

Pupil premium strategy statement – Horsforth Newlaithes 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	419
Proportion (%) of pupil premium eligible pupils	3.8%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-26 (Year 1) 2026-27 (Year 2) 2027- 28 (Year 3)
Date this statement was published	April 2026
Date on which it will be reviewed	December 2026
Statement authorised by	Marc Hayes <i>Headteacher</i>
Pupil premium lead	Marc Hayes <i>Headteacher</i>
Governor / Trustee lead	Eleanor Turner <i>Chair of Governors</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,620
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£30,620

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective is to **eradicate the attainment gap** between disadvantaged pupils and their peers at our school. We are ambitious for every pupil and do not accept that disadvantage should determine outcomes. Our expectation is that disadvantaged pupils achieve in line with, or better than, other pupils nationally.

This ambition is rooted in our vision for all pupils: to feel a strong sense of *belonging* within our school community, to *believe* in themselves and the power of education, and to *become* the best versions of themselves. We believe that our effectiveness as a school is defined by how well we serve our most vulnerable learners. Removing barriers to learning and unlocking potential is therefore central to our work.

Our pupil premium strategy is integral to the delivery of our school development plan priorities. It contributes directly to our focus on securing consistently high-quality teaching in every classroom, recognising this as the most important lever for improving outcomes for disadvantaged pupils. It also supports our commitment to nurturing a culture of belonging with high expectations, ensuring that all pupils feel known, supported and capable of success. In addition, our approach reflects our drive to build expert and aligned leadership, with clear systems and shared accountability for improving outcomes for disadvantaged pupils across the school.

Our pupil premium strategy is designed to address the specific challenges identified within our school. It places a strong emphasis on improving the quality of teaching, particularly in mathematics and early reading, alongside strengthening language and communication across the curriculum. These priorities reflect our analysis of internal and external data, which indicates that gaps in mathematical understanding, phonics, reading fluency and language are key factors affecting disadvantaged pupils' attainment.

We recognise that barriers to learning extend beyond the classroom. Our strategy therefore also focuses on improving attendance, supporting pupils' social, emotional and mental health, and developing positive learning behaviours, including independence, resilience and engagement.

Our approach is underpinned by the following key principles:

- **What is vital for some is valuable for all.** The approaches we prioritise for disadvantaged pupils strengthen provision for all learners.

- **High-quality teaching is the most important lever for improvement.** We prioritise professional development and consistent classroom practice to ensure all pupils receive effective, responsive teaching.
- **Early intervention is essential.** We focus on securing strong foundations in language, phonics and early reading, particularly in EYFS and Key Stage 1, to prevent gaps from emerging.
- **Targeted support is precise and purposeful.** Interventions are carefully aligned with classroom teaching and focused on addressing specific gaps in knowledge and understanding.
- **Barriers are identified and addressed systematically.** Through robust assessment systems, including pupil progress meetings and Behaviour, Attendance, Safeguarding and Inclusion (BASl) meetings, we ensure disadvantaged pupils are closely monitored and supported.
- **A whole-child approach is essential.** We prioritise pupils' wellbeing, relationships and engagement as key conditions for successful learning.
- **Evidence-informed practice underpins decision-making.** We draw on guidance from the Education Endowment Foundation to ensure our approaches are likely to have the greatest impact.

This strategy forms part of a sustained, three-year approach. We will implement, monitor and refine our work over time to ensure that it leads to meaningful and lasting improvements in outcomes for disadvantaged pupils. We will hold ourselves accountable for the progress of disadvantaged pupils at every level of the organisation.

Challenges

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

Challenge number	Detail of challenge
1	Attendance Our attendance analysis indicates that a significant proportion of pupil premium pupils have attendance below 94%, with some as low as 80%. This reduces access to the full curriculum and impacts continuity of learning.
2	Language and communication Assessments, observations and discussions with pupils indicate that disadvantaged pupils have weaker language and communication skills. These gaps are evident in phonics knowledge, reading fluency and writing, where pupils demonstrate difficulties with spelling, sentence construction and organising ideas. This limits their ability to access the wider curriculum, articulate their understanding and interact effectively with peers.
3	Reading – phonics and fluency Assessment information shows that some pupil premium pupils have gaps in phonics knowledge and reading fluency. These gaps reflect historic inconsistencies in the teaching of phonics and continue to impact reading comprehension, writing and access to the wider curriculum. These gaps persist into Key Stage 2, limiting comprehension and access to the wider curriculum. Assessments indicate that disadvantaged pupils have weaker outcomes in reading than their peers nationally.
4	Mathematics – depth and security of understanding Internal and external assessment data indicate that attainment in mathematics for disadvantaged pupils is significantly below national averages. Evidence from assessment and classroom practice suggests that this is linked to gaps in mathematical language, insecure understanding of key concepts, and limited engagement in reasoning and problem-solving.
5	Self-regulation and SEMH Assessments, observations and discussions with pupils and families indicate that some pupil premium pupils experience social, emotional and mental health (SEMH) needs, including low resilience and the impact of adverse experiences. This affects their readiness to learn and engagement in lessons.
6	Behaviour, attention and engagement School records and observations show that some pupil premium pupils display difficulties with attention, engagement and behaviour, including low frustration tolerance, impulsivity and challenges during unstructured times. This reduces time spent learning.
7	Independence and learning behaviours Evidence from classroom practice indicates that some pupil premium pupils demonstrate reduced independence and confidence in their learning. This limits their ability to sustain focus, apply learning in depth and work with accuracy.

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
Improved language and communication skills among disadvantaged pupils, leading to stronger outcomes in reading and writing.	In KS2 reading and writing assessments, outcomes show achievement and progress for disadvantaged pupils are consistently improving and above the national average for non-disadvantaged pupils.
Improved attainment in mathematics for disadvantaged pupils, with pupils demonstrating secure understanding and the ability to reason and solve problems with confidence.	In KS2 mathematics assessments, outcomes show achievement and progress for disadvantaged pupils are consistently improving and above the national average for non-disadvantaged pupils.
Disadvantaged pupils demonstrate improved self-regulation, behaviour and independence, leading to increased engagement and time spent learning.	Sustained improvement in self-regulation and behaviour by 2027/28 demonstrated by: • a reduction in behaviour incidents involving disadvantaged pupils, including repeat incidents • improved engagement in lessons, evidenced through lesson visits and behaviour monitoring • pupils demonstrating increased ability to: ○ sustain attention ○ manage frustration ○ persist with challenging tasks • work scrutiny showing pupils: ○ complete work with increasing independence ○ show improved accuracy and reduced careless errors • pupil voice indicating improved: ○ confidence as learners ○ ability to regulate emotions and behaviour
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2027/28 demonstrated by: • the overall unauthorised absence rate for all pupils being no more than X%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by X%. • the percentage of all pupils who are persistently absent being below X% and the figure among disadvantaged pupils being no more than X% lower than their peers.

To achieve and sustain improved wellbeing and engagement for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2027/28 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
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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: £3780

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school focus on high-quality teaching in maths (fluency, reasoning, problem-solving)	Education Endowment Foundation: Improving Mathematics in KS2 and KS3 guidance report highlights: • importance of explicit instruction • mathematical talk • consistent use of representations and models • systematic development of fluency and reasoning High-quality teaching has the greatest impact on pupil outcomes (EEF Toolkit) EEF Improving Mathematics in the Early Years and KS1 EEF Improving Mathematics in Key Stages 2 and 3	2, 4, 7
Development of structured talk and language across the curriculum	Education Endowment Foundation: • Oral language interventions (+6 months impact) • Explicit teaching of vocabulary improves reading, writing and reasoning Language is foundational to thinking, comprehension and learning Communication and language approaches (EEF)	2, 3, 4, 6
Strengthening adaptive teaching and responsive instruction	Education Endowment Foundation: • Responsive teaching and checking for understanding are key to effective instruction – EEF Check, Adapt • Feedback and addressing misconceptions in real time improves outcomes (+6 months) (EEF)	4, 6, 7

	Supports pupils to secure learning before moving on	
Implement Read, Write, Inc Phonics programme including having a dedicated Phonics Lead to lead implementation, monitor standards and progress, and deliver CPD for both teaching and support staff. £3780	Education Endowment Foundation: Phonics approaches (+5 months) are particularly effective when delivered systematically and consistently (EEF) DfE guidance emphasises the importance of fidelity to a validated SSP programme	2, 3
Develop improvements to the school's KS2 reading curriculum to ensure that fluency is actively developed, and that comprehension is enabled through explicit instruction of knowledge and strategies.	Education Endowment Foundation: Improving literacy in KS2 Reading comprehension strategies (+6 months) DfE Reading Framework	

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

Budgeted cost: £14,495

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted support for disadvantaged pupils to address gaps in phonics knowledge, reading fluency and comprehension. This includes structured interventions and additional practice closely aligned with classroom teaching. Contribution towards additional teaching assistant: £14,495	Education Endowment Foundation: Phonics (+5 months) Reading comprehension strategies (+6 months) Targeted interventions are most effective when linked to classroom learning	2, 3
Provide targeted support for	Education Endowment Foundation: Small group tuition (+4 months)	4, 7

disadvantaged pupils through: • small group or 1:1 interventions focused on key mathematical concepts • same-day intervention to address misconceptions • pre-teaching of key concepts where appropriate	• targeted, timely intervention is most effective when it addresses specific gaps	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £12,345

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement a consistent whole-school approach to developing pupils': • self-regulation • behaviour • independence in learning This includes: • clear routines and expectations • explicit teaching of learning behaviours • consistent adult responses • targeted support for identified pupils Contribution towards Staff CPD: £2495	Education Endowment Foundation: • Improving Behaviour in Schools • Behaviour interventions (+4 months) • Social and emotional learning (+3 months) improve engagement and outcomes DfE Behaviour in Schools	5, 6, 7
Implement a structured approach to improving attendance, including: • regular monitoring and analysis of attendance data	Education Endowment Foundation: • Parental engagement approaches have a positive impact (+4 months) DfE Working Together to Improve School Attendance	1

- early identification of pupils at risk of persistent absence - targeted support and engagement with families - clear communication of expectations	DfE guidance highlights the importance of early intervention and sustained support	
Provide targeted Thrive interventions for identified disadvantaged pupils to support: - emotional regulation - resilience - readiness to learn This includes: - individual and small group sessions - regular assessment and review of progress - integration with classroom support strategies £7850 (2-year cost)	Education Endowment Foundation: Social and emotional learning (+3 months) improve engagement and outcomes Targeted SEMH support can improve: - engagement - behaviour - access to learning	5, 6, 7
Enrichment Coordinator, and school contribution fund, to create, track and intervene (where necessary) to ensure that all children, and especially disadvantaged pupils, have the opportunity to experience a rich extra-curricular offer £2000	Education Endowment Foundation: Arts Participation (+3 months) Physical Activity (+2 months) DfE An Unequal Playing Field Report	1, 5, 6, 7

Total budgeted cost: £ 30620

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In the previous academic year, the attainment of disadvantaged pupils at the end of Key Stage 2 was below national averages, particularly in mathematics.

Three-year average data indicates that:

- **31% of disadvantaged pupils achieved the expected standard in reading, writing and mathematics combined**, compared to **46% nationally**
- In **reading**, 46% of disadvantaged pupils met the expected standard compared to 62% nationally
- In **writing**, 46% met the expected standard compared to 59% nationally
- In **mathematics**, 31% met the expected standard compared to 60% nationally

This indicates that while attainment in reading and writing is below national averages, the most significant gap is in mathematics.

Internal assessment and monitoring information supports this picture. While some pupils made progress from their starting points, this was not consistent across cohorts, and attainment gaps remained.

School-based assessment and observations identified a number of factors contributing to this:

- Gaps in phonics knowledge and reading fluency, which continue to affect comprehension and access to the wider curriculum, including writing
- Insecure understanding in mathematics, particularly in applying knowledge, reasoning and problem-solving
- Weaknesses in language and communication, impacting pupils' ability to explain their thinking and engage in learning
- Variability in the effectiveness of teaching, including how well misconceptions are identified and addressed

Wider school data also indicates that disadvantaged pupils are more likely to experience barriers that impact their learning, including:

- Lower attendance, with a significant proportion of pupils below 94%

- Higher levels of need relating to behaviour and self-regulation
- Social, emotional and mental health needs, which affect readiness to learn and engagement

These factors have informed the identification of the key challenges outlined in this strategy.

Review of previous strategy

The previous pupil premium strategy focused on improving outcomes in reading, writing and mathematics, alongside strengthening provision for pupils' social, emotional and mental health and increasing engagement through enrichment opportunities.

While a range of appropriate provision was in place, including targeted interventions, pastoral support and opportunities for wider participation, the impact on outcomes for disadvantaged pupils was variable.

- In reading and writing, there was some evidence of improvement over time. However, gaps in phonics knowledge, reading fluency and writing accuracy were not consistently addressed, and these continued to impact pupils' ability to access the wider curriculum.
- In mathematics, outcomes for disadvantaged pupils remained significantly below national averages. This suggests that, while support was in place, it did not consistently secure pupils' understanding or enable them to apply their knowledge with depth and confidence.
- Systems to support pupils' SEMH needs and wellbeing were well established and valued by pupils and families. These contributed positively to pupils' sense of safety, belonging and engagement in school. However, for some pupils, barriers relating to self-regulation and behaviour continued to affect learning.
- A range of targeted interventions and additional support was provided. While these supported individual pupils, their impact was not always consistently evaluated or closely aligned with classroom teaching, limiting their overall effectiveness.
- Opportunities for enrichment and wider participation were a strength and supported pupils' wellbeing and engagement. However, this did not consistently translate into improved academic outcomes.

Overall, the previous strategy identified appropriate areas for development and included a range of supportive actions. However, it did not consistently lead to improved outcomes for disadvantaged pupils, particularly in mathematics. This has informed the development of the current strategy, which places a stronger emphasis on

high-quality teaching, early language development, and more precise identification and removal of barriers to learning.

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.

Programme	Provider
Times Table Rockstars	Times Table Rockstars
White Rose Maths Hub	White Rose Maths
Clicker	Crick Software
Nessy Reading and Spelling	Nessy

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***

Not applicable

The impact of that spending on service pupil premium eligible pupils

Not applicable

Further information (optional)

Additional activity

Our pupil premium strategy is supported by several wider school improvement priorities that are not funded directly through pupil premium, but which are integral to improving outcomes for disadvantaged pupils.

- We are strengthening whole-school practice in assessment for learning, feedback and responsive teaching, ensuring that misconceptions are anticipated in planning, and then identified and addressed promptly within lessons. Evidence from the Education Endowment Foundation highlights the high impact of effective feedback, particularly for disadvantaged pupils.
- We are continuing to refine the implementation of our phonics and early reading curriculum, following a period of inconsistency in provision. This includes securing fidelity to our chosen programme, strengthening staff expertise, and ensuring clear progression from phonics to reading fluency and writing.
- We are developing our approach to mathematics teaching, with a focus on improving pupils' depth of understanding, use of mathematical language, and engagement in reasoning and problem-solving.
- We continue to provide a range of high-quality enrichment opportunities to support pupils' wellbeing, confidence and sense of belonging. Disadvantaged pupils are actively encouraged and supported to participate.
- We are further developing our EYFS and Key Stage 1 provision to be highly language-rich, ensuring that pupils are immersed in high-quality talk, vocabulary development and structured interactions from the earliest stages. This includes strengthening adult-child interactions, embedding opportunities for purposeful talk across provision, and ensuring that language development is prioritised across all areas of learning.
- We have established weekly Behaviour, Attendance, Safeguarding and Inclusion (BASI) meetings, which provide a structured forum for reviewing the needs of vulnerable pupils, including those eligible for pupil premium. This ensures that barriers to learning are identified early and that support is coordinated effectively across the school.
- We work closely with Horsforth Children's Services to provide a range of additional support for pupils and families. This includes access to:
 - holiday and after-school activities
 - family day trips and family sessions
 - parenting courses and parent forums
 - targeted funding to support individual families

- individual and therapeutic support for children and young people
- adult counselling and wider family support

These services enhance our ability to address barriers beyond the classroom and support pupils' wellbeing, engagement and readiness to learn.

Planning, implementation, and evaluation

In developing this pupil premium strategy, we have taken a reflective and evidence-informed approach. We evaluated the impact of previous provision and identified that, while a range of support was in place, it did not consistently lead to improved outcomes for disadvantaged pupils, particularly in mathematics.

We have drawn on a range of evidence sources to inform our diagnosis of need, including:

- internal and external assessment data
- attendance and behaviour information
- work scrutiny and lesson visits
- discussions with pupils, staff and families

This has enabled us to identify key barriers, including gaps in language and communication, insecure foundational knowledge in reading and mathematics, and challenges relating to self-regulation and attendance.

We have used the Education Endowment Foundation implementation guidance to shape our approach, particularly the 'explore' and 'prepare' phases, ensuring that the strategies selected are closely aligned to the needs of our pupils and are likely to have the greatest impact.

Our strategy prioritises high-quality teaching, supported by targeted academic support and wider strategies to address barriers to learning. We have deliberately focused on a small number of high-leverage approaches to ensure consistency and depth of implementation.

Implementation will be supported through a programme of staff training, coaching and ongoing monitoring. Leaders will regularly review the impact of actions through:

- pupil progress data
- attendance and behaviour analysis
- outcomes from BASI meetings
- work scrutiny and lesson visits
- pupil voice

We have established a clear evaluation framework over the three-year period. This includes regular pupil progress meetings, Behaviour, Attendance, Safeguarding and

Inclusion (BASI) meetings, and ongoing monitoring through lesson visits, work scrutiny and analysis of summative and formative assessment, attendance and behaviour data. Leaders will use this information to review the impact of the strategy and adapt our approach over time to secure sustained improvements in outcomes for disadvantaged pupils.

Due to the small number of disadvantaged pupils in each cohort, outcomes are also considered at an individual pupil level alongside published data.