# Newbold Church of England Primary School

**At Newbold we aim to support each other to live, learn and excel together as a Christian community.**

*"Therefore encourage one another and build each other up," 1 Thessalonians 5:11*

**This statement details our school's use of pupil premium (and recovery 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 2026-2027 academic year and outcomes for disadvantaged pupils last academic year.

## School overview

| Detail | Data |
|---|---|
| Number of pupils in school | 15 |
| Proportion (%) of pupil premium eligible pupils | 26.6 |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement for each academic year)** | 2026/2027 to 2029/2030 |
| Date this statement was published | November 2026 |
| Date on which it will be reviewed | November 2027 |
| Statement authorised by | Sherryll Hitchman, Headteacher |
| Pupil premium lead | Sherryll Hitchman, Headteacher |
| Governor / Trustee lead | Lucy Gilford, lead for disadvantaged pupils |

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## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £6200 |
| Recovery premium funding allocation this academic year | £0.00 |
| Pupil premium funding carried forward from previous years | £0,00 |
| **Total budget for this academic year** | £6200 |

# Part A: Pupil premium strategy plan

## Statement of intent

Newbold Church of England Primary School is a vibrant, happy school with a hardworking, enthusiastic and dedicated staff team. We have a very well established and experienced leadership team and a school vision of building each other up to be a success in our Christian community.

We are a small rural primary school with a high proportion of children with additional needs.

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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, and young carers. 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 is 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. 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
- 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 |
|---|---|
| 1<br>Wellbeing & Mental Health | Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.<br><br>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to family circumstance, and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.<br><br>Teacher referrals for support remain relatively high. 100% of pupils (of whom are disadvantaged) currently require additional support with social and emotional needs, with 100% (whom are disadvantaged) receiving small group interventions. |

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| 2<br>Attendence | Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 3 - 5% lower than for non-disadvantaged pupils, although 25/26 data shows that this has dropped to 1% below.<br><br>0.5% of disadvantaged pupils have been 'persistently absent' compared to 0% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.<br><br>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading and writing. |
| 3<br>Language Levels | Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.<br><br>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.<br><br>On entry to Reception class in the last 3 years, between 80 - 100% of our disadvantaged pupils arrive below age-related expectations compared to 20 - 30% of other pupils. This gap remains steady to the end of KS2. |
| 4<br>Working Memory | Disadvantaged children are disproportionately likely to experience difficulties with working memory, factors associated with socio-economic disadvantage, such as reduced exposure to language, increased stress, lower access to enrichment opportunities, housing instability, and lower levels of parental educational capital, which can impact the development of executive functions, including working memory. |
| 5<br>Boys Writing | Pupil Premium boys are more likely to experience difficulties with writing than their non-disadvantaged peers. The challenge is often linked to a combination of factors including, weaker oral language development, limited vocabulary, reduced working memory capacity, lower reading engagement, and fewer opportunities for extended talk and writing outside 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 |
|---|---|
| 1: To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing by 2029/30 demonstrated by:<br>• qualitative data from student voice, student and parent surveys, and teacher observations<br>• a significant amount of targeted support for families<br>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils<br>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| 2: To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance by 2029/30 demonstrated by:<br>• the overall unauthorised absence rate for all pupils being no more than 2%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 0%.<br>• the percentage of all pupils who are persistently absent being equal to disadvantaged children. |
| 3: Improved oral language skills and vocabulary among disadvantaged pupils. | A significant increase in participation in enrichment activities, particularly among disadvantaged pupils, and assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources |

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| | of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| 4: Improved reading attainment among disadvantaged pupils. | KS2 reading outcomes in 2029/30 show that more than 95% of disadvantaged pupils met the expected standard. |
| 5: Working Memory | Use of oral rehearsal strategies, visual mapping, retrieval practice and structured recall activities: Pupils can organise and retain ideas more effectively before writing. Children can hold key information in their working memory while working on tasks. Pupils have increased independence, greater stamina for writing and improved ability to develop and sustain ideas across longer pieces of work. |
| 6: Boys Writing | Pupil Premium boys have made positive progress in writing. The use of handwriting practice, working memory strategies, including mind mapping, recall activities and vocabulary retrieval, has helped pupils to remember and apply learning more effectively. This has resulted in improved engagement, increased writing stamina and higher-quality written outcomes, with pupils able to develop and sustain their ideas in greater detail. |

## 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: **£1500**

| Activity | Evidence that supports this approach | Ch |
|---|---|---|
| Improve the quality of social and emotional learning (SEL).<br><br>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.<br><br>Purchase of standardised diagnostic assessments.<br><br>Training for staff to ensure assessments are interpreted and administered correctly. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):<br>Improving Social and Emotional Learning in Primary Schools \| EEF<br><br>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:<br>Diagnostic assessment \| EEF | 1 |
| Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend | 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: | 3 |

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| vocabulary. We will purchase resources and fund ongoing teacher training and release time.<br><br>Teacher to attend Oracy Training and lead training in the school for Oracy | Oral language interventions \| Teaching and Learning Toolkit \| EEF | |
| Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:<br>Phonics \| Teaching and Learning Toolkit \| EEF | 3 |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.<br><br>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:<br>Mathematics_guidance: key stages 1_and 2<br><br>The EEF guidance is based on a range of the best available evidence:<br>Improving Mathematics in Key Stages 2 and 3 | 3 |
| Continue to fund ongoing high-quality staff training by embed high quality adult/child interactions in the early years and across the school<br><br>Continue to enhance our language rich learning environments | There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversations children have with adults and peers throughout the day in a lan- guage rich environment is crucial.<br><br>Supporting Communication and Language in the Early Years \| Education Endowment Foundation | 3 |

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| | https://educationendowmentfoundation.org.uk/early-years/high-quality-interactions<br><br>Teaching by Listening: The Importance of Adult-Child Conversations to Language Devel- opment.<br><br>Frederick J. Zimmerman, Jill Gilkerson, Jeffrey A. Richards, Dimitri A. Christakis, Dongxin Xu, Sharmistha Gray and Umit Yapanel | |
| Ensure teachers continue to support children's oracy, language development and active participation by embedding high quality inclusive teaching practices.<br><br>High quality training, support and instructional coaching focused on:<br><br>• cold calling<br>• think, pair, share<br>• check for understanding | Evidence-informed inclusive teaching strategies – Walkthrus https://www.walkthrus.co.uk/<br><br>https://researchschool.org.uk/aspirer/news/how-oracy-education-gives-confidence- and-a-voice<br><br>https://www.oneeducation.co.uk/?s=oracy<br><br>How Oracy Education Gives Confidence and a Voice | 3 |
| Ensure teachers continue to support pupils' reading comprehension and vocabulary development.<br><br>Embed the **I do** (teacher articulating their thinking), **we do** (student talk) **you do** (independent practice) approach. | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition<br><br>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils | 4 |

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|---|---|---|
| | are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.<br><br>Some necessary components for successful metacognition strategies might include:<br><br>• Explicit teaching of metacognition strategies<br><br>• Teachers modelling their own thinking to demonstrate metacognition strategies | |
| Ensure teachers continue to support pupils' writing, focusing on embedding the foundational skills of handwriting and sentence level development.<br><br>High quality training, support, QA and skills sharing for teachers focused on priorities:<br><br>• Embed the **I do** (pure modelling, teacher articulating their thinking), **we do** (shared writing) **you do** (independent writing) approach. | https://educationendowmentfoundation.org.uk/16-19/developing-independent-learners/metacognition-and-self-regulation<br><br>There is some evidence to suggest that disadvantaged pupils are less likely to use meta-cognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future. | 4,5 |

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| | Some necessary components for successful metacognition strategies might include:<br>• Explicit teaching of metacognition strategies<br>• Teachers modelling their own thinking to demonstrate metacognition strategies<br>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 | |

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

Budgeted cost: **£1700**

| Activity | Evidence that supports this approach | Ch |
|---|---|---|
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub. | 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:<br>Phonics \| Teaching and Learning Toolkit \| EEF | 3 |
| Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.<br>NELI | Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:<br>Oral language interventions \| Teaching and Learning Toolkit \| EEF | 3,4 |

## Wider strategies (for example, related to attendance, behaviour, wellbeing, including music and emotional support sessions)

Budgeted cost: **£2000**

| Activity | Evidence that supports this approach | Ch |
|---|---|---|
| Embed the Trauma Informed Practice approach in school - focusing on a key school principle – building and maintaining positive, trusting and beneficial relationships with all our children and families to develop a sense of belonging and connectedness across the whole community. | Initial evidence suggests that in trauma informed schools, there is a positive effect on pupils who are more able to reflect on their own feelings and develop more skills relating to self-regulation. This supports and promotes positive mental health for pupils.<br><br>https://educationendowmentfoundation.or g.uk/education-evidence/guidance-reports/behaviour<br><br>https://www.enfield.gov.uk/educationalpsychologyservice/enfield-trauma-informed-practice-in-schools-and-settings | 1 |
| Fund afternoon nurture sessions, 1:1 and group counselling/ELSA sessions for vulnerable pupils led by skilled and experienced professionals both within school and externally | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning- toolkit/social-and-emotional-learning<br><br>There is evidence to suggest that targeted school-based interventions have led to improvements in wellbeing and mental health, yielding | 1 |

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| | reduced levels of school exclusion by 31% and improved pupil attainment (Banerjee et al., 2014)<br><br>Research indicates that school-based counselling is perceived by children and pastoral care staff as a highly accessible, non-stigmatising and effective form of early intervention for reducing psychological distress (Cooper, 2009).<br><br>Children who attend NG have a significant chance of improving their learning skills including language and literacy skills. There is also an improvement in pupils' behaviour and social skills and they result in a more positive attachment to school.<br><br>International Journal of Nurture in Education – NurtureUK<br><br>https://www.nurtureuk.org/research-evidence/international-journal-of-nurture-in-education/ | |
| Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. | Both targeted interventions and universal approaches can have positive overall effects:<br>Behaviour interventions \| Teaching and Learning Toolkit \| EEF | 1 |
| Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.<br><br>This will involve training and release time for staff to develop and implement new procedures and | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | All |

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|---|---|---|
| appointing attendance/support officers to improve attendance. | | |
| Embed the principles of good practice set out in Marc Rowland's publication and the advice from the DfE.<br><br>Ensure high-quality leadership at all levels of inclusion, attendance and safeguarding. | https://www.onecornwall.co.uk/page/?title=Transforming+Attendance+in+Cornwall&pid=251<br><br>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.<br><br>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance | All |
| Music sessions | Targeted interventions and universal approaches can have positive overall effects: | 1, 3,4 |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |

**Total budgeted cost: £6200**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

Our internal assessments during 2025/26 suggested that the performance of disadvantaged pupils was lower than in the previous 3 years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2025/26 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Overall attendance in 2025/26 was 95.3%, higher than the national average. absence among disadvantaged pupils was 1% higher than their peers with no persistent absence. These gaps are smaller than in previous years, but still impact pupil premium children which is why attendance continues to be a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to post covid and family breakup issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. We have reviewed our strategy plan and made changes to how we intend to use some of our

budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

| Externally provided programmes | Provider |
|---|---|
| Music | Private Music Teacher |
| Emotional wellbeing coach | Private Coach |

Further information

**Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence on feedback demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
-

**Planning, implementation and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities. We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.