

Newbridge Primary School		Review of outcomes/ Teaching and Wider Strategies supporting Pupil Premium families 2024-25									
1. Summary information											
School	Newbridge Primary School										
Academic Year	2024-25	Total PP budget	£43, 650	Date of most recent PP Review	October 2025						
Total number of pupils	399	Number of pupils eligible for PP	32	Date for next internal review of this strategy	September 2026						
Intended outcomes											
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Success criteria Sustained high levels of wellbeing by July 2025 demonstrated by: Qualitative data from student voice, pupil and parent surveys and teacher observations. Increased participation in enrichment activities, particularly among disadvantaged pupils	Impact By prioritising wellbeing across the school, all pupils, particularly our disadvantaged pupils, felt safe, valued, and supported. Sustained high levels of wellbeing were demonstrated through positive feedback from pupil voice, insights and teacher observations. Engagement in enrichment activities increased, reflecting pupils’ confidence, motivation, and sense of belonging, with disadvantaged pupils having equal access to opportunities that supported their personal, social, and emotional development. This holistic approach to wellbeing underpinned academic progress, resilience, and positive relationships across the school community. Our OPAL programme has had a positive impact on playtimes and unstructured times throughout the day and the children are far more engaged in play. decreasing confidence, self-esteem and friendship issues.									
To achieve improved reading progress among disadvantaged pupils.	Summer term internal data from PIRA at the end of 2024/25 shows that a 100% of disadvantaged pupils made progress from their starting point at the start of the academic year.	42% of the Pupil Premium children made the Age-Related Expectation with 8% achieving Great Depth. The other 58% made progress within the range of their PIRA assessment but not necessarily to the Age-Related Expectation. Their PIRA score did increase.									
To achieve improved maths progress among disadvantaged pupils.	Summer term internal data from PUMA at the end of 2024/25 shows that a 100% of disadvantaged pupils made progress from their starting point at the start of the academic year.	By the end of the 2024/25 academic year, disadvantaged pupils made significant progress in mathematics. Summer term internal data from PUMA assessments showed that all disadvantaged pupils had made measurable progress from their starting points at the beginning of the year. Targeted teaching, focused interventions, and high-quality support enabled these pupils to develop their mathematical knowledge, skills, and confidence, ensuring that gaps were closed and progress was sustained across the curriculum. There are still certain barriers to closing the gap but the Maths leads are fully aware of this and have targeted this in their action plans.									
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Our PP attendance was slightly under the National Average attendance by 2024/25.	Attendance percentage <table><tr><td>School</td><td>93.0%</td></tr><tr><td>National</td><td>94.8%</td></tr><tr><td>Local Authority</td><td>95.2%</td></tr></table> Our Deputy Head is fully aware of the attendance data and is in contact with the families that require support. Our SDP for 2025/26 focuses on PP attendance and all staff will now be increasingly involved in reviewing and analysing data within their classes.				School	93.0%	National	94.8%	Local Authority	95.2%
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To achieve and sustain improved attendance at Parents/Carers Evenings.	Sustained high attendance by 2024/25 demonstrated by:	This has certainly increased and at the last Parents Evening we had 98% attendance. Those who didn't attend on the evening, were contacted by the teacher.
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Teaching

High quality teaching and learning across the school using Kagan structures will be used to support engagement. Feedback will always include Pupil Premium pupils. Use of extra teacher in KS2 to enable better pupil: teacher ratios when teaching maths and English.	Success criteria Discussions with pupils, and discussions with staff at Pupil Progress Meetings.	Impact High-quality teaching and learning across the school, incorporating Kagan structures, successfully supported pupil engagement, with feedback consistently including Pupil Premium pupils. The use of an additional teacher in KS2 improved pupil-to-teacher ratios in Maths and English, enabling more targeted instruction and support. Discussions with pupils and staff during Pupil Progress Meetings confirmed that these approaches contributed to increased participation, confidence, and measurable academic progress among Pupil Premium pupils.
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Statutory Outcomes 2024

EYFS GLD – 81.36%

Phonics Year 1 – 84.49%

Phonics Y1/2 combined - 96.6%

Multiplication Check Year 4 20+ = 65.6%

Key Stage 2 2024		NPS	National
ESPG			
At standard	39.3%	79%	72%
Greater Depth	39.3%		
Maths			
At standard	46.4%	91%	73%
Greater Depth	44.6%		
Reading			
At standard	55.4%	88%	74%
Greater Depth	32.1%		
Writing			
At standard	62.5%	63%	72%
Greater Depth	0%		
Science			
At standard	82%	82%	81%
Greater Depth	-		

Statutory Outcomes 2025

EYFS GLD – 72%

Phonics Year 1 – 95%

Phonics Y1/2 combined – 95%

Multiplication Check Year 4 Average out of 25 = 21.6

Key Stage 2 2025		NPS	National
ESPG			
At standard	33%	80%	73%
Greater Depth	47%		
Maths			
At standard	46%	88%	74%
Greater Depth	42%		
Reading			
At standard	40%	87%	75%
Greater Depth	47%		
Writing			
At standard	72%	72%	62%
Greater Depth	0%		
Science			
At standard	82%	82%	82%
Greater Depth	-		

Targeted Support	Success Criteria	Impact
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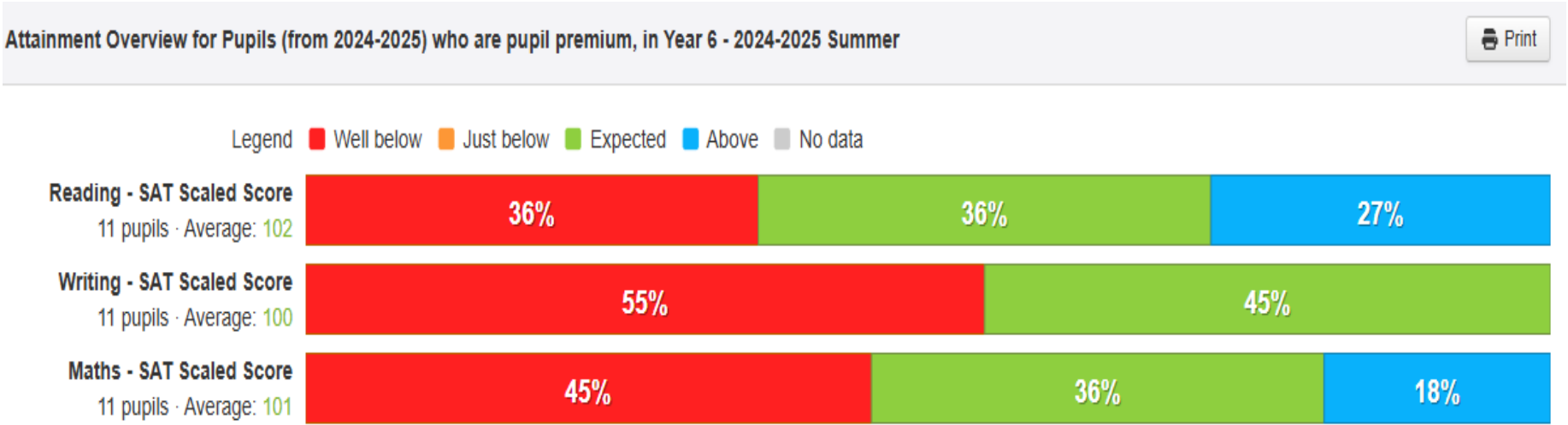
SENDCO will attend Pupil Progress Meetings to advise staff on appropriate academic support to those Pupil Premium Pupils with SEND needs.	All Pupil Premium pupils with SEND have clearly identified support strategies and interventions documented following Pupil Progress Meetings. Teachers implement recommended support, and progress is tracked and reviewed termly. Evidence from pupil outcomes and monitoring shows improved	The SENCo attended Pupil Progress Meetings to advise staff on appropriate academic support for Pupil Premium pupils with SEND needs. As a result, all Pupil Premium pupils with SEND had clearly documented support strategies and interventions. Teachers implemented the recommended support consistently, and progress was tracked and reviewed three times within the year and shared with parents. Evidence from pupil outcomes and monitoring demonstrated for the majority of pupils, improved engagement, progress, and attainment for Pupil Premium pupils with SEND needs.
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	engagement, progress, and attainment for Pupil Premium pupils with SEND needs.	Y6 PP SATs Progress 24-25 11 pupils in Year 6, who are pupil premium <table><thead><tr><th>Full name</th><th>2024/25 Aut Reading Mock K&2 SATs</th><th>2024/25 Sum Reading SAT Scaled Score</th><th>Reading progress from 2024/25 Aut Mock K&2 SATs to 2024/25 Sum SAT Scaled Score</th><th>2024/25 Aut Maths Mock K&2 SATs</th><th>2024/25 Sum Maths SAT Scaled Score</th><th>Maths progress from 2024/25 Aut Mock K&2 SATs to 2024/25 Sum SAT Scaled Score</th><th>2024/25 Aut GP&2 Mock K&2 SATs</th><th>2024/25 Sum GP&2 SAT Scaled Score</th><th>GP&2 progress from 2024/25 Aut Mock K&2 SATs to 2024/25 Sum SAT Scaled Score</th></tr></thead><tbody><tr><td>Pupil-01</td><td>85</td><td>95</td><td>+10</td><td>94</td><td>96</td><td>+2</td><td>86</td><td>92</td><td>+6</td></tr><tr><td>Pupil-02</td><td>92</td><td>109</td><td>+17</td><td>101</td><td>106</td><td>+5</td><td>89</td><td>97</td><td>+8</td></tr><tr><td>Pupil-03</td><td>114</td><td>111</td><td>-3</td><td>104</td><td>114</td><td>+10</td><td>109</td><td>118</td><td>+9</td></tr><tr><td>Pupil-04</td><td>84</td><td>92</td><td>+8</td><td>84</td><td>89</td><td>+5</td><td>87</td><td>92</td><td>+5</td></tr><tr><td>Pupil-05</td><td>84</td><td>89</td><td>+5</td><td>90</td><td>95</td><td>+5</td><td>92</td><td>97</td><td>+5</td></tr><tr><td>Pupil-06</td><td>101</td><td>106</td><td>+5</td><td>102</td><td>109</td><td>+7</td><td>101</td><td>104</td><td>+3</td></tr><tr><td>Pupil-07</td><td>91</td><td>104</td><td>+13</td><td>93</td><td>96</td><td>+3</td><td>96</td><td>100</td><td>+4</td></tr><tr><td>Pupil-08</td><td></td><td>91</td><td></td><td></td><td>81</td><td></td><td></td><td>94</td><td></td></tr><tr><td>Pupil-09</td><td>106</td><td>110</td><td>+5</td><td>106</td><td>111</td><td>+6</td><td>94</td><td>107</td><td>+13</td></tr><tr><td>Pupil-10</td><td>110</td><td>113</td><td>+3</td><td>95</td><td>107</td><td>+12</td><td>108</td><td>120</td><td>+12</td></tr><tr><td>Pupil-11</td><td>93</td><td>103</td><td>+10</td><td>100</td><td>105</td><td>+5</td><td>105</td><td>115</td><td>+10</td></tr><tr><td>11 pupils — 100%: Summ...</td><td>96</td><td>102</td><td>+7.3</td><td>97</td><td>101</td><td>+6.0</td><td>97</td><td>103</td><td>+7.5</td></tr></tbody></table>	Full name	2024/25 Aut Reading Mock K&2 SATs	2024/25 Sum Reading SAT Scaled Score	Reading progress from 2024/25 Aut Mock K&2 SATs to 2024/25 Sum SAT Scaled Score	2024/25 Aut Maths Mock K&2 SATs	2024/25 Sum Maths SAT Scaled Score	Maths progress from 2024/25 Aut Mock K&2 SATs to 2024/25 Sum SAT Scaled Score	2024/25 Aut GP&2 Mock K&2 SATs	2024/25 Sum GP&2 SAT Scaled Score	GP&2 progress from 2024/25 Aut Mock K&2 SATs to 2024/25 Sum SAT Scaled Score	Pupil-01	85	95	+10	94	96	+2	86	92	+6	Pupil-02	92	109	+17	101	106	+5	89	97	+8	Pupil-03	114	111	-3	104	114	+10	109	118	+9	Pupil-04	84	92	+8	84	89	+5	87	92	+5	Pupil-05	84	89	+5	90	95	+5	92	97	+5	Pupil-06	101	106	+5	102	109	+7	101	104	+3	Pupil-07	91	104	+13	93	96	+3	96	100	+4	Pupil-08		91			81			94		Pupil-09	106	110	+5	106	111	+6	94	107	+13	Pupil-10	110	113	+3	95	107	+12	108	120	+12	Pupil-11	93	103	+10	100	105	+5	105	115	+10	11 pupils — 100%: Summ...	96	102	+7.3	97	101	+6.0	97	103	+7.5
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Highly trained TAs will be used to run intervention programmes, for example Rapid Maths, Precision Teaching and SpLD / Dyslexia.	Targeted interventions led by highly trained TAs are delivered consistently to Pupil Premium pupils. Progress of pupils participating in programmes such as Rapid Maths, Precision Teaching, and SpLD/Dyslexia interventions is tracked and demonstrates measurable improvement. Monitoring and assessment data show that pupils’ gaps in learning are closing and attainment is improving.	TAs successfully delivered targeted intervention programmes, including Rapid Maths, Precision Teaching, and SpLD/Dyslexia support, to Pupil Premium pupils. The progress of pupils participating in these programmes was closely tracked, showing measurable improvement in their skills and knowledge. Monitoring and assessment data demonstrated that learning gaps were closing and overall attainment for Pupil Premium pupils improved as a result of these interventions.																																																																																																																																		
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.	The Insight Tracking system is fully implemented and used consistently to record and monitor the progress of all pupils, including Pupil Premium pupils. Intervention outcomes and pupil progress in Reading, Writing, and Maths are tracked accurately. Data from the system informs precision teaching, targeting gaps in knowledge effectively and informs Subject Leads of the next steps.	The Insight Tracking system was successfully implemented and used consistently to record and monitor the progress of all pupils, including Pupil Premium pupils. Intervention outcomes and pupil progress in Reading, Writing, and Maths were accurately tracked. Data from the system informed precision teaching, allowing gaps in knowledge to be effectively targeted. Evidence demonstrated that identified gaps closed and pupil attainment improved as a result of these targeted interventions. Subject Leads were able to analyse the data and identify the areas that need to be targeted in the next academic year, their action plans now reflect this analysis.																																																																																																																																		

	Evidence shows that identified gaps are closing and pupil attainment is improving as a result of targeted interventions.																			
Wider Strategies																				
School staff, including ELSA trained TA to support children arriving at school, and support/monitor during the school day.	Success Criteria Assessments and discussions with pupils and families will be completed by SENDCO.	Impact School staff, including ELSA-trained TAs, supported and monitored children throughout the school day, including during arrival. Assessments and discussions with pupils and families, carried out by the SENCo, confirmed that this support contributed to improved pupil wellbeing, engagement, and readiness to learn.																		
Monitoring of attendance by office staff and DHT/Attendance Team.	Attendance data will indicate low levels of absence for some disadvantaged pupils which impacts on progress and attendance.	Monitoring of attendance by office staff and the Deputy Head/Attendance Team effectively identified Pupil Premium pupils with low attendance and high levels of absence. As a result of targeted interventions and support, attendance improved for most of these pupils, reducing barriers to learning and enabling better engagement and progress. Autumn 2023-24 data showed that initial attendance challenges, where 39% of disadvantaged pupils were absent, were addressed through timely follow-up and support measures. The attendance has improved slightly over the course of the year. 2023-24 Attendance percentage <table><tr><td>School</td><td>91.7%</td></tr><tr><td>National</td><td>94.5%</td></tr><tr><td>Local Authority</td><td>95.0%</td></tr></table> 2024-25 Attendance percentage <table><tr><td>School</td><td>92.5%</td></tr><tr><td>National</td><td>94.8%</td></tr><tr><td>Local Authority</td><td>95.2%</td></tr></table> Current attendance percentages Attendance percentage <table><tr><td>School</td><td>94.6%</td></tr><tr><td>National</td><td>95.7%</td></tr><tr><td>Local Authority</td><td>96.2%</td></tr></table>	School	91.7%	National	94.5%	Local Authority	95.0%	School	92.5%	National	94.8%	Local Authority	95.2%	School	94.6%	National	95.7%	Local Authority	96.2%
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DHT/ Attendance Team to meet Parents/Carers to discuss, follow up and write letters to those whose attendance is below target.	School internal data shows low levels of Parental Engagement at Parents/Carers Evenings.	The Deputy Head and Attendance Team met with parents and carers to discuss attendance concerns, followed up as needed, and issued letters to those whose attendance was below target. As a result, parental engagement improved, with more families responding to communication and taking an active role in supporting their child’s attendance, helping to reduce absence and improve overall pupil engagement.
DHT/ Attendance Team to work with AWSO	The DHT/Attendance Team collaborates effectively with the AWSO to identify and support Pupil Premium pupils with attendance concerns. Targeted actions and interventions are implemented promptly for families at risk of persistent absence. Attendance for identified pupils shows measurable improvement, reducing barriers to learning and promoting consistent engagement in school.	The DHT/Attendance Team collaborated effectively with the AWSO to identify and support Pupil Premium pupils with attendance concerns. Targeted actions and interventions were implemented promptly for families at risk of persistent absence. As a result, attendance for identified pupils improved, barriers to learning were reduced, and pupils engaged more consistently in school. The targeted support provided by the DHT and Attendance Team has led to meaningful improvements in pupil outcomes. Families of Pupil Premium pupils have actively engaged with the bespoke guidance, meetings, and resources offered, fostering stronger home–school partnerships. As a result, supported pupils demonstrate improved attendance and punctuality, which in turn has enhanced their engagement, wellbeing, and academic progress. This collaborative and personalised approach has effectively reduced barriers to learning and promoted greater equity and inclusion across the school community.

YEAR 6 Pupil Premium data



Attainment Overview for Pupils (from 2024-2025) in Year 6 - 2024-2025 Summer

 Print

Legend Well below Just below Expected Above No data

