

Pupil premium strategy statement – Newbridge Primary 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	402
Proportion (%) of pupil premium eligible pupils	38
Academic year/years that our current pupil premium strategy plan covers	2025 to 2027
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Gill Kennaugh
Pupil premium lead	Ali Bartlett
Governor / Trustee lead	Jo Blair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57 950.00
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£39 960.00 (29pupils) £17 990.00 (7 pupils at £2570)

Part A: Pupil premium strategy plan

Statement of intent

At Newbridge Primary School, our Pupil Premium Strategy is driven by the belief that every child, regardless of background or starting point, deserves the opportunity to thrive and achieve across all areas of the curriculum. Our intent is to ensure that all children make strong academic, social, and emotional progress, leaving Newbridge as confident, resilient, and well-rounded individuals, fully prepared for the next stage of their education and life.

We recognise that success is not defined solely by academic outcomes, but by developing the whole child. Therefore, our approach extends beyond classroom learning to include enrichment opportunities that broaden horizons and build cultural capital. We actively promote participation in extracurricular clubs, educational visits, and cultural experiences that inspire curiosity, creativity, and ambition.

We place equal importance on developing key life skills such as resilience, communication, and confidence. Through targeted support and high-quality teaching, we nurture each child's ability to express themselves, persevere in the face of challenge, and take pride in their achievements.

Strong relationships sit at the heart of our strategy. We work closely with families to build trust and understanding, ensuring that every child is known, valued, and celebrated. Attendance, well-being, and access to wrap-around care are carefully monitored so that barriers to learning are reduced and children can fully engage in all aspects of school life.

Through this holistic approach, we aim to create a culture where Pupil Premium children are at the forefront of everything we do — achieving highly, participating fully, and developing the confidence and skills needed to succeed in life.

SUPPORTING

CHILDREN ENTITLED TO
PUPIL PREMIUM FUNDING

AT

Newbridge
Primary School

SEATING POSITION

- Seat close to the front and/or where they are most focused and supported.
- Ensure good visibility of the board and teacher.

SCAFFOLDING SUPPORT

Provide scaffolded resources where appropriate: Sentence starters, word banks, partially completed tasks, writing frames or step-by-step prompts.

QUESTIONING

- Ask at least one open-ended question per lesson where appropriate.
- Provide thinking time or talk partners if needed.

MARKING AND FEEDBACK

- Prioritise PP books when marking.
- Give specific, actionable feedback.
- Use live marking or verbal feedback when possible.

RELATIONSHIPS AND INTERESTS

- Know what their interests, hobbies and strengths are.
- Try to incorporate these into learning or praise.
- Build a relationship with the family.

ATTENDANCE

- Monitor attendance weekly and communicate with the Deputy Head if you are concerned.
- Make contact with the family after the first day of absence.

PP MATRIX

- Update the PP matrix three times a year (Autumn, Spring, Summer).
- Include notes on progress, barriers, and successful strategies.

MONITOR ENGAGEMENT

- Notice if they're disengaged, withdrawn, or struggling.
- Gently check in with them—relationships make a difference.

CELEBRATING SUCCESS

- Recognise and celebrate achievements, both academic and social.
- Give opportunities to lead or shine.



Challenges

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

Challenge number	Detail of challenge												
1	Provision & Progress 35% of our Pupil Premium children are not meeting the expected standards in reading comprehension, and 41% are not meeting expectations in maths, based on our PIRA and PUMA assessments in Summer 2025.												
2	Attendance As of November 2025, Pupil Premium children's attendance is below the National and Local Authority attendance average: Pupil Premium Summary of 38 Pupils (who are pupil premium) Attendance percentage <table> <tr> <td>School</td> <td>95.1%</td> </tr> <tr> <td>National</td> <td>95.4%</td> </tr> <tr> <td>Local Authority</td> <td>95.9%</td> </tr> </table> Whole School Summary of 403 Pupils Attendance percentage <table> <tr> <td>School</td> <td>97.0%</td> </tr> <tr> <td>National</td> <td>95.4%</td> </tr> <tr> <td>Local Authority</td> <td>95.9%</td> </tr> </table>	School	95.1%	National	95.4%	Local Authority	95.9%	School	97.0%	National	95.4%	Local Authority	95.9%
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3	Oracy & Engagement 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.												
4	Parental Engagement Parental engagement in learning and attendance at curriculum information evenings remains low; although attendance at parents' evenings has improved, there continues to be limited parental interest in their child's progress and minimal engagement with enrichment activities.												
5	Enrichment Participation in extracurricular clubs has increased, and Pupil Premium children continue to be a key focus for involvement in sporting activities and educational visits. However, the proportion of Pupil Premium pupils engaging in these opportunities remains below the level we consider sufficient.												

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 Effective Provision for Disadvantaged Pupils	All disadvantaged pupils have tailored plans by Term 1as Teachers will have created One Page Profiles for each child. Pupil Progress will be measured through PP meetings in Terms 2, 4 and 6 Planning will include SMART objectives Through Quality First Teaching the Learning meets needs and will be evident when monitoring is completed. Daily readers will be prioritised and the Accelerated reading progress will be tracked. Adapted knowledge organisers will be sent home to support vocabulary and retention of our SEND and PP children Progress will be tracked through Insight and interventions and provision will be evaluated and adjusted accordingly. Subject Leaders will monitor the progress of the PP children and ensure they are accessing the curriculum, through adaptive planning.
Improve Attendance among Disadvantaged Pupils	Weekly attendance will be traced and early intervention will be put in place where it is required There will be termly attendance reviews and DH will liaise with the PP lead and teachers of those families that require support Pupil Premium families will have priority booking at Parents' Evening Families will be offered a place at Breakfast Club in order to promote punctuality and readiness to learn Teachers will make contact with the Pupil Premium families after the first day of absence in order to improve communication and offer support.

Improve Oracy and Pupil Confidence in Speaking	Staff will undertake training in the Voice 21 project and continue to use the Kagan model to increase Pupil Premium participation in class discussions Learning walks will focus on the engagement and participation of the Pupil Premium children There will be Voice 21 and Oracy Champions, across the school who then model best practice and share their knowledge and skills All children will increase their vocabulary and confidence when speaking aloud
Strengthen Parental Partnership	The PP lead, along with SENCo and Headteacher, will create a Pupil Premium working party of parents whose children are entitled to PP. This will aim to build relationships, communication and attendance Parents of children entitled to PP will receive personal invites to curriculum events and Parents' Evening Hold discussion with parents about their child's One Page Profile and set targets together, therefore ensuring they are more informed PP Lead to send a welcome letter and an update during the year to all PP families. Term 1 and Term 4
Provide Enriching Experiences and increase self esteem	Provide support with daily resources and uniform, supporting families to ensure their child is equipped and ready to learn Inform parents that their child has free access to books, trips and extracurricular clubs. This will encourage attendance at clubs There will be access to the school fund to support access and remove financial barriers Promote leadership roles for all PP children and ensure they are priority when allocating spaces for sporting events and visits to local Care Homes.

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: £17, 980 plus £2,455 Voice 21 training

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching and learning across the school using Kagan structures will be used to support engagement. Feedback will always include Pupil Premium pupils. Voice 21 training for all staff Use of extra teacher in KS2 to enable better pupil: teacher ratios when teaching maths and English.	Discussions with pupils, and discussions with staff at Pupil Progress Meetings. PP children have a limited vocabulary and therefore do not engage in whole class discussion A high percentage of PP children are still not achieving ARE	1 & 3

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

Budgeted cost: £32, 922

Activity	Evidence that supports this approach	Challenge number(s) addressed
SENDCO and PP Lead will attend Pupil Progress Meetings to advise staff on appropriate academic support to those Pupil Premium Pupils with SEND needs.	A high percentage, 53%, of our Pupil Premium children also have SEND.	1 & 3
Highly trained TAs will be used to run intervention programmes, for	A high percentage, 41%, of our Pupil Premium children also have SEND.	1 & 3

Twinkl phonics, Precision Teaching, EAL, SpLD / Dyslexia. ELSA trained TAs' to support the children with SEMH needs	There are 10 PP children who have SEMH needs and require ELSA support	
Insight Tracking system will be purchased and used to record and monitor the progress of interventions, as well as the progress of all children in the school in Reading, Writing and Maths to enable precision teaching to be targeted to gaps in knowledge.	Data, both internal and external, indicate that from EYFS to KS2 the progress of disadvantaged in English and Maths is often less than that of non-disadvantaged pupils.	1 & 3

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

Budgeted cost: £ 4,460 plus £

Activity		Evidence that supports this approach	Challenge number(s) addressed
School staff, including ELSA-trained TAs, will support and monitor children throughout the school day, including arrival times.		Assessments and discussions with pupils and families completed by SENDCO.	1,2 & 4
Monitoring of attendance by		Attendance data indicates low levels of	2

office staff and DHT/Attendance Team. DHT/ Attendance Team to meet parents/carers to discuss, follow up and write letters to those whose attendance is below target. DHT/ Attendance Team to work with AWSO DHT/ Attendance Team to work support families. Teachers making contact following the first day of absence. We will follow the Attendance Policy e.g. by meeting parents/writing to parents.		attendance and/or high levels of absence for some disadvantaged pupils which impacts on progress and attendance. 46% of PP children where persistently absent or at risk of persistent absence in the academic year 2024 - 2025	
Parent/Carers of Pupil Premium children will be contacted by the school office to set up appointment times. A choice of times including daytime and early evening slots will be available. Follow-up calls will be made to parents/carers who do not attend their scheduled meetings.		School internal data shows low levels of Parental Engagement at Parents/Carers Evenings.	4 & 5

Parent/Carers of Pupil Premium children will be contacted by the school office to set up extracurricular clubs		School data shows less PP children attending clubs than non-PP children.	
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Total budgeted cost: £57 950