

# Pupil premium strategy statement 2025-26

## New Valley 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	195
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers	2025-26
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	New Valley LGB
Pupil premium lead	Pete Steward
Governor / Trustee lead	Martin Knight

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£89,838
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£89,838</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At New Valley, we are committed to reducing gaps in opportunity, engagement and achievement between disadvantaged pupils and their peers. We recognise this as a fundamental part of our work.

Nationally, there is clear evidence of a link between economic disadvantage and lower educational attainment. We know from our own experience that pupils from disadvantaged backgrounds sometimes face greater challenges and difficulties in achieving and fulfilling their potential.

Our pupil premium strategy aims to provide additional support to:

- help disadvantaged pupils overcome barriers
- minimise differences in achievement between them and their peers
- provide them with opportunities to develop cultural capital which they might otherwise not have.

Our aim, and commitment, is to reduce differences in opportunity, engagement and achievement between disadvantaged pupils and their peers at New Valley.

For 2025-26, we have five key school improvement objectives.

- **ORACY** – Sustain, embed and build on the progress made last year in Oracy, so that New Valley’s practice is consistently exemplary.
- **METACOGNITION** – All classes increase and improve the use of metacognitive strategies, so that children in all classes are better able to reflect on and refine their learning
- **PARENT & CARER ENGAGEMENT** – Parents are more knowledgeable about, and better able to support, their children’s learning.
- **PLAY** – Changes in children’s playtimes contribute positively to improved behaviour, relationships and learning.
- **ACHIEVEMENT OF SPECIFIC GROUPS** – Targetted groups (based on gender, ethnicity or disadvantage) achieve better in identified core curriculum areas.

While our priorities are important for every child at New Valley, we believe that each will disproportionately benefit disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	<p><u>Attendance</u></p> <p>In 2024-25, the overall attendance of disadvantaged pupils (91.4%) was lower than that of their peers (94.8%); this gap of 3.4% is lower than the difference nationally.</p> <p>Persistent absence of disadvantaged children remains stubbornly difficult to improve. In 2024-25 it was 35.5% and a disadvantaged child was more than twice as likely to be persistently absent, and we know that low attendance, and particularly persistent absence, is one of the biggest barriers to success at school.</p>
2	<p><u>Early Language Development</u></p> <p>Lack of early language development presents a significant barrier to learning. Evidence shows a clear link between disadvantage and language delay, and school closure due to COVID in recent years is likely to have increased the negative impact of this.</p> <p>Delayed early language development makes it more difficult for children to achieve success in all aspects of their education.</p>
3	<p><u>Achievement at expected</u></p> <p>In almost all classes, proportions of disadvantaged pupils achieving 'expected' in reading, writing and maths in 2024-25 were lower than for other children, and in some cases the gap widened compared to the previous year.</p>
4	<p><u>Achievement at higher standard</u></p> <p>Children eligible for pupil premium were significantly less likely to reach 'higher standard', in most core subjects in most classes. For example, no children in Y1-Y4 were assessed as higher standard in writing at the end of 2024-25.</p>
5	<p><u>Wider Opportunities</u></p> <p>We see that disadvantaged pupils do not always have the same opportunities or encouragement to take part in activities which broaden their horizons, raise their aspirations, or increase their cultural capital.</p>
6	<p><u>Emotional resilience and wellbeing</u></p> <p>Compared to their peers, a disproportionate number of disadvantaged pupils face challenges and difficulties that can negatively affect the resilience and confidence they need to support their learning and progress.</p>

## 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
More disadvantaged pupils achieve expected in core subjects	In the majority of subjects and classes from Y2-Y6, higher proportions of disadvantaged pupils achieve expected+ compared to end of summer assessment. There is no subject in any class where proportions achieving expected+ fall.
More disadvantaged pupils achieve higher standard in core subjects	In all classes from Y2-Y6, higher proportions of disadvantaged pupils achieve higher standard compared to end of summer assessment. There is no subject in any class where proportions achieving higher standard fall.
The attendance of disadvantaged pupils improves	Overall attendance of disadvantaged pupils improves to over 92% (from 91.4% in 2024-25, and 90.7% in 2023-24).  Persistent absence among disadvantaged pupils falls to below 25% (from 35.5% in 2024-25, and 34.9% in 2023-24)

## 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: £ 13,838

Activity	Evidence that supports this approach <i>(quotations taken from the Education Endowment Fund 'Teaching &amp; Learning Toolkit')</i>	Challenge number(s) addressed
Continuing professional development (INSET days, staff meetings, teacher research groups, ongoing monitoring and feedback) focusing on	“...schools might consider other, more cost effective, ways to improve teacher performance, such as high quality continuing professional development”  “The average impact of metacognition and self-regulation approaches is high (+8 months additional progress...Teachers should be	3 4

metacognition and oracy	supported to both explicitly teach metacognitive strategies and to promote metacognitive strategies in lessons”	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions, including PiXL and booster programmes, to support accelerated progress for disadvantaged pupils	“Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a strong positive benefit of between four and six additional months on average.”	2 3 4
Ongoing work of specialist TA providing speech and language support	“Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment”	2
Additional tracking of and response to achievement of disadvantaged pupils, in regular progress meetings	“Individualised instruction can be an effective approach to increasing pupil attainment”	3 2

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

Budgeted cost: £ 26,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance & Welfare Officer works with families to improve attendance and reduce persistent absence	“There is a strong negative link between absence and attainment. Pupil characteristics are likely to impact on attendance and attainment.”	1 6

	From DfE report (2015) 'The link between absence and attainment at KS2 and KS4'	
Trained ELSA leads 'Time to Talk' provision to support emotional wellbeing and readiness to learn	"Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes...it is [also] important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores."	6
'Soundstart' specialist instrumental music teaching for all children in upper KS2	"Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum...It is [also] important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes."	5
Subsidise clubs and educational visits so that disadvantage is not a barrier to participation, including providing free places for siblings at after-school club, to allow participation in enrichment clubs	"Outdoor adventure learning studies report wide benefits in terms of self-confidence and self-efficacy...[and] provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access."	5 6
Incentivise and support good attendance through rewards and prizes, and through targeted subsidised attendance at Breakfast Club	"There is a strong negative link between absence and attainment. Pupil characteristics are likely to impact on attendance and attainment."	1

**Total budgeted cost: £ 89,838**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### KS2 National Assessments 2025

Analysis of end of Key Stage 2 assessment results indicates **a mixed picture of achievement** for disadvantaged pupils at New Valley, with **relative strength in maths** and **relative weakness in reading**.

- The proportion of disadvantaged pupils achieving or surpassing the expected standard was similar to the national figure in writing (NV 53%, national 59%) and in reading/writing/maths combined (NV 46%, national 47%). It was significantly lower in reading (NV 46%, national 63%) and significantly higher in maths (NV 85%, national 61%).
- The gap in proportions of disadvantaged and other pupils achieving expected or better in reading/writing/maths combined was similar at New Valley (-21%) and nationally (-20%).
- For New Valley pupils alone, there was only a small achievement gap in maths (-7%), but a much more significant gap in writing (-34%) and especially in reading (-54%).
- There was a similar picture for pupils achieving higher standard. No disadvantaged pupil achieved higher standard in reading. The 23% of disadvantaged pupils at higher standard in maths was close to the national figure for all pupils (26%).

#### Attainment in other year groups 2025 (teacher assessment)

- The attainment of disadvantaged pupils (proportion achieving expected or better) was lower than their peers in every class in key stages 1 and 2 in every core area, apart from maths in Y6.
- Across the school, the attainment gap was similar in each of the core subjects: 18% in reading, 20% in writing, 21% in maths. These figures are very close to the national attainment gaps in core areas at the end of key stage 2 in 2025: 18% in reading, 18% in writing, 20% in maths.

#### Attendance

- Overall attendance for disadvantaged pupils at New Valley was lower than for their peers, although the gap (3.4%) was smaller than nationally (5.1%).

- Disadvantaged pupils at New Valley were just over twice as likely as their peers to be persistent absentees in 2024-25, a slightly lower difference than nationally, where this was around two and a half times as likely.

### **Intended Outcomes from 2024-25 PP Strategy**

<p>Intended outcome</p> <p>More disadvantaged pupils achieve at least ‘expected’ in core subjects, and their attainment relative to their peers improves.</p>
<p>Success criteria</p> <p>In each class, in each core area, proportions of disadvantaged pupils achieving expected are higher than in summer 2024.</p> <p>In each class, in each core area, proportions of disadvantaged pupils achieving expected relative to their peers (the attainment gap) improves.</p> <p>In the classes with the lowest PP achievement, there is a significant increase in the proportion of disadvantaged pupils achieving expected or better in each core area.</p>
<p>Review</p> <p>Significantly higher proportions of disadvantaged pupils achieved expected+ in some classes (Y5 and Y6) in maths in 2025 than in 2024. In most other areas in most year groups, there was little significant difference from 2024 to 2025.</p> <p>The attainment gap showed a mixed picture from 2024 to 2025. In some classes in some subjects, the gap closed significantly (eg 65% positive change in Y5 maths from 23/24 to 24/25). In other cases, the gap widened (eg 41% negative change in Y3 maths).</p> <p>The class with the biggest negative attainment gap for disadvantaged pupils in 2024 (then Y4) saw significant reduction in these gaps in 2025 (reading – gap reduced from 40% to 20%; writing 47% to 20%; maths 85% to 20%).</p>

<p>Intended outcome</p> <p>In each class, higher proportions of disadvantaged pupils achieve higher standard in reading, writing and maths.</p>
<p>Success criteria</p> <p>In each class, in each core area, proportions of disadvantaged pupils achieving higher standard are higher than in summer 2024.</p>
<p>Review</p>

Proportions of disadvantaged pupils achieving the higher standard remain low, particularly in writing. No class had significantly more disadvantaged pupils at higher standard in 2024-25 compared to the previous year.

#### Intended outcome

There is a significant reduction in the persistent absence of disadvantaged pupils.

#### Success criteria

Persistent absence falls to below 20% of disadvantaged pupils on roll.

#### Review

Persistent absence among disadvantaged pupils remains stubbornly high at 35.3%, very close to the figure for the previous year (34.9%).

## Externally provided programmes

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

<b>Programme</b>	<b>Provider</b>
PIXL	Partners in Excellence
Little Wandle Letters and Sounds Phonics	Little Wandle
Emotional Literacy Support Assistant	ELSA Network
Timestables Rockstars	Maths Circle
Languagenut	