



Pupil premium strategy statement 2025/26

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 this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	64
Proportion (%) of pupil premium eligible pupils	42% 27/64
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/26
Date this statement was published	4/11/2025
Date on which it will be reviewed	December 2025
Statement authorised by	David Briggs
Pupil premium lead	Samantha Welsby
Governor / Trustee lead	Alison Griffin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (£1515 per primary school child and £2630 for CiC or Post CiC)	£48,795
Recovery premium funding allocation for this academic year	£0
Pupil Premium funding carried forward from previous years	£0
Total budget for academic year	£0.00

Part A: Pupil premium strategy plan

Statement of Intent

The pupil premium strategy plan intends to ensure that all children: irrespective of their background, needs or challenges they encounter in their primary life make good progress and at reach at least the expected standard in reading, writing and maths in each year group. Our intention is to support our disadvantaged pupils to meet this target and ensuring our high attainers maintain good progress throughout their school journey.

Using the Pupil Premium funds, the school ensures that:

- There is a focus on Quality First teaching
- Staff are aware of all the children's needs
- Pupils with Pupil Premium are carefully tracked
- Misconceptions are identified and rectified
- All staff have high expectations and this is monitored
- The whole child is recognised and social and emotional support has a high priority

Our intended outcomes are developed from our School Improvement Plan and are the key focus of the school's journey.

The schools spending decisions on the Pupil Premium Funding are intended to:
Enable parents to have a Pupil Premium Guarantee which allows all disadvantaged to receive:

- Free or subsidised costs for educational visits and trips.
- £50 towards the cost of uniform
- Free access to all intervention and enrichment activities.

Enable disadvantaged students to ‘close the gap’ in their performance in reading, writing and maths through:

- Small group intervention, delivered by teachers
- Support in lessons, through the deployment of support staff
- Regular pupil review meetings with parents if underperformance is a concern.

Enable disadvantaged pupils to develop a positive self-image and ensure that they maintain good wellbeing:

- Trips and school experiences are provided to the children at a subsidised cost.
- Pastoral care is provided for those pupils who require this support and intervention.
- The opportunities for disadvantaged pupils are maximised enabling a wide and varied diet of cultural opportunities as part of their school life.

Challenges

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

Challenge number	Detail of challenge
1	Our Pastoral records show some of our disadvantaged pupils will require additional support for (anxiety, self-esteem, behaviour management) and will require further support from school.

2	Baseline data indicates that disadvantaged pupils have lower levels of oracy and communication skills and will require specific intervention to catch up.
3	Additional support and intervention is required in phonics and early reading as assessment data indicates that early reading development will be delayed.
4	Writing data indicates that in comparison to their peers disadvantaged pupils attainment is lower and will require further support.
5	Internal assessments indicate that attainment in Maths amongst some of our disadvantaged pupils is below that of their peers.
6	Disadvantaged pupils have missed out on interaction with friends and enrichment opportunities during school closure and self-isolation.
7	Our attendance data indicates that attendance among disadvantaged pupils has been lower than those of non-disadvantaged pupils.
8	Disadvantaged pupils will be more likely not to achieve the combined standard in Reading, Writing and Maths due to some disadvantaged pupils being below the standard in one particular subject.

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	Evidence of Impact
Improved levels of oracy and communication skills amongst the disadvantaged pupils.	Assessments and observation will indicate that there is a significant improvement in communication skills. This will be evidenced by using NELI data, EYFS GLD, participation in lessons, class teacher feedback and on-going formative assessment.	December 2025 Due to not being sure if NELI was going to continue to be free WELCOMM has become the main resources used in school for assessing language skills. This is a tool that we have used alongside NELI for many years and trained staff are familiar with. Early assessments for Reception have identified CL gaps in learning. Some children have involvement from SALT (externally) and other children are undergoing intervention for WELCOMM Big Book of ideas. 2/9 (22.2%) saw an increase from emerging to expected in the autumn term so that 4/9 (44%) have expected for CL. Lesson observations show that children are encouraged to express themselves and modelled correction is consistent in the early years.

<p>Increase the percentage of children achieving the required standard in phonics in Y1 and Y2 at the end of each year.</p>	<p>Improve the phonics screening check by providing targeted support for children to secure phoneme recognition.</p>	<p>December 25</p> <p>An intensive phonics intervention plan has been put in place in the autumn term which comprises of individual and group interventions each week, termly assessments of all the children in Year 1 using previous papers, half termly and monthly assessments for children with identified gaps in their phonics knowledge.</p> <p>The SENDCo, Assistant SENDCo and class teacher work together to deliver additional support that identifies specific gaps. This is done by a specific small daily phonics group taught by a teacher, precision teaching sessions, additional practice of specific sounds and phonics screening cards to use at home and regular assessments of phoneme recall.</p> <p>In Year 1 9/14 (64.2%) children were on track to reach the current phonics score of 32 (including one EHCP child)</p> <p>2 children are working significantly below but are having interventions to support their learning 3 children have an EHCP but are starting to recognise Phase 2 sounds and starting to blend CVC words. They will be formally assessed in the spring term so that we can track their progress.</p> <p>Year 2 retake</p> <p>5 children are due to retake from 2024/25 3 were dis-applied (EHCP)</p> <p>All those children will be able to take the assessment this year. Currently 4/5 (80%) are on track to pass the phonics screening in June 26</p> <p>Other children beyond Year 2 are also tracked and undergo the termly and half termly assessments to ensure that they have all the sounds up to Phase 5 secure.</p>
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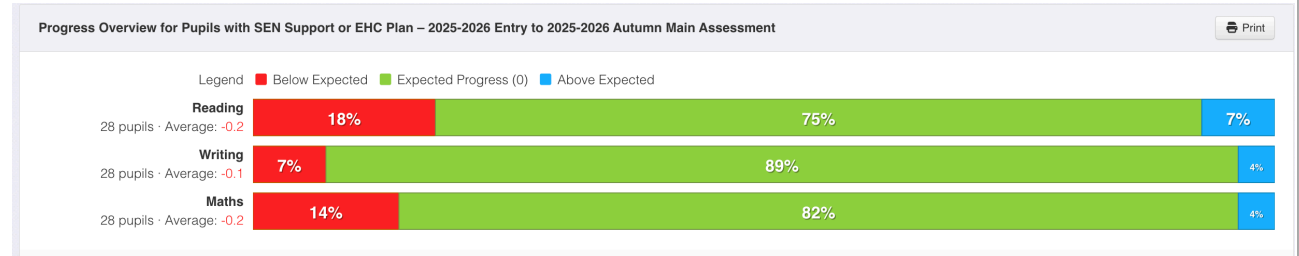
<p>To ensure the quality of play at break times helps to improve social skills but also helps to improve attendance, as children want to come to school.</p>	<p>Attendance of vulnerable children is low (82%). All children with attendance below 90% are identified and supported with their parents to improve attendance.</p>	<p>December 25 Completion of OPAL play accreditation on 22nd October. We received a Gold award. Attendance for Pupil Premium has increase to 91.2% by end of autumn term. All parents/carers were sent their child's attendance record at the end of term to ensure that they were aware of the impact of any absence through out the term. Warwickshire's Leave of Absence was put on the parent communication portal at the start of term All of the four LOA application that were received were referred to Warwickshire. One received a FPN. Expectations for attendance were put on the portal to make parents aware of the impact of days missed. Half termly tracking of whole school attendance is completed by the Attendance Lead and conversation with parents occur informally initially, if attendance patterns are raising or their child in PA/SA. Communication with parents is oh high importance and the attendance lead and class teachers have developed positive relationships with the GRT community. The work has particularly focussed on the parents letting the school know if the children are absent and why. Currently 85.6% attendance which is an improvement from the same period last year when it was 76.8%.</p>
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Maximise the number of disadvantaged pupils making expected or greater progress by the end of the school year.

Ensure that disadvantaged children working below their ARE are making 3+ point progress every year and interventions are provided to close the gap.

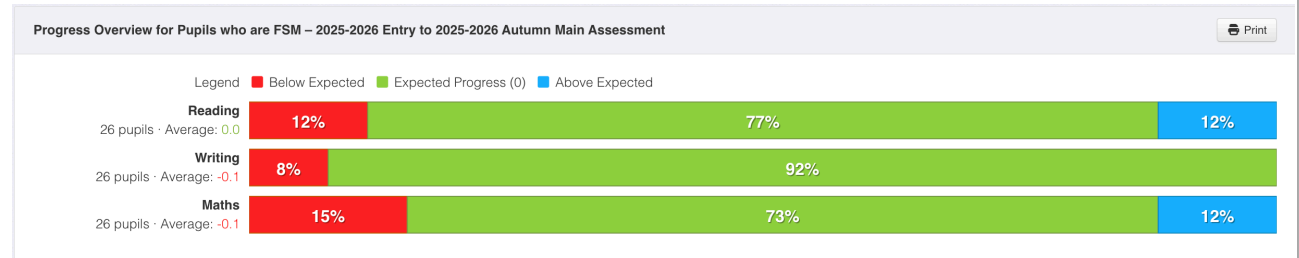
December 25

Progress for autumn term for SEND children



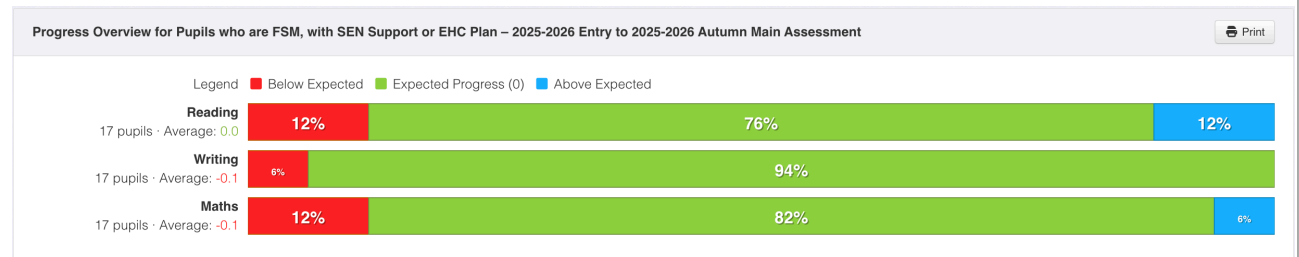
82% of children with SEND made progress in reading, 93% in writing and 86% in maths. Interventions for phonics, nurture, spelling, handwriting, maths and SEMH took place regularly to support those children identified with need.

Progress for the autumn term for PP children



89% of children eligible for PP made progress in reading, 92% in writing and 85% in maths. Interventions for phonics, nurture, spelling, handwriting, maths and SEMH took place regularly to support those children identified with need.

Seven children are in both categories.



<p>All children eligible for Pupil Premium are identified and supported to register</p>	<p>Families eligible for Pupil Premium are informed of the support we offer in school and as part of the community.</p>	<p>December 25 27/64 (37.5%) children were eligible for Pupil Premium. Information is sent to parents as the children join the school (Reception and New Starters) about eligibility criteria. Parents are made aware of the offer in school for uniform, support with trips. Children also supported with applications to Cotswold Community Funding.</p>
<p>Ensure that every child receives high quality teaching everyday</p>	<p>Standards of teaching will high. This will be monitored through the monitoring cycle and teacher triangulation. A comprehensive CPD package will be accessed by teachers and learning support assistants.</p>	<p>December 25 Teaching and Learning regularly monitored and read for development identified with the teaching and support staff. CPD in Walk thru continues for all staff and whole school engagement with the PINS project (Partnership for Inclusion of for Neurodiversity in School) including training from SALT, Parent/ Carer Voice and AET. Courses include</p> <ul style="list-style-type: none"> • AET making sense of Autism • Making sense of Neurodivergence in school • AET Good Autism Practice • • Autism in girls, Supporting families with neurodivergent children, AET progression framework. <p>English and maths leads have also lead whole school training on reading, wiring and maths Protective Behaviours Training - whole school</p>

<p>Improve parental engagement by raising opportunities to be involved in school and confidence</p>	<p>Support through tailored workshops and interventions through Family Support Worker and outside agencies.</p>	<p>December 2025</p> <p>Events for parents to increase engagement in school (autumn term)</p> <ul style="list-style-type: none"> • Welcome meeting and meet the teacher (16th & 17th September) • OPAL Play session for children and parents (18th September) • Chance to Chat about Behavior (25th September) • MacMillan Coffee Morning (26th September) • Early Years Drop in (30th September) • Harvest Festival (14th October) • Phonics Meeting for Reception children (1st October) • Key Stage 2 SATS meeting (8th October) • Chance to Chat Maths (21st October) • Open Morning at Newbold (4th October) • Ruby Curriculum Workshop and Book Look (10th November) • Sapphire Curriculum Workshop and Book Look (11th November) • Fussy Eater Workshop - Connect for Health (11th November) • Emerald Curriculum Workshop and Book Look (12 November) • Change Makers Workshops after school for 6 weeks - Connect for Health • Open Morning at Newbold (13th November) • Parents Evenings (18th & 25th November) • Chance to Chat - SEND (26th November) • Early Years Drop in (9th December)
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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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Quality First Teaching CPD throughout the school focussed on the Rosenshine Principles using Walkthrus to support the school in delivering a tailored approach</i>	Spending on improving teaching including professional development to ensure that effective staff are in every class, and the they are supported to keep improving. Implementation of Walkthru training throughout the year.	1,2,3,4,5,7,8
<i>Embed the learning from the PINS into everyday practice across the school. This includes paying the FLO salary</i>	Evidence from EEF Improving Social and Emotional Learning in School -reinforces the value of whole school approach for SEL https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,2,3,4,5,6,7,8
<i>Standardised diagnostics assessments purchased</i>	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.	2,3,4,5,6,8
<i>Ensure that SENCo and Inclusion lead has time to support training for all staff, monitor and assess progress of vulnerable children and liaise with pastoral lead as well as outside professionals.</i>	Internal data, Pupil progress meetings, End of Key Stage data, EHCP reviews and applications. Pupils with SEND have the greatest needs for excellent teaching and are entitled to provision that supports achievement and enjoyment at school. Many of our Pupil premium children are ion the SEND register.	2,6,7,8
<i>Ensure that learning support assistants are available at the start and the end of the day to welcome anxious children and to support early learning.</i>	There is extensive evidence linking social and emotional skills with improved outcomes at school and in later life. EEF Emotional Learning PDF	4,5,6,7

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Targeted interventions by the teachers linked to classroom teaching and the curriculum	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one to one and in small groups.	2,3,4,5,6,8,
Disadvantaged children in the Early years and Ks1 are to receive Neli	Evidence from EEF suggests small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five children. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate working area. Intensive tuition in small groups is often provided to support lower attaining learners. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions?utm_source=/education-evidence/teaching-learning-toolkit/oral-language-interventions&utm_medium=search&utm_campaign=site_search&search_term=Oral	2,3,4,5,6,8,
Multi agency support requested to support the school to identify barriers to learning.	Educational psychologists use psychology to help children and young people with the development of learning, communication, physical and sensory needs, and social and emotional skills needed for adulthood/independence.	2,3,4,5,6,7,8

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide enrichment clubs to support pupils' social and emotional development and give pupils an opportunity to develop specific talents.	There is evidence that character / essential life skills in childhood are associated with a range of positive outcomes at school and beyond. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	1,7
Uniform support for pupil premium children. Families are given a £60 payment towards the costs of school uniform.	Research shows that wearing a school uniform enables a school to build a school ethos and improve behaviour. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	1,6,7

All pupils have a reduced cost to pay for any trips or experiences the children have in the curriculum.	DfE guidance recognises that school trips and outdoor learning improves children's educational development, health and well-being.	1,7
Pastoral care – trained individuals provide pastoral and well-being care to identified children	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social Emotional intervention can lead to learning gains of +4 months over the course of a year.	1,7
Daily monitoring of attendance. Administrative staff and SLT member monitor attendance work with families to improve attendance and eliminate persistent absenteeism.	The Department for Education's guidance on improving school attendance provides useful advice on this issue.	1,7

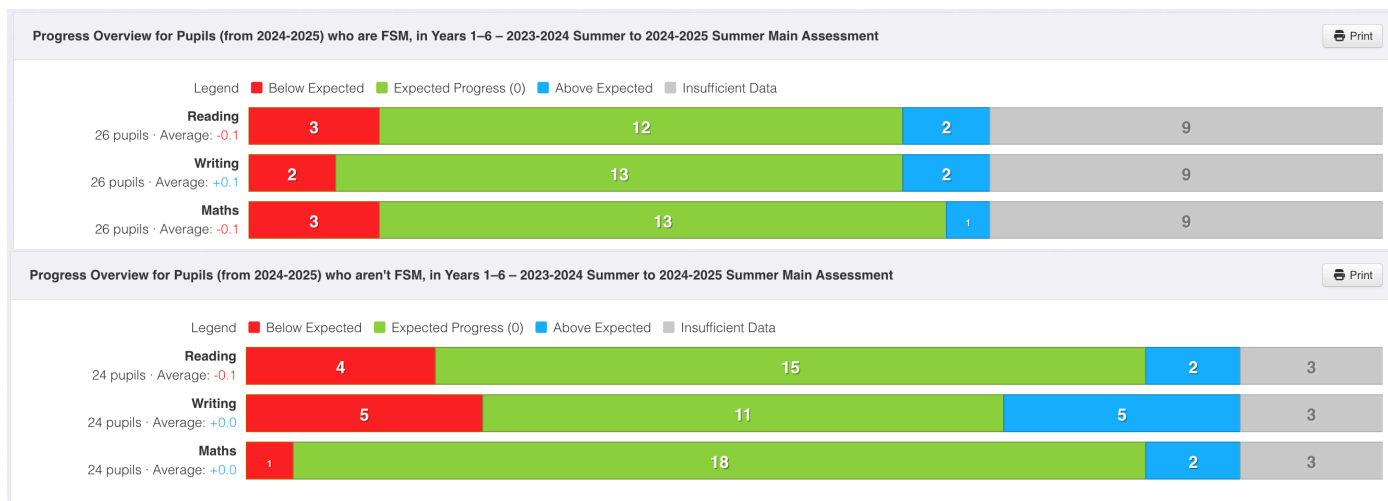
Total budgeted cost: £45,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During 2024/25 the school carried out internal assessments using standardised teacher administered tests or diagnostic assessment and our own monitoring activities to evaluate the progress made last year. During the year we also worked with the Consortium to moderate children’s work.

A dramatic increase in the number of disadvantaged children seen in 24/25 has continued with nearly 50% (30/64) of the school eligible for FSM.



The children that are in grey do not have progress data for the year as they are in Reception or they joined mid year and don’t have progress from summer to summer.

Progress - the children who are pupil premium made expected progress in the school compared to non pupil premium children.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

The impact of that spending on service pupil premium eligible pupils

Further information (optional)