

Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2025 to 2028 academic years funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy and how we intend to spend the funding in this academic year.

School overview

Detail	Data
School name	New Hartley First School
Number of pupils in school	143
Proportion (%) of pupil premium eligible pupils	18.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Governing Body
Pupil premium lead	Dave Peddie (Deputy Headteacher)
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,280
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£33,280

Part A: Pupil premium strategy plan

Statement of intent

At New Hartley First School we have high aspirations and ambitions for all our children and we believe that all learners should be able to reach their full potential. We aim to provide all children with access to engaging and varied learning experiences to foster a love of learning and develop enquiring minds. We aim to use creativity and enrichment activities to inspire and enable the development of children as well rounded and confident individuals.

Our pupils in receipt of Pupil premium funding face specific barriers to reaching their full potential. As a school we are determined to provide the support and guidance they need to overcome these barriers. The challenges are varied and there is no "one size fits all". We consider fully the needs of New Hartley First School pupils in our decision-making.

Our objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensuring that appropriate provision is made for vulnerable pupils, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- Recognising that not all pupils who receive free school meals will be socially disadvantaged.
- Recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We use our knowledge of pupils and families to identify pupils we consider need extra support and reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Achieving these objectives by:

- Ensuring all teaching is good or better thus ensuring quality first teaching for all pupils
- To ensure our curriculum is matched to the needs of our learners, including addressing any gaps identified
- To ensure our pupil premium pupils are at least on track for expected progress from their starting points by providing interventions and targeted support
- To ensure we are supporting our pupils emotional and social well-being needs
- To enable access to a wider curriculum through supporting payment for activities, educational visits and transportation.

Challenges

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

Challenge number	Detail of challenge
1	<p>Underdeveloped oral language skills and vocabulary gaps</p> <p>These are evident from entry into Nursery through to Year 4 and in general, are more prevalent among our disadvantaged pupils than their peers. The gaps hinder children's ability to communicate their own ideas, thoughts and feelings and their ability to understand others, including day to day interactions, information and instructions.</p>
2	<p>Disadvantaged pupils generally have greater difficulties with phonics than their peers</p> <p>This negatively impacts their development as readers. A lower proportion of disadvantaged pupils pass the Year 1 Phonics Screening Check and the Year 2 re-check than their non-disadvantaged peers.</p>
3	<p>Disadvantaged pupils often benefit from a variety of tailored approaches and support to foster their social and emotional development while promoting, enhancing and sustaining their mental health and well-being.</p> <p>We have also noted an increase in the level of social, emotional and mental health issues for which disadvantaged children and their families need our support. These issues are notably due to a lack of social contact, and a lack of enrichment opportunities, specifically during school holidays. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
4	<p>School absence is negatively impacting disadvantaged pupils' progress</p> <p>Our attendance data indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. A greater proportion of disadvantaged pupils have been 'persistently absent' compared to their non-disadvantaged peers during that period.</p>
5	<p>Many of our disadvantaged pupils generally have significantly less 'cultural capital' than their non-disadvantaged</p> <p>Disadvantaged pupils may lack the same life experiences, resources, and opportunities as their peers. As a result, they may need extra support to fully engage with the curriculum offered in school.</p>

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
Improve oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils.</p> <p>This is evident when triangulated with other sources of evidence including;</p> <ul style="list-style-type: none"> • engagement in lessons, •

	<ul style="list-style-type: none"> • pupil voice survey, • staff voice • classroom language and observations • ongoing formative assessment.
Improved reading (inc phonics) attainment among disadvantaged pupils.	<p>Reading outcomes show that the vast majority of disadvantaged pupils meet the expected standard for their year group.</p> <p>This is evident when triangulated with other sources of evidence including;</p> <ul style="list-style-type: none"> • phonics tests • engagement in lessons • home reading books • comprehension and understanding, verbal reasoning and justification • formative reading assessments.
To promote, achieve and sustain healthy wellbeing in all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • Focus on mindfulness across school and raised awareness of everyone's mental health. • Children are more socially resilient and are able to regulate themselves by applying strategies in class. • Engagement in Zones of Regulation practice in all classrooms from staff and pupils • Embed relational practice approach with all staff • Promote Growth Mindset
To promote, achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • Absence rates of pupil premium learners are in line with non-pupil premium learners. • Persistent absence rates are consistent across all learners and in line with national average. • Engagement in attendance rewards eg class of the week, monthly most improved • Tracking of attendance

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: £ 17,129

Activity	Evidence that supports this approach	Challenge number(s) addressed
All relevant staff, including new staff, have received up to date training to deliver RWI phonics scheme effectively so they can provide high quality support for their Pupil Premium learners.	Phonics EEF RWI phonics scheme delivered effectively to ensure maximum possible impact.	1,2
Adjusting of post to increase non-teaching hours for SENCO.	With increased non-teaching time the SENCO will have the capacity to address individual and group needs across all cohorts in school with a specific focus on SEND, disadvantaged and Pupil Premium children.	3
CPD for staff on explicit vocabulary teaching and techniques for teaching vocabulary to bolster oracy and engage children in discussion, communication and conversation.	Vocabulary EEF As part of a whole school strategy, explicit teaching of vocabulary across the whole school. Targeted instruction on how to deliver vocabulary sessions allowing all children to say, read and write new words. Specific vocabulary mapped across all curriculum subjects.	1,3,4, 5

CPD for staff in teaching whole class reading & comprehension	Reading comprehension strategies EEF Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies. Implemented as part of a whole class reading strategy.	1,3, 4,5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £7,766

Activity	Evidence that supports this approach	Challenge number(s) addressed
Non-teaching SENDCO to support families with SEND, Pupil Premium and disadvantaged children.	Parental engagement EEF Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes: general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children's learning activities; and more intensive programmes for families in crisis.	1,2, 3,4, 5
Vulnerable children to be highlighted and supported through nurture sessions, positive play sessions etc.	Social and emotional learning EEF Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	1,2,3,4,5
All children in school to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences.	All children will be given the opportunity to engage in trips e.g. museums, historical areas, coastline, to enhance and broaden our curriculum offer and improve their learning experiences.	1, 3,4,5

Lexplore reading assessment to identify reading ages and more specific challenges and required interventions for children.	Lexplore Staff trained to interpret the data produced by the programme in order to target interventions more effectively. Using Talk Boost can significantly improve children's talking and understanding of words.	3,5
Teaching assistants to deliver specific interventions on improving speech and language for children.	Communication and language approaches EEF Using Talk Boost can significantly improve children's talking and understanding of words.	1

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

Budgeted cost: £ 8,385

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Manager to ensure that parents are made aware of expected attendance levels when they fall below 90%. Partnership working with Education Welfare Officer. Rewards for improved and good attendance.	Gov.uk - spending PP successfully Supporting attendance EEF	4
To subsidise some transportation costs and the partial cost of trips and events. including our annual Year 4 residential visit, and paying for additional opportunities that develop cultural capital.	To support our community with the cost of school trips/ activities to ensure pupils benefit from enrichment activities and wider experiences.	3,5
To subsidise wraparound care, in breakfast and after school clubs, and uniform support for children and parents in need.	To support our community with the essential provisions to equip their children for the school day.	3,4, 5

To subsidise and support with school transport costs for those families in need eg taxi, bus services.	To support our community in getting their children to school.	3,4
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Total budgeted cost: £ 33,280

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This section details the impact that our pupil premium activity had on pupils in the 2024–2025 academic year. This has been aligned to our intended outcomes as part of the current three year cycle strategy.

Intended Outcomes

Improve oral language skills and vocabulary among disadvantaged pupils

- Targeted interventions such as small-group speech and language sessions and vocabulary-rich classroom environments supported oral language development.
- Elklan training began for Early Years staff to support targeted support the development of children's speech, language and communication.
- Disadvantaged pupils demonstrated stronger engagement in discussions and collaborative tasks, contributing to improved writing outcomes (81% at expected standard).

Improved reading (including phonics) attainment among disadvantaged pupils

- Reading attainment for disadvantaged pupils was **81%**, outperforming non-disadvantaged peers (77%).
- Phonics outcomes improved, with **75%** of disadvantaged pupils meeting the expected standard in Year 1, though this remains below the whole-school figure (89.7%). A caveat to the figures is 75% is 3 out of 4 disadvantaged pupils.
- Interventions such as structured phonics programs and additional reading sessions have been instrumental in achieving the above and these will continue into 2025–2026 to continue to aid in closing remaining gaps.

To promote, achieve and sustain healthy wellbeing in all pupils, particularly our disadvantaged pupils

- Wellbeing initiatives included access to pastoral support, enrichment activities, and mental health workshops.
- Focus on mindfulness across school and raised awareness of everyone's mental health through assemblies and classroom activities.
- Zones of Regulation practices are embedded in all classrooms, with active engagement from staff and pupils to support emotional literacy.
- Disadvantaged pupils participated in extracurricular activities, fostering inclusion and confidence.

To promote, achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils

- Disadvantaged pupils achieved **95.7% attendance**, close to whole-school attendance (96.1%) and SEND attendance (95.9%).
- Strategies to support family engagement, including Wobbly Mornings workshops and parent expectations meetings, and attendance monitoring contributed to this success.
- Engagement in attendance rewards such as *Class of the Week* and *½ termly Most Improved* has motivated pupils and families to prioritize attendance.

Summary of Academic Outcomes

- **Reading:** 81% disadvantaged vs. 77% non-disadvantaged
- **Writing:** 81% disadvantaged vs. 69% non-disadvantaged
- **Maths:** 71% disadvantaged vs. 74% non-disadvantaged
- **Phonics:** 75% disadvantaged vs. 89.7% all pupils

This review demonstrates the positive impact of our pupil premium strategy on disadvantaged pupils, while identifying areas for continued improvement in the next academic year.

Externally provided programmes

Programme	Provider
Reading assessment	Lexplore
White Rose Maths	White Rose Education Services
Squiggle While You Wiggle	Shonette Bason
RWI	Ruth Miskin
Talk Boost	
Mastering Number KS1 & Reception	
Elklan	
Now Press Play	