

# Pupil premium strategy statement – Nathaniel Newton Infant School 2025-2026

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	251
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2026 (Year 2 of a three-year plan 2024-2027)
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Julie Forshew (Headteacher)
Pupil premium lead	Verity Taroni (Deputy Headteacher)
Governor / Trustee lead	Stella Saje (Chair of Governors and lead for disadvantaged pupils)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£141,504
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£141,504</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Nathaniel Newton we want disadvantaged pupils to have the best start to their education and enjoy coming to school in order to set strong foundations for them to build upon as they progress on their educational journey. We strive for the children to make good progress and achieve well across all subjects, supporting them to have high aspirations for their future. As a school we aim to ensure all pupils have good levels of English and maths by the time they leave us and are able to use and apply these skills in different situations. We aim for our children to be confident, independent and resilient learners. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their full potential, academically, socially and emotionally, irrespective of their background or the challenges they face. Our Pupil Premium strategy is closely aligned to our whole school strategic learning improvement plan.

We will consider the challenges faced by all vulnerable pupils, such as those who have a social worker, are young carers, child in care, or adopted. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching and a strong relational, social and emotional ethos are at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. We aim to support our children socially and emotionally as well as academically throughout their time at our school.

Our approach will be responsive to individual needs, rooted in observations, robust diagnostic assessments, not assumptions about the impact of disadvantage. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified and provide specific targeted support
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
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1	Attendance rates for pupils in receipt of pupil premium remain significantly lower than their non-pupil premium peers. Whilst there has been much work carried out in this area, it continues to need significant focus. 2024-2025 attendance data showed that Persistent Absence (PA) for children in receipt of pupil premium was 39.2% which is significantly higher than both school (10.8%) and national (8.4%) non-disadvantaged pupils.
2	Assessments and observations on entry to reception indicate under developed oral language skills and vocabulary gaps among many pupils but most notably disadvantaged pupils. Our current pupils in reception were born in 2020-2021 during the Covid-19 Pandemic which meant that they missed out on interactions with other adults outside of the family home during their formative years. These pupils are less able to communicate effectively both in academic and social situations which leads to less progress made in learning.
3	Assessments, observations and discussions with families show pupils are entering school displaying poor/under developed social and emotional skills and mental health needs meaning they have difficulty accessing the full curriculum. These challenges are particularly affecting disadvantaged pupils. There has been a significant increase in the number of pupils needing to be referred to either RISE or Mental Health in Schools Team for assessment and intervention.
4	Phonic assessments, teacher assessments and observations show that pupils in receipt of pupil premium require additional support to make good progress in phonics. Whilst our data shows an improving picture with an increase in the number of pupil premium children passing the Y1 Phonics Screening Check, our gap between disadvantaged and non-disadvantaged pupils is still 23%. Improving phonic skills is imperative so this doesn't impact reading skills and reading for enjoyment as well as writing development. 85% of the curriculum relies on pupils being able to read.
5	Whilst we have seen some improvement in recent years, attainment for disadvantaged pupils is lower than non-disadvantaged pupils in reading, writing and maths based on both internal and external data (where available).
6	Observations and discussions with families have found that disadvantaged pupils do not have the same opportunities to access enrichment activities as their non-disadvantaged peers. Families in receipt of pupil premium also require support in purchasing uniform.

## 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
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<p>There will be improved, sustained attendance for disadvantaged pupils.</p> <p>Families will understand, and be supportive of, the importance of pupils attending school everyday unless they are ill.</p>	<p>Attendance will have improved for disadvantaged pupils year on year and by the end of the academic year 2026/2027, attendance figures will be at least 94% and be broadly in line with school non-disadvantaged peers.</p> <p>Persistent absenteeism will have reduced for disadvantaged pupils year on year and by July 2027 will be broadly in line with non-disadvantaged peers nationally.</p>
<p>Improved oral language skills and vocabulary among all pupils, particularly disadvantaged pupils</p>	<p>At least 70% of disadvantaged pupils will achieve the expected standard in Communication and Language at the end of EYFS by July 2027, leading to an increased number of disadvantaged pupils achieving GLD.</p> <p>Pupil interviews and observation feedback across all curriculum areas will show improved oral skills and use of subject specific vocabulary.</p> <p>65% of disadvantaged pupils will achieve the expected standard in reading and 55% in writing by July 2027 (internal end of KS1 data) Gaps between disadvantaged pupils and non-disadvantaged will continue to reduce.</p>
<p>Improved and sustained wellbeing for all pupils, particularly disadvantaged pupils.</p> <p>Social interactions and emotional regulation are improved for all pupils, particularly disadvantaged pupils.</p> <p>Mental Health needs are quickly identified and well supported.</p>	<p>Strengths and Difficulties Questionnaire will show ongoing improvements in social and emotional skills.</p> <p>Pupil interviews, observations and questionnaires will show improved wellbeing.</p> <p>Parental questionnaires will show improved wellbeing of pupils.</p> <p>Pupils able to self-regulate leading to greater engagement in all aspects of school life and improved attainment.</p> <p>A significant reduction in low level behaviour escalating / being referred to Learning Mentor/ SLT.</p> <p>Staff successfully implementing behavioural and relational approaches to ensure challenging situations are deescalated and learning for others is not impacted.</p> <p>Increased percentage of pupils attending after school club enrichment activities.</p> <p>All families supported with uniform supplies.</p>
<p>Improved attainment for disadvantaged pupils in phonics</p>	<p>70% of disadvantaged pupils will pass the Year 1 Phonics screening check by July 2027.</p>
<p>Improved attainment for disadvantaged pupils at end of KS1 in reading, writing and maths.</p>	<p>65% of disadvantaged pupils will achieve the expected standard in reading, 55% in writing and 65% in maths by July 2027 (internal end of KS1 data)</p>

Gaps between disadvantaged pupils and non-disadvantaged will continue to reduce.
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## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £40,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Senior Leadership team, Extended leadership team and subject leaders to receive high quality training in their area of responsibility. (Gateway Teaching Alliance Training)</p> <p>Further develop subject leadership so teachers can effectively monitor, coach and feedback to drive standards in their area of responsibility.</p> <p>Release time for staff to carry out learning walks, research, pupil interviews and book scrutiny.</p>	<p>EEF guide (June 2019) to P.P states that 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils'</p> <p>Strong leadership at all levels will drive improvements in attainment and progress by the end of KS1.</p>	2, 3, 4, 5
<p>Early Years Leader to lead staff in further developing Early Language Development across all areas of the curriculum.</p> <p>Release time for Early Years Leader to train staff, monitor and coach.</p> <p>Planning of the wider curriculum ensures subject specific vocabulary is used, displayed on working walls and referred to with subject leaders monitoring this. In KS1, pupils to build up a bank of high-quality vocabulary.</p>	<p>EEF research states that pupils can accelerate by 6+ months through effective use of language.</p> <p>'Oral language interventions aim to support learners use of vocabulary, articulation of ideas and spoken expression'</p> <p>The DFE document 'The Reading Framework' highlights the importance of spoken language. As children develop the skills of articulation, this will</p>	2,5

	support them to be competent speakers, readers and writers.	
<p>Staff training sessions provided by Nuneaton Education Alliance to further develop Positive Behaviour Approaches and to build capacity in school and further support staff resilience.</p> <p>Staff to receive further training on supporting children with Autism in school.</p>	<p>All staff need to be highly skilled in positive behaviour approaches to support increasingly complex and challenging behaviours in mainstream settings.</p> <p>Evidence from EEF social and emotional learning shows effective social and emotional support for children leads to improved outcomes at school and in later life.</p>	3
<p>Continue to embed 'Little Wandle Letters and Sounds Revised' SSP programme.</p> <p>Staff to access online resources and training through the portal subscription.</p> <p>Support from Little Sutton English Hub English Specialist (Online meetings and visits into school to work with HT, Reading Lead and the wider staff team)</p>	<p>The DFE document 'The Reading Framework' identifies the importance of phonics in children learning to read, enjoying reading and ultimately being able to access learning across the curriculum.</p>	4,5
<p>To improve writing in EYFS and Y1 through the introduction and embedding of Drawing Club (EYFS) and Curious Quest (Y1)</p>	<p>The DFE document 'The Writing Framework' identifies the importance of developing language through talk and explicitly teaching control of language, composition and transcription. It is important to ensure children are motivated to write.</p>	2, 5
<p>All staff to receive updated training in 'Protective Behaviours'</p> <p>Provide further training and support to ensure restorative conversations are having impact.</p>	<p>EEF research suggests that 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 and that more specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs show great benefit.</p>	3

Release time for Mental Health Lead to work with staff to further develop a culture of wellbeing across the school.	EEF research states that social and emotional learning seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focussing directly on the academic or cognitive elements of learning. Through using school-level approaches to developing a positive school ethos, this will also support greater engagement in learning.	3
All staff to be trained in Makaton Level 1 Pupils to be taught basic Makaton signs in order to communicate with all pupils	With increasing numbers of pupils entering school non-verbal due to complex needs, this is an area that needs developing in order to support all pupils to thrive in the school environment.	2

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

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
LSA to deliver speech and language interventions to pupils across the school following SALT assessments.  Speech and Language LSA to attend relevant courses to upskill practice.  Speech and Language LSA to train and mentor other member of staff.	Verified by EEF. Pupils expressive language skills, including vocabulary and grammar improves by approximately +3 months with appropriate intervention.  Pupils with low language and communication skills on entry to reception will struggle with all aspects of school life, which will affect their ability to learn. Language and communication skills need to be quickly developed in order for the child to make at least expected progress as they move through the school.	2, 5
Learning Support Assistants to carry out targeted phonics interventions	EEF research states that support from TA's can	4, 5

<p>focussing on pupils who need learning reinforcement in order to keep up/catch up.</p> <p>Learning Support Assistants to support pupils in a small group or 1-1 to pre-teach or reinforce/revisit learning in reading, writing and maths.</p>	<p>accelerate pupil progress by +4 months on average, providing they are effectively deployed.</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, especially disadvantaged. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions for a period of 12 weeks.</p> <p>Our own school evidence has shown that carefully planned interventions following robust assessments has provided very effective intervention and has led to pupils making accelerated progress.</p>	
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £46,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group and 1-1 interventions to support social and emotional well-being delivered by highly skilled staff following completion of Strengths and Difficulties Questionnaire by class teacher.</p>	<p>Maslow's hierarchy of needs clearly shows that if pupils basic needs, including emotional needs are not met, children will not be able to access learning and other needs higher up the pyramid.</p> <p>EEF research shows that social and emotional learning can add up to 4 months to a pupil's academic progress. It also acknowledges that there are considerable benefits to pupils in terms of well-being, where pupils learn to manage emotions successfully, and are</p>	<p>3</p>

	therefore more able to access learning.	
<p>Engagement with the Regional Support Offer from RISE Attendance and Behaviour Hubs Programme.</p> <p>Participation in Attendance for disadvantaged pupils project with other consortium schools supported by Marc Rowland and representative from ASCL.</p> <p>Early intervention (Day 1) with families giving cause for concern for attendance.</p> <p>Support provided to families from Learning Mentor to improve attendance where persistent absence is identified – meetings, home visits, parenting support etc</p> <p>Meetings with parents where attendance is a concern led by combination of HT, DHT, SENDCo and Learning Mentor.</p> <p>Regular meetings with attendance team in school and termly meetings with LA attendance caseworker to discuss cases and agree a plan of action.</p>	<p>Children with poor attendance are less likely to achieve well in the future. Poor attendance means key knowledge and skills are missed. Children with low attendance find making and maintaining friendships more difficult.</p> <p>The DfE document ‘Working Together to Improve School Attendance’ August 2024 states that Good attendance is essential for pupils to get the most out of their school experience, including their attainment, wellbeing and wider life chances.</p>	1
<p>Pupils in receipt of Pupil Premium to take part in enrichment after school clubs free of charge.</p>	<p>Involvement in extracurricular activities has been proven to improve academic outcomes for pupils. Benefits to social, emotional, mental health and well-being are also seen from pupils regularly attending after school clubs. Having the chance to develop learning behaviours such as team work, resilience, independence etc have also proven benefit to academic progress and attainment.</p> <p>Many disadvantaged families find funding their child to go to after school clubs a barrier so</p>	6

	by removing that barrier children have the opportunity to partake in activities that otherwise they may not have the opportunity to participate in.	
<p>Pupils to receive breakfast at the start of the school day.</p> <p>Investigate and trial a breakfast club for disadvantaged pupils particularly with poor attendance.</p>	<p>Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.</p> <p>(Evidence from National School Breakfast Programme)</p>	1,2,3,4,5
<p>Funding of vouchers to purchase uniform.</p> <p>Access to pre-loved uniform</p>	<p>It is important that all children achieve a sense of belonging within a school. Having access to the correct uniform will support this.</p>	6
<p>Ongoing parental support from Learning Mentor addressing a range of issues including support with behaviour.</p> <p>Themed parental workshops run in school by Learning Mentor and Pupil Premium Lead / SENDCo</p> <p>Signposting to other agencies for Early Help</p> <p>Facilitating Early Help within school</p> <p>Working alongside other agencies such as School nursing team / Mental Health in School Team etc to provide support to children and families.</p>	<p>EEF research shows that improved parental engagement will increase progress over the course of the year by, on average, four months.</p>	1,2,3,4,5,6
<p>Contingency fund for acute issues</p>	<p>Based on previous experience of our school as well as similar schools to ours, we have identified the need to set aside a small amount of contingency fund to allow us to respond in a timely way to needs that arise that have not yet been identified.</p>	

**Total budgeted cost: £141,504**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The academic year 2024-2025 was the first year in the three-year pupil premium strategy plan.

**1. There will be improved, sustained attendance for disadvantaged pupils. Families will understand, and be supportive of, the importance of pupils attending school every day unless they are ill.**

For the academic year 2024-2025 overall absence for the school disadvantaged group was 7.2% compared to 4.1% for school non-disadvantaged and 4.2% for non-disadvantaged children nationally. School disadvantaged absence improved 0.9% compared to the previous year.

39.2% of the disadvantaged group are classed as Persistently Absent (PA), compared to 31.9% disadvantaged nationally. The gap between school disadvantaged and non-disadvantaged is 28.4% and school disadvantaged to national non- disadvantaged is 30.8%. However, upon further analysis it should be noted that half of disadvantaged absence falls within 10-14.9% absence bracket.

2.5% (2 children) of disadvantaged children were classed as severely absent. We have a number of case studies in school that demonstrate positive improvements to attendance where there has been intervention from school but it is recognised more work is needed in this area.

We are confident that with continued focus in this area as well as working with the other local schools on an attendance project as well as engaging in the DFE RISE support programme, we will see the number of disadvantaged children classed as PA decline.

**2. Improved oral language skills and vocabulary among all pupils, particularly disadvantaged pupils**

70% of disadvantaged children reached the expected standard for communication and language which shows good progress from their starting points. Non-disadvantaged children performed 13% better in communication and language, however, it should be recognised that the gap was larger than this on entry to school.

30% of disadvantaged achieved GLD at the end of Reception 2025 compared to 71% of school non-disadvantaged data. Whilst this is disappointing, it should be recognised that a large proportion of disadvantaged children were also summer born.

Continued work on developing opportunities for language development across the provision have been positive and staff continue to be trained in being able to do this skilfully. Visits throughout the year from an EYFS consultant confirmed that the ongoing work was showing early signs of impact.

Focus on Talk for Writing has ensured that children's language development is well supported and by the end of the Reception year the vast majority of children can retell a story using story language and have learned lots of new story vocabulary.

### **3. Improved and sustained wellbeing for all pupils, particularly disadvantaged pupils.**

**Social interactions and emotional regulation are improved for all pupils, particularly disadvantaged pupils.**

**Mental Health needs are quickly identified and well supported.**

Staff continue to use the wide range of strategies they have been taught to support children effectively to de-escalate situations where there is some level of dysregulation or potential for dysregulation to occur. Overall, staff are becoming increasingly confident to do this and there is less support required from SLT other than with more complex needs.

Our yearly audit with the Mental Health in Schools Team (MHST) shows that many areas are embedded in school to support children and staff wellbeing. Areas that require further development have been identified and worked upon. During the academic year, 17 children were referred into CAMHS, 6 to RISE mental Health Team and 7 to Mental Health in Schools

Results of Parental questionnaires completed in June 2025 showed that 94% strongly agreed or agreed that the school supported their child's personal development and 93% either agreed or strongly agreed that their child enjoyed school. (40% of respondents were families in receipt of PP and all agreed or strongly agreed)

Our Thrive provision is well established and is supporting children where the profiles show that support is needed in certain areas. Having a quiet, calm, safe space over the lunchtime period has also enabled children who may become dysregulated on the busy playground to have an area in which to come.

We have identified that Thrive profiles are not always recognising the needs of some pupils so we will be moving away from a reliance on Thrive profiling next academic year and will use strengths and difficulties questionnaires as an alternative. We will continue to evolve this provision next academic year to ensure we are meeting the needs of ever increasing complexities of SEMH need within school.

#### **4. Improved attainment for disadvantaged pupils in phonics**

65% of disadvantaged pupils passed the Phonics Screening check at the end of Year 1 in June 2025 which showed a 12% increase on the previous year.

It was also positive to see an improvement overall in raw scores as well as for those who didn't meet the threshold to pass.

Non-disadvantaged results also improved which means that there is still a gap of 23% between the two groups of pupils which we will continue to work on reducing.

The improvement in results shows that the strategy employed has been successful and this will continue to be developed and refined as we move forward.

#### **5. Improved attainment for disadvantaged pupils at the end of KS1 in reading, writing and maths.**

The gap between school disadvantage and school non-disadvantaged for 2025 was:

Reading: -31%

Writing: -24%

Maths: -20%

This is compared to national gaps between disadvantaged and non-disadvantaged pupils in 2022 of reading -21%, writing -21% and maths -18% (2022 being the last year we had national data for end of KS1)

However, the strategies that have been implemented over the last three years are showing positive signs and the end of year data for Y1 showed positive internal data for disadvantaged data, particularly in reading and maths where 59% were working at expected standard in reading and 59% in maths.

Current gaps are as follows for children at the end of Year 1

Reading: -19%

Writing: -24%

Maths: -9%

This shows gaps closing for this cohort of children compared to reception. It is hoped that these gaps can close further as children move into Y2.

After carefully reviewing this pupil premium strategy we will be building on the successes already achieved to overcome the identified challenges as we develop our strategy plan for the next three years.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Drawing Club and Curious Quest	Greg Bottrill
Zones of Regulation	Zones of Regulation
Jigsaw PSHE	Jigsaw Education Group
Little Wandle	Little Wandle Letters and Sounds Revised
Mastery of Maths	NCETM
White Rose Maths	White Rose Education