

Pupil premium strategy statement Newlands Primary Academy

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	10
Proportion (%) of pupil premium eligible pupils	0
Academic year/years that our current pupil premium strategy plan covers	3
Date this statement was published	12/1/26
Date on which it will be reviewed	July 2026
Statement authorised by	LGB
Pupil premium lead	Jen Thornton
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£0

Part A: Pupil premium strategy plan

Statement of intent

At Newlands Primary Academy, our mission is to ensure that every child—regardless of background—has the knowledge, vocabulary, and cultural capital they need to thrive in school and beyond. Although we currently have no pupils eligible for the Pupil Premium, we are committed to establishing strong foundations from the outset so that when disadvantaged pupils do join our school, we are fully prepared to meet their needs with precision, ambition, and evidence-informed practice.

Ultimate Objectives for Disadvantaged Pupils

Our long-term goals for disadvantaged pupils are to:

- Eliminate the attainment gap between disadvantaged pupils and their peers by ensuring equally high outcomes in reading, writing, and mathematics.
- Ensure all pupils develop rich, deep vocabulary knowledge, enabling them to access the full curriculum with confidence.
- Ensure that every child becomes a fluent, confident, and motivated reader who can comprehend high-quality texts across subjects.
- Provide targeted support that identifies need early and prevents challenges—academic, social, or emotional—from escalating.
- Create a culture where disadvantage is never a barrier, and where equity, access, and aspiration are central to our work.

How This Strategy Works Towards Those Objectives

Although we currently have no eligible pupils, our strategy is designed to:

1. Embed highly effective universal provision now, ensuring whole-school practices are already strong and consistently applied once disadvantaged pupils join us.
2. Prioritise reading and vocabulary development, recognising these as the foundations of academic success and key levers in reducing attainment gaps.
3. Establish robust assessment and tracking systems that allow the early identification of need, especially in early language, phonics, and reading fluency.
4. Develop staff expertise through professional development focused on high-quality teaching, adaptive instruction, and the science of learning.

5. Build targeted intervention pathways—including phonics support, language enrichment, and structured reading programmes—ready for implementation when required.
6. Strengthen pastoral systems, ensuring disadvantaged pupils are supported socially, emotionally, and academically through proactive, relational approaches.

This ensures that as the school grows, all staff and systems are fully prepared to provide high-impact support for any disadvantaged pupils who join us.

Key Principles of Our Pupil Premium Strategy

Our approach is founded on the following principles:

1. Evidence-Informed Practice

We draw on high-quality research—including EEF guidance reports on Reading Comprehension, Vocabulary, Oracy, and Metacognition—to secure approaches proven to support disadvantaged learners.

2. Early Intervention

We prioritise early language, early reading, and early identification of learning needs, ensuring issues are addressed promptly rather than waited on to develop.

3. High-Quality Teaching for All

We invest in strengthening universal provision before relying on interventions. Our aim is to ensure every teacher is expert in teaching reading, vocabulary, and high-utility language.

4. Vocabulary-Rich Curriculum

We design and deliver a curriculum rooted in explicit vocabulary instruction, repeated exposure in varied contexts, and structured talk to embed word learning deeply.

5. Reading as the Gateway to the Curriculum

Phonics, fluency, comprehension, and reading for pleasure are central pillars of our school improvement work.

6. Inclusive and Ambitious Culture

We assume that every child can achieve highly. We reject stereotypes and focus on each pupil's strengths, potential, and individual needs.

7. Consistency and Sustainability

Our 3-year plan builds sustainable systems rather than short-term solutions, ensuring continuity as the school and its cohort grow.

Summary

Even with no current Pupil Premium pupils, we recognise our responsibility to be fully prepared to support disadvantaged children from the moment they enter our school. By prioritising early reading, vocabulary development, and high-quality teaching, our strategy ensures we can offer timely, effective, and ambitious provision that removes barriers to learning and secures success for all pupils.

Challenges

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

Challenge number	Detail of challenge
1	Oral language and vocabulary gaps: Disadvantaged pupils nationally are more likely to enter school with limited vocabulary, reduced language exposure, and weaker expressive/receptive language, which affects access to the curriculum and reading development.
2	Early reading and phonics acquisition: Disadvantaged pupils are statistically more likely to require targeted support in phonics, reading fluency, and comprehension, impacting future attainment across subjects.
3	Limited cultural capital and background knowledge: Some disadvantaged pupils may have had fewer opportunities for enrichment, which can restrict comprehension, particularly of complex texts requiring prior knowledge.
4	Lower levels of confidence and reading enjoyment: National data suggests disadvantaged pupils are less likely to read regularly for pleasure, affecting vocabulary growth and long-term academic outcomes.
5	Potential for early gaps to widen without intervention: Without robust systems for early identification and intervention, initial language and reading gaps risk becoming entrenched over time.

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
<p>1. Improved oral language and vocabulary for all pupils, with a focus on narrowing gaps for disadvantaged pupils who join the school.</p>	<ul style="list-style-type: none"> • Standardised and teacher-led language assessments show strong progress from starting points. • Pupils confidently use taught vocabulary across subjects. • Observations show increased quality of oral language in classroom talk and structured discussion. • Any disadvantaged pupils demonstrate progress in line with or above non-disadvantaged peers.
<p>2. High attainment in early reading and phonics for all pupils, with disadvantaged pupils achieving in line with peers.</p>	<ul style="list-style-type: none"> • Phonics outcomes meet or exceed national averages by the end of Year 1 once applicable. • Pupils, including disadvantaged pupils, make strong progress in reading fluency benchmarks. • Regular assessment cycles show diminishing gaps between disadvantaged and non-disadvantaged pupils.
<p>3. Increased reading comprehension through improved background knowledge, vocabulary depth, and exposure to high-quality texts.</p>	<ul style="list-style-type: none"> • Reading comprehension assessments show accelerated progress over time. • Pupils demonstrate secure understanding of curriculum texts and vocabulary. • Book looks and pupil voice show increasing use of ambitious vocabulary and deeper textual understanding
<p>4. Growing reading enjoyment and reading confidence across the school, particularly for any disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Pupil surveys show increasing enjoyment and confidence in reading. • Borrowing rates from the library and reading logs increase. • Disadvantaged pupils (when present) demonstrate engagement in reading for pleasure at least comparable to peers.
<p>5. Early identification systems effectively prevent attainment gaps widening for any disadvantaged pupils who join the school.</p>	<ul style="list-style-type: none"> • All pupils' needs—including disadvantaged pupils—are identified within their first half term. • Intervention records show timely support and rapid progress. • No widening of attainment gaps across the strategy period.

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-staff CPD on systematic synthetic phonics (Little Wandle) and early reading including an audit from the English Hub.	High-quality teaching of phonics is strongly associated with improved early reading outcomes; fidelity and consistency are key. Targeted teacher development improves pupil attainment, particularly for disadvantaged learners.	2, 5
Explicit vocabulary instruction across the curriculum (tiered vocabulary, morphology, etymology, daily review, and structured talk routines)	Explicit teaching of vocabulary and language comprehension supports access to texts, improves reading comprehension and subject learning. Repeated, varied exposure and active use increase retention.1, 3	1, 3
Develop a reading-rich environment (curated class libraries, high-quality core texts, daily read-alouds, fluency practice routines)	Regular exposure to high-quality texts, modelling of prosody/fluency, and time for reading are linked to improved motivation, vocabulary growth, and comprehension.	2, 3, 4
Instructional coaching and mentoring focused on adaptive teaching, retrieval practice, and metacognition strategies	Metacognition and self-regulated learning approaches have strong evidence of impact, especially for disadvantaged pupils; coaching supports consistent implementation.	5, 1
Assessment systems: baseline oral	Early identification, regular progress monitoring, and responsive teaching	5, 1, 2

language assessments, phonics/fluency checks, and termly reading comprehension diagnostics	reduce the risk of gaps widening; structured assessment enables timely intervention.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small-group phonics keep-up (daily, immediate, short, precise sessions led by trained adults)	“Keep-up, not catch-up” sessions closely aligned to class instruction are effective in closing early reading gaps; brief, frequent practice boosts decoding and fluency.	2, 5
Oral language and oracy intervention (narrative retell, dialogic reading, vocabulary rehearsal through helicopter stories, drawing club and focussed interactions.	Oral language interventions consistently show positive impact on language development and subsequent reading comprehension, especially for younger pupils.	1, 2
Reading fluency groups (repeated reading, echo/choral reading, prosody coaching, accuracy/automaticity drills)	Structured fluency practice improves rate, accuracy, and prosody, which correlates with better comprehension outcomes and confidence.	2, 4
Targeted comprehension instruction (reciprocal reading, structured question types, text-structure awareness,	Strategy instruction improves comprehension, particularly when combined with rich vocabulary and knowledge building.	3, 2

background knowledge activation)		
1:1 precision teaching for pupils at risk (short, high-frequency sessions on key grapheme-phoneme correspondences and high-utility vocabulary)	Precision teaching with frequent progress checks can rapidly close specific skill gaps when aligned with classroom instruction.	2, 1, 5

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading for Pleasure initiative (home-school reading routines, library membership drives, family reading events)	Parental engagement and building reading habits are linked to improved motivation and attainment; increased reading volume drives vocabulary growth.	4, 3
Cultural capital enrichment (museum/library visits, drama workshops, knowledge-rich trips linked to core texts)	Enrichment broadens background knowledge, supporting comprehension of complex texts and improving engagement.	3, 4
Pastoral systems and wellbeing checks with swift academic escalation (graduated response, attendance monitoring, relational approaches)	Strong pastoral support reduces barriers to learning, enabling consistent attendance and engagement; early intervention prevents gaps widening.	5, 4
Family workshops (phonics, vocabulary games, 'how to read	High-quality parental engagement—practical, specific, and sustained—	1, 2, 4

with your child'), with take-home resources	has positive impact, particularly for disadvantaged pupils.	
Celebration and motivation systems (reading records with gem rewards, SHINE certificates linking to values)	Motivation, recognition, and goal-setting reinforce behaviours that increase reading practice and vocabulary use.	4,1

Total budgeted cost: £ No PP funding has been awarded – spending will be from the main budget.