Newberries Primary School
'Play Together, Learn Together, Achieve Together, Grow Together'

Pupil Premium Strategy Statement 2024-2027

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2027 academic year) 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 effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	Newberries Primary School
Number of pupils in school	193
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2025 2025 - 2026 2026- 2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2026
Statement authorised by	Anna Traxon
Pupil Premium Lead	Jo Baxter
Governor	Zahra Kassam

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£22, 313
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 22, 313

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Newberries Primary School, we value every child as an individual, and acknowledge that every child's needs are different. We are an inclusive school, providing a broad and balanced curriculum which ensures that all pupils make progress academically and in their personal, social and emotional development.

Our Priorities are:

- Ensuring all pupils receive quality first teaching during lessons.
- Closing the attainment gap between disadvantaged pupils and their peers.
- Addressing non-academic barriers to attainment such as attendance, behaviour, well - being and cultural capital.
- Providing targeted academic support for students who are not making the expected progress.
- Ensuring that the Pupil Premium Grant reaches the pupils who need it most.

Ensuring children are ready to learn by overcoming barriers both academically on a social/emotional level is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per student in receipt of the Pupil Premium Grant. We identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate accordingly based on up to date research and relevant data.

Challenges

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

Challenge number	Detail of challenge
1	The attainment and progress of PP pupils (including high ability) is not as strong as non PP pupils.
2	Attendance rates for pupils for PP are slightly lower than non PP pupils
3	Emotional Wellbeing and Learning Behaviours have shown need for support – nurture and support needed to rebuild social skills and integration
4	Financial constraints can provide limited life experiences and opportunities to access extra-curricular activities or cultural capital opportunities
5	Physical development skills on entry to school are lower for PP than other pupils. This slows progress in writing.

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 Outcomes	Success Criteria
To ensure at least good progress for pupils eligible for PPG, in, Reading and Maths, particularly at the end of KS1 and for children with no other barriers to learning.	PPG Children will show progress in line with or above non PPG children within the school. This will be through improved oracy and fluency throughout the curriculum with a particular focus on vocabulary.
To improve attendance of PPG children compared to last year's figures.	Attendance of PPG children will be higher than 95%.
To support the emotional wellbeing and learning behaviours for our children so that they can access their learning and enjoy coming to school.	Children will have been given support and are accessing the curriculum successfully. Behaviour plans set up for those children with need. Pupil voice will show that children are happy in school and feel that they can engage in class work. Behaviour will improve in the classroom and on the playground
To raise the cultural capital on offer to PPG children outside of school – attendance and outcomes will improve for PPG children.	We will have a robust cultural capital offer for all children in the school. This will include, trips, in school activities and extra - curricular activities
Children will be more active and take part in more clubs in and out of school.	Children will improve their motor skills and fitness, leading to higher engagement and an improvement in handwriting and stamina for writing. Children will showcase higher confidence and engagement level within PE lessons and have higher engagement within extra-curricular sport clubs.

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: £3,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching of phonics to, as well as the implementation of daily reading to close the gap. In addition, daily whole class reading as well as story time	Staff to read with children daily. All staff, trained to use the Little Wandles Phonics programme. During whole class reading, staff implement the use of VIPERS reading strategy and questioning to enhance and rehearse comprehension.	1
SENCO & Pastoral/PPG Lead will monitor and track the provision of PPG children in addition to all other vulnerable groups	Attainment for pupils entitled to PPG is, on average, lower than their peers in Reading, Writing and Maths.	1
TAs, SLT members as well as SENCO & Pastoral/PPG Lead will support children in crises and those in need of directed behavioural support to enable them to thrive at school	By ensuring that pupils have support to develop positive learning behaviours, they will be able to access their learning better. Tailored support, including RRP, to include strategies tailored to individual children as per our behaviour policy to reduce overall disruption..3	1, 3
All staff to receive training, refreshers and updates in CPD	Whole staff training and updates to include: - Flourishing Classroom - Quality First Teaching - Zones of Regulation - Little Wandles Phonics - Cornerstones Curriculum - Protective Behaviours	1, 2, 3
PPG children to become more active and build confidence in being active	Sports TA supporting the implementation of PE lessons, focussing on the self-esteem of PPG children	1, 5
Purchase of Family Support Worker hours from the South West Herts Partnership	Family Support Worker allocated to families in need of support both at home and at school.	2, 3, 4

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

Budgeted Cost: £*17,100*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured Interventions and boosters tailored for individual and small group needs, provided by Teachers and Teaching Assistants	A range of targeted interventions. E.G. - Little Wandle keep up / catch up - Literacy Gold/U Can 2 Interventions - Pre/Post teaching opportunities - Daily readers / reading groups - Handwriting - Sensory circuits - 'Socially Speaking' scheme of work EFF: 'The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.'	1, 5
Structured guided sessions in and out of class	Targeted TA and Class teacher led groups in classroom lessons Targeted focus groups to support for KS1 phonics and Booster groups Pre/Post teaching opportunities In school led tutoring	1
Whole School implementation of Schemes of work	Schemes of work, to include focuses on knowledge organises, key vocabulary (including emotional literacy), memorable information and understanding '4fromb4' Schemes of work: - Cornerstones - Jigsaw PSHE - Essential Maths - WhiteRose Maths - Kapow - PE Champions	1, 3, 5
PPG children to become more active and build confidence in being active	Change for Life club led by Sports TA Sensory Circuits led by Sports TA Extra-curricular clubs on offer promote the love of a variety of sports. (Fencing, football, multi-skills, chess)	1, 5

Purchase of Family Support Worker hours from the South West Herts Partnership	Time allocated to individuals already working with a Family Support Worker to support emotional well being through completing activities during the school day together	3

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

Budgeted Cost: £*1,975*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improvement of attendance of targeted PPG children through free access to breakfast club	For children reluctant to come to school the breakfast club can provide a positive start to the day and can encourage attendance. This helps to ensure children have had breakfast each morning. Nellie and Fable, the school dogs, can also greet the children when arriving in school.	1, 2, 3, 4
Offering free places / subsidising the costs for clubs and trips	Going on school trips, having access to private music lessons provided through Hertfordshire Music Service and being accepted into extra-curricular after school clubs and/or lunch clubs enable children to participate with their friends and enjoy learning outside the classroom. This gives children positive experiences which supports a positive attitude towards attending school.	1, 2, 3, 4, 5
Supporting families with cost of school uniform and PE kits (as well as Swimming lessons)	With the change in uniform policy outlining PE kits to wear during the whole school day, the support will enable children to be dressed appropriately during the colder months thus helping to build resilience and positive experiences for coming to school. Pupils gain more social skills and eam building opportunities. In addition, pupils learn to swim.	4, 5
Themed assemblies and planned enrichment opportunities throughout the school calendar	*Key Stage and whole school assemblies focussing on Mental Health, our whole school core values and wellbeing as well as enrichment/themed weeks throughout the year to spread awareness and provide cultural capital learning opportunities.*	3, 4
Whole school staff training on behaviour management and	Whole Staff training - Herts Steps	3

anti-bullying approaches with the ai of developing our school ethos and improving behaviour across school using Herts Steps	Implementation of Zones of Regulation includes Zones Reset and Reflect (visual comic) discussion prompts	

Total Budgeted Cost: £*22,225*

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Challenge 1: The attainment and progress of PP pupils (including high ability) is not as strong as non PP pupils.

REVIEW (2023-24)

18 PP pupils total as of October 2024.
1 pupil G&T with an extremely high IQ = positive progress and attainment.
3 pupils, attendance hinders progress/attainment = barrier, which has increased.
14 PP pupils have made positive progress and are accessing the curriculum at appropriate attainment levels for their own needs.

REVIEW (2024-25)

9 PP pupils total for KS1 as of November 2025

All PP pupils have made positive progress and are accessing the curriculum at appropriate attainment levels for their own needs. 4 pupils have made more than expected progress in at least one subject area.
3% rise in attainment across the board for PPG pupils in KS1 from 2023-24 to 2024-25
2 PPG Pupils in receipt of support due to SEND.

REVIEW (2025-26)

7 PP pupils in Key Stage 1 in July 2026.

All PP pupils have made positive progress and are accessing the curriculum at appropriate attainment levels for their own needs, with a number of ordinarily available provision strategies implemented across the curriculum. In July 2026 85% of PP pulps in Key Stage 1 attained age related expectations or above.

Challenge 2: Attendance rates for pupils for PP are slightly lower than non PP pupils

REVIEW (2023-24)

July 2024 snapshot PP = 87.9% (July 2023 - 85.5%) = 2.4% increase in attendance for PP

REVIEW (2024-25)

November 2025 = 93.9% = 2.4% increase in attendance for PP

REVIEW (2025-26)

July 2026 = 93.7% - attendance of PP pupils has been maintained and is higher than PP pupils nationally.

Challenge 3: Emotional Wellbeing and Learning Behaviours have shown need for support – nurture and support needed to rebuild social skills and integration

REVIEW (2023-24)

Nurture group weekly implemented by FSW (SWHP) focussing on wellbeing, communication and social skills. Wellbeing focus included key skills of resilience, perseverance and growth mindset. PP pupils took places within this group as a priority and enjoyed these sessions but have started transferring scripted speech e.g. “I can’t yet” and “I used to find this hard but do not anymore” or “I will keep trying.” into the classroom. Social skills activities enhanced confidence to speak with peers and registering learnt behaviours for appropriate game play is starting to transfer into the playground.

REVIEW (2024-25)

FSW successfully working with 4 PPG pupils 2023-2024. Although FSW continues to be available to PPG pupils ongoing, none accessed this service in 2024-25.

Pupil Voice shows that PPG children are happy within school.

The majority of PPG children demonstrate positive behaviour.

All PPG children access support in classrooms by familiar adults (teachers and TAs) through zones of regulation, SEMH check ins, daily reading and Time 2 Talk.

REVIEW (2025-26)

South West Herts Family Support Worker continues to successfully work with PPG pupils. This academic year she has worked with three PPG families (4 PPG families 2023-24 and none accessed 2024-25.)

Pupil Voice continues to show that PPG children are happy within school and the majority of PPG children demonstrate positive behaviour.

All PPG children accessed support in classrooms by familiar adults (teachers and TAs) through Zones of Regulation, SEMH check ins, daily reading and Time 2 Talk. In addition, PPG pupils are targeted during adult-led, small groups.

Challenge 4: Financial constraints can provide limited life experiences and opportunities to access extra-curricular activities or cultural capital opportunities

REVIEW (2023-24)

PP pupils continue to have access to financial support from the school regarding trips, uniforms and workshops. No increases of PP pupils attending Extra-Curricular clubs due to alternative family arrangements/plans.

REVIEW (2024-25)

PP pupils continue to have access to financial support from the school regarding trips, uniforms and workshops. The number of pupils accessing this support has increased.

PP pupils attending Extra-Berries (Newberries Wrap-around-Care offer) has increased.

A small amount of PPG pupils do access extra-curricular clubs, although the target for 2025-26 is to increase this further by using Pupil voice to offer clubs asked for.

REVIEW (2025-26)

1 PPG accessed financial support for trips (compared to 1 PPG pupil receiving support last academic year.)

All PPG pupils attended multiple school trips this academic year. (Coach, local and panto)

Increase in PPG attending Extra-berries (Newberries Wrap Around Care offer).

In 2025-2026, a small number of PPG pupils do access extra-curricular clubs, although the target for 2026-27 is to increase this further by using Pupil voice to offer clubs asked for.

***Challenge 5* - Physical development skills on entry to school are lower for PP than other pupils. This slows progress in writing.**

REVIEW (2023-24)

Change4life club led by sport TA increased engagement and motivation in PP pupils although engagement in active play has not transferred to on the playground/extra-curricular sports club.

REVIEW (2024-25)

PPG pupils targeted in PE lessons to upskill and develop their movements and encourage participation. The new PE scheme of work and Sports Coach supports this and therefore Change4life not in use from 2024. Pupil voice captures enthusiasm for PE lessons.

EYFS, Year 1 and Year 2 classrooms incorporate fine and motor skill rehearsal activities during learning through play, continuous provision and busy finger activities to strengthen hands and develop handwriting.

REVIEW (2025-26)

Through 2025-26 focus has been on foundational skills (inclusive of handwriting) and classroom provision rather than a PPG PE intervention, physical development skills inclusive of fine/gross motor skills are supported in class through Ordinarily Available Provision (OAP)

- All staff trained on OAP

- Fine and gross motor skills activities within the classroom across EYFS and KS1
- Y1 continuous provision (from Sept 2025 to date and this will continue 2026-27)

Even with these changes, Pupil Voice of PPG children remain enthusiastic and positive about PE - keen to join in - and Infant pupils enjoying sensory activities in the classroom and/or rainbow room.