

# KERESLEY NEWLAND PUPIL PREMIUM STRATEGY STATEMENT 2025-2028

## *LANGUAGE LEARNING LIVES*

The more that you read,  
the more things you will know.  
The more that you learn,  
the more places you'll go.

Dr. Seuss



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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Keresley Newland Primary Academy
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	(62 chn) 30% - KN
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Nicola Penlington
Pupil premium lead	Amanda Hayward
Governor Lead	Steve Williamson

### Funding overview

The Pupil Premium rates for 2025-26 are as follows:

Early Years Pupil Premium: £570 per child

Service Pupil Premium: Set at £350 per eligible pupil.

Free School Meals (FSM): £1515 per pupil.

Post Looked After: £2630 per pupil.

Detail	Amount
Pupil premium funding allocation this academic year	£126,723
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<p><b>Total budget for this academic year</b></p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	£126,723

**Part A: Pupil premium strategy plan - Statement of intent:**

**Rationale:**

**Keresley Newland children develop a sense of themselves as ambitious and optimistic young people who are curious learners through...**

***Language, Learning, Lives...***

**Language** – Acquire and use a vast vocabulary with confidence and understanding; and develop a love of reading.

**Learning** – Quest for knowledge and skills with curiosity.

**Lives** – Live life well, contributing to society, demonstrating optimism and ambition for the future.

End of KS2 data last year showed that PPG children did better in English than Maths and this remains a focus for 2025/2026.

**Key Priorities**

This details the key priorities from our School Improvement Plan that will support all pupils including our disadvantaged pupils.

**Continued Development**

**Key Priorities**

**High Priorities**

Key priority number	Detail of key priority
1	To ensure behaviour remains positive and the needs of challenging children are met, within British Values and Language, Learning, Lives, including Nurture Provision and the development of the Enhanced Resource Provision.
2	To work with families to improve attendance and being on time to school, so that school is in line with national and schools in similar contexts. Work with Warwickshire on additional sanctions for non-attendance.
3	To implement new Nursery provision for 2-year olds.
4	To implement Voice 21, beginning a three-year implementation plan.
5	To continue to prioritise Early Reading, and reading fluency leading to comprehension. (RWI, Talk Through Stories, Little Wandle Fluency) <ul style="list-style-type: none"> <li>a. To ensure all children, who are able, pass the phonics screening check.</li> <li>b. To ensure all children become fluent readers by the end of KS2, with end of KS2 outcomes in line with national.</li> </ul>

	<ul style="list-style-type: none"> <li>c. To secure a positive approach to reading for pleasure for all children, defining a reading for pleasure strategy.</li> <li>d. To review reading comprehension in KS2, revising the current approach.</li> </ul>
6.	<p>To improve writing across the school, using the Writing Framework of 2025.</p> <ul style="list-style-type: none"> <li>a. For children to be fluent and confident writers, with end of KS2 outcomes in line with national.</li> <li>b. To embed T4W across school, with adjustments from the Writing Framework.</li> <li>c. Define the approach to writing from the oral/hold a sentence/dictation of EYFS to fluent writing by the end of KS2, with a focus on quality not quantity.</li> <li>d. To implement RWI spelling across school, Spelling Shed.</li> <li>e. To secure fluent handwriting for all children.</li> </ul>
7.	To continue curriculum development, using KAPOW resources and a personalised approach for KN based on LLL.
8.	To ensure all children are fluent in number facts and times tables, and can apply their learning to reasoning; securing outcomes in line with national for Multiplication Check and end of KS2 Maths SATs.
9	To secure ArtsMark re-accreditation for Silver/Gold.
10.	To secure the reputation of KN within the community as the go-to school.

### Intended outcomes

At the heart of our approach to supporting children in receipt of Pupil Premium Grant is the commitment to ensuring that every child has equal access to opportunities, regardless of their background or circumstances. The focus is on addressing the specific challenges these children may face—be it academic, social, or emotional—by providing tailored support to help them reach their full potential. This approach is rooted in a belief that no child should be held back by disadvantage, and it aims to remove barriers to learning. At the core of this is a strong, inclusive ethos that promotes equality, resilience, and aspiration.

Key elements include:

1. **Personalised Support:** Every child in receipt of Pupil Premium Grant is considered as an individual, with specific needs, strengths, and challenges. Teachers and support staff work closely with pupils to provide targeted interventions, whether through additional tutoring, speech and language support, or emotional well-being programs.
2. **High-Quality Teaching:** Ensuring that all pupils, particularly those eligible for Pupil Premium Grant, have access to high-quality teaching is crucial. This may involve providing further professional development for staff, implementing evidence-based strategies, and maintaining smaller class sizes or additional teaching support to cater to individual needs.

3. **Emotional and Social Support:** Recognising that children from disadvantaged backgrounds may face challenges outside of school, such as instability at home or financial struggles, schools provide emotional and social support to build resilience and confidence. This may include nurture provision, social skills groups, or extra-curricular activities that help children feel safe, valued, and included.
4. **Enrichment Opportunities:** To help level the playing field, schools often use Pupil Premium Grant to provide opportunities that might otherwise be inaccessible, such as extracurricular activities, trips and learning resources at home. These opportunities encourage the development of well-rounded, curious, and engaged learners.
5. **Family and Community Engagement:** Working closely with families is vital to ensure the support provided extends beyond the classroom. Schools often engage with parents and carers to understand the wider context of each child's life, offering guidance, support, and resources to improve outcomes both in and outside of school.
6. **Rigorous Monitoring and Evaluation:** The impact of Pupil Premium interventions is carefully monitored to ensure that the support is effective and making a difference. Regular assessments help track progress, adapt strategies, and ensure that children are receiving the best possible support to overcome barriers and achieve their potential.

By focusing on these areas, we feel our approach to supporting children in receipt of Pupil Premium Grant ensures that every child is given the resources, encouragement, and opportunities needed to succeed academically, socially, and emotionally.

This explains the outcomes from our School Improvement Plan that we are aiming for **by the end of our current strategy plan for our Pupil Premium pupils**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. <b>Learning: To ensure behaviour of all children, including our PP children remains positive and the needs of challenging children are met, within British Values and Language, Learning, Lives, including Nurture Provision and the development of the Enhanced Resource Provision.</b>	To secure positive behaviour for all children. PPG children have few behaviour incidents. PPG children are prioritised for Nurture provision if needed.
2. <b>Learning and Lives: To work with PP families to improve attendance and being on time to school, so that school is in line with national and schools in similar contexts. Work with Warwickshire on additional sanctions for non-attendance.</b>	To improve attendance to be close to national for PPG children.

<p>3. <b>Lives:</b> To implement new Nursery provision for 2-year olds including those entitled to the Early Years PP.</p>	<p>To provide early social and learning opportunities for PPEG children, supporting families from the earliest stages..</p>
<p>4. <b>Lives / Learning:</b> To implement Voice 21, beginning a three-year implementation plan to support PP children.</p>	<p>For PP children to communicate well using words – in spoken and written language. PP children use strategies taught in Oracy with growing confidence.</p>
<p>5. <b>Learning:</b> To continue to prioritise Early Reading, and reading fluency leading to comprehension, with PP children reading with confidence and prosody. (RWI, Talk Through Stories, Little Wandle Fluency)</p> <ul style="list-style-type: none"> <li>a. To ensure all children, including PP children, who are able, pass the phonics screening check.</li> <li>b. To ensure all children become fluent readers by the end of KS2, with end of KS2 outcomes in line with national.</li> <li>c. To secure a positive approach to reading for pleasure for all children, defining a reading for pleasure strategy.</li> <li>d. To review reading comprehension in KS2, revising the current approach.</li> </ul>	<p>All PP children have accurate phonics knowledge and pass the Y1 check. PP children read with fluency in Little Wandle groups and access class reading rapidly. Interventions for reading are swift and targeted and PP children are prioritised. PP children make at least expected progress in reading across KS2.</p>
<p>6. <b>Learning:</b> To improve writing across the school, using the Writing Framework of 2025.</p> <ul style="list-style-type: none"> <li>a. For PP children to be fluent and confident writers, with end of KS2 outcomes in line with national.</li> <li>b. To embed T4W across school, with adjustments from the Writing Framework.</li> <li>c. Define the approach to writing from the oral/hold a sentence/dictation of EYFS to fluent writing by the end of KS2, with a focus on quality not quantity.</li> <li>d. To implement RWI spelling across school, Spelling Shed.</li> <li>e. To secure fluent handwriting for all children.</li> </ul>	<p>PP children write with confidence and make at least expected progress each year. Interventions for writing are swift and targeted, with PP children prioritised.</p>
<p>7. <b>Learning:</b> To continue curriculum development, using KAPOW resources and a personalised approach for KN based on LLL.</p>	<p>PP children access a wide and exciting curriculum. PP children can discuss their wider learning.</p>
<p>8. <b>Learning:</b> To ensure all children, including PP children, are fluent in number facts and times tables, and can apply their learning to reasoning; securing outcomes in line with national for Multiplication Check and end of KS2 Maths SATs.</p>	<p>To secure outcomes for PP children in line with or exceed national. Times tables scores in Y4. PP children use maths skills and knowledge with confidence and make at least expected progress each year. Interventions for maths are swift and targeted, with PP children prioritised for key interventions.</p>

<p><b>9. Learning: To secure ArtsMark re-accreditation for Silver/Gold.</b></p>	<p>For PP children to experience a wide range of arts activities to enrich their lives, and see these as important and viable career opportunities</p>
<p><b>10. Lives: To secure the reputation of KN within the community as the go-to school.</b></p>	<p>PPG families speak positively about school.</p>
<p><b>Language, Learning, Lives:</b>  Other areas which will benefit Pupil Premium Pupils:</p> <p>Family and Child Lead Staff - Offer ongoing support and their role provides a key link between school, families, wider agencies and community.  Uniform support – Items purchased and provided for families facing financial difficulties.(On a case-by-case basis)  Subsidies for residentials and enrichment opportunities to allow all children to have experiences, with discounts of up to 50%.</p>	<p>100% take up of enrichment for PP children.</p>

## Key Challenges for our PPG Children:

Challenge number	Detail of challenge
1	<p><b>Speech and Language / Language Acquisition</b></p> <p>Many of these children have limited exposure to rich language experiences outside of school, which can impact their ability to understand and use language effectively. This can affect not only their academic progress but also their confidence and ability to communicate socially with peers and teachers. Early difficulties in language acquisition result in gaps in literacy skills, which may become more pronounced as children progress through the school.</p>
2	<p><b>English – Phonics</b></p> <p>In Early Years Foundation Stage, for some children, particularly those in receipt of Pupil Premium funding, early phonics can present a significant challenge. These children may have limited access to early literacy experiences at home, which can impact their ability to hear, recognise, and manipulate sounds in words.</p>
3	<p><b>English Reading and Writing</b></p> <p>Reading and Writing are significant challenges due to limited access to books and language-rich experiences outside of school, which impact on children's vocabulary development and comprehension skills. Children also struggle with expressing themselves clearly and confidently, both verbally and in writing, which affects their ability to fully participate in lessons and develop the communication skills necessary for academic and social success.</p>

4	<p><b>Attendance and Persistent Absence</b></p> <p>Prolonged absence can lead to gaps in knowledge, reduced social interaction, and a lack of consistency in building relationships with peers and teachers, which can impact their overall academic achievement and well-being. There was little difference between PPG children and non-PPG in 2024/2025.</p>
5	<p><b>Wellbeing and Mental Health</b></p> <p>School data highlights that many children have experienced trauma, such as family disruption or loss, which can affect their emotional stability and ability to focus. These challenges can manifest in difficulties with concentration, behaviour, and social interactions, making it harder for them to engage fully in their learning and reach their academic potential.</p>

**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 key challenges listed above. Teaching (for example, CPD, recruitment and retention)

Budgeted cost:£130,000

	Activity	Evidence that supports this approach	Key Priority/Priorities addressed	Evaluation
<b>Speech and Language / Language</b>	Focus on Oracy and begin the three-year plan with Voice 21 and wider school partnerships. Action plan to support this area. Work across all subjects to support.	EEF – Oral language interventions	1 2 3	
<b>English – Phonics</b>	Continued provision. Developing early phonics and rhyme in new provision. Fresh Start for KS2. LEXIA core reading trial.	EEF Phonics EEF – Teaching Assistant Interventions EEF – LEXIA trial EEF – Fresh Start EEF - Making Best use of TAs	1 2 3	
<b>English Reading and Writing</b>	Ensure all teaching is at least good. Timely interventions designed to close gaps. Additional resource in key year groups to provide additional personalised support. LEXIA core reading Dynamo Maths Reception Jigsaw Reading – the Bridge to Fluency SEND Reading	EEF – Feedback EEF – Collaborative Learning NFER EEF – Individualised Instruction EEF – Fluency Project Trial (school trial) EEF – Reception Jigsaw Trial (school trial)  English Hub Project English Hub Project	1 2 3	
<b>Attendance and Persistent Absence</b>	Work with a commissioned service, Wayne Harris, Inclusive Attendance. Whole school and targeted support. Work with WCC attendance service for targeted family support and interventions. DFE link school. All children to feel that they belong and are part of school.	EEF – Attendance Interventions DFE – Working Together to Improve Attendance Attendance Toolkit – to support improved attendance DFE, Toolkit for Supporting Communicating Attendance with Families	4	

		EEF – Parental Engagement OFSTED – Improving School Attendance		
<b>Wellbeing and Mental Health</b>	Thrive – continued support in place, and key activities each week. Nurture – provision in place. Mental Health Lead Family Well-Being Lead	EEF – Social and Emotional Learning.	5	

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

Budgeted cost: £ 80, 000 (HLTA FT, HTLA PT, Apprentice FT)

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Additional TA/HLTAs support to focus on key children to accelerate learning. Staffed Nurture type provision – 3 Tas, including HLTA am. 1-1 tutoring every afternoon, 3 TAs.	Making Best use of TAs - EEF	1-5

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Commission external support for attendance, action plan and implement. Continued termly meetings with Warwickshire Attendance. Weekly Meetings and daily interventions.	EEF – Parental Engagement DFE – Working Together to Improve Attendance Attendance Toolkit – to support improved attendance DFE, Toolkit for Supporting Communicating Attendance with Families OFSTED – Improving School Attendance	4-5
Attachment Project – Family Leads	EEF – Social and Emotional Learning	4-5
Family and Children’s Leads available to support families on overcoming barriers.	EEF – Social and Emotional Learning	4-5
GEM Power – implement and include an assembly every 2 weeks. Enrichment – trips and visits, with reduced cost for PPG children.	EEF – Social and Emotional Learning	4-5

