadvantaged backgrounds. [2. Targete...Foundation]	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 12,335

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Ensuring that all staff and the Phonics lead receive excellent training from a RWI consultant 6 times a year</i> <i>£5000 (inc leader release)</i>	EEF Guidance Report for KS1: Systematic Phonics High-quality professional development improves pupil outcomes: EEF guidance highlights that effective professional development—especially when it includes repeated, structured sessions—can significantly improve teaching quality and pupil progress. [Effective...Foundation] Fidelity to the phonics programme is crucial: Regular consultant-led training helps ensure consistent and accurate delivery of the phonics programme across staff, which is essential for achieving the intended impact on early reading. [Read Write...sity Press] Ongoing support builds staff confidence and expertise: Development days and repeated training sessions (e.g. six times a year) allow staff to embed best practices, reflect on progress, and refine their teaching, leading to stronger outcomes for pupils. [Read Write...sity Press]	2 and 4

<i>Ensuring that all pupils have the 'take home' version of the RWI book they are working on in school</i> <i>£5000</i>	EEF Guidance Report for KS1: Systematic Phonics Reinforcement at home boosts progress: EEF research shows that parental engagement in reading significantly improves outcomes. Providing take-home books aligned with in-school learning helps reinforce phonics skills and encourages regular practice at home. Consistency between school and home supports fluency: When pupils read the same book at home as they do in school, it strengthens decoding, fluency, and comprehension, as repetition builds confidence and mastery. Targeted reading materials improve motivation: Pupils are more likely to engage with reading when the material matches their current ability level. Take-home RWI books ensure that children are reading texts they can access independently, which supports reading enjoyment and motivation.	2 and 4
<i>One to one TA led phonics teaching for pupils who are not making expected progress</i> <i>£2335</i>	EEF Guidance Report for KS1: Systematic Phonics EEF Tool Kit - moderate cost: High Impact One-to-one tuition can accelerate progress: EEF research shows that one-to-one support—when delivered by trained staff—can lead to up to +5 months of additional progress. This is particularly effective for pupils with low prior attainment or those struggling in specific areas like phonics. [One to one...Foundation] Structured interventions are key: Teaching assistants are most effective when delivering structured, evidence-based phonics programmes. The impact is significantly enhanced when sessions are regular (e.g. 30 minutes, 3–5 times a week) and explicitly linked to classroom learning. [One to one...Foundation] Training and monitoring matter: The success of TA-led phonics instruction depends on high-quality training and ongoing support. When TAs are well-prepared and their work is monitored by	2 and 4

	teachers, the intervention is more likely to result in meaningful progress. [One to one...Foundation]	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue the school's successful 'free' breakfast club (£7000)	EEF Multiple Reference points - moderate cost: moderate impact Improved academic outcomes: EEF's evaluation of the <i>Magic Breakfast</i> programme found that pupils in Key Stage 1 who attended free breakfast clubs made +2 months' additional progress in reading, writing, and maths over the course of a year compared to peers in schools without breakfast provision. [Magic Brea...Foundation] Better behaviour and concentration: Schools offering free breakfast saw improvements in pupil behaviour and focus in lessons, as children were better prepared to learn after having a nutritious start to the day. [Revised EE...Breakfast] Increased attendance and punctuality: Breakfast clubs were linked to fewer absences and late arrivals, with one study showing around 26 fewer half-days of absence per year for a class of 30 pupils.	1
Emergency Hardship Fund (£1500)	EEF Multiple Reference points - moderate cost: moderate impact Impact of Financial Stress on Learning EEF research highlights that pupils from disadvantaged backgrounds often face barriers to learning that stem from financial hardship. These include: Lack of access to basic resources (e.g. uniform, food, transport).	1

	• Increased absenteeism due to unstable home environments. • Lower engagement and wellbeing. An Emergency Hardship Fund can help mitigate these barriers by providing timely support, thereby improving attendance, concentration, and overall academic outcomes. Parental Engagement and Support EEF evidence shows that positive parental engagement is strongly linked to improved pupil outcomes. However, financial stress can reduce parents' capacity to engage with school life. By offering emergency financial support: • Families may be better able to attend school events or meetings. • Stress levels may be reduced, enabling more constructive home learning environments. • Trust between school and family can be strengthened. Whole-School Approaches to Disadvantage EEF recommends that schools adopt whole-school strategies to tackle disadvantage, rather than isolated interventions. An Emergency Hardship Fund: • Aligns with a strategic, inclusive approach to equity. • Can be part of a broader pastoral and safeguarding framework. • Supports the school's ethos of care and community, reinforcing values that benefit all pupils.	
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Total budgeted cost: £120,054

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.

1. Lower than average attendance

The school's overall attendance has improved from 89% in 2023 to 93.5% in 2025.

In the same period the attendance of pupils entitled to pupil premium has increased from 87.4% to 90.5%.

Improving the attendance of pupils entitled to pupil premium remains a priority.

2. Slower to acquire reading skills and knowledge

The proportion of pupils 'passing' the Phonics Screening Check in Year 1 was 82%. This was achieved by prioritising the teaching of phonics as part of the school's catch-up activities that target individual pupils.

This is a 13% increase on last year.

89% of pupils entitled to pupil premium achieved a score of 32 or higher.

EYFS GLD	2023	2024	2025
Total no pupils	16/18 89%	18/28 64%	22/28 79%
PP	2/3 67%	3/9 33%	5/7 71%
Non PP	14 /15 93%	15/19 79%	17/21 81%
PP SEND	0	0/4 0%	2/4 50%
Non PP SEND	0/1 0%	1/4 25%	0

	PSC	PSC PP
2023	23/30 77%	7/10 70%
2024	18/26 69%	3/5 60%
2025	23/28 82%	6/7 86%

Table 1 KS2 SATs Results 2023-2025

	2023	2024	2025
Maths Non PP	24/27 89%	27/30 90%	25/30 83%
Maths PP	10/14 71%	9/12 75%	4/5 80%
Reading Non-PP	18/27 67%	26/30 87%	22/30 73%
Reading PP	8/14 57%	8/12 67%	3/5 60%
Writing Non PP	19/27 70%	24/30 80%	21/30 70%
Writing PP	8/14 57%	5/12 42%	3/5 60%

3. Higher levels of illness, mental health concerns and SEND

The following table shows the growth in SEMH concerns amongst pupils entitled to pupil premium and their peers.

The funding of ELSA sessions and additional SENDCo hours has enabled us to rapidly assess and refer pupils to the most appropriate pathway.

	Sept 25	Sept 24 - July 25	Sept 23 - July 24	Sept 22 - July 23
SEND pupils are PP	32	38	17	21
SEND pupils who are not PP	34	39	28	23

How many pupils with SEMH needs are PP	26	29	11	15
How many pupils SEMH pupils who are not PP	11	14	19	19

4. Knowing and remembering important information learnt at school

The following proportions of pupils met the expected standard.

- Good Level of Development 88% (72% pupil premium pupils)
- Phonics Screening Check 78% (78% pupil premium pupils)
- Year 2 Reading 87% (46% pupil premium pupils)
- Year 2 Mathematics 90 % (82% pupil premium pupils)
- Year 2 Writing 70 % (46% pupil premium pupils)
- Year 6 Reading 48% (30.8% pupil premium pupils)
- Year 6 Mathematics 41% (23% pupil premium pupils)
- Year 6 Writing 75% (61% pupil premium pupils)

NR KS SATs outcomes	2023 34 pupils	2024 29 pupils	2025 32 pupils
Maths non-PP	12/18 67%	3/14 21%	9/19 47%
Maths PP	5/16 31%	3/15 20%	3/13 23%
Reading non-PP	12/18 67%	7/14 50%	10/19 53%
Reading PP	7/16 44%	2/15 13%	4/13 31%
Writing non-PP	14/18 79%	8/14 57%	14/19 74%
Writing PP	7/16 44%	3/15 20%	8/13 62%

Further information

The school is investing heavily in a school led/written curriculum offer for its pupils. The curriculum is ambitious and will result in pupils acquiring the knowledge and skills to begin secondary school with the aptitude to achieve excellent GCSE results.

We recognise that excellent GCSE results will enable social mobility and allow our pupils to be less disadvantaged than their parents.