NEWTON BLUECOAT CE PRIMARY SCHOOL

Pupil Premium Strategy Statement

2026–2027

Shine from the inside out

This statement sets out how Newton Bluecoat CE Primary School intends to use Pupil Premium funding during the 2026–2027 academic year to improve educational outcomes for disadvantaged pupils. It identifies the barriers faced by our pupils, the evidence-informed approaches we will use, and how impact will be monitored and evaluated.

School overview

Detail	2026–2027
School name	Newton Bluecoat CE Primary School
Number of pupils in school	Approx. 208
Pupil Premium cohort	27 pupils (13%)
Academic year	2026–2027
Date published	October 2026
Review date	July 2027
Statement authorised by	Elizabeth Robinson – Headteacher
Pupil Premium lead	Sarah Watson
Governor / Trustee lead	Tim Walker

Funding overview

Detail	Amount
Pupil Premium funding allocation	£36,460 (including EYPPG in the previous funding statement; 2026–27 allocation to be kept under review)
Recovery Premium	£0
Funding carried forward	£0
Working budget for this strategy	£36,460

Part A: Pupil Premium Strategy Plan

Statement of intent

The purpose of Pupil Premium funding is to ensure that pupils from disadvantaged backgrounds receive the additional support they need to realise their potential. At Newton Bluecoat CE Primary School, we have high aspirations and expectations for every pupil and believe that no child should be left behind.

Our approach is rooted in high-quality inclusive teaching, early identification of need and carefully targeted academic and pastoral support. We recognise that disadvantage can interact with SEND, attendance, wellbeing, limited literacy experiences and reduced access to enrichment. Decisions about provision will therefore be based on individual need rather than assumption.

During 2026–27, our implementation priorities are reading fluency and vocabulary, targeted small-group tuition in reading and mathematics, and pastoral/attendance support for pupils and families. Progress will be reviewed regularly through assessment, attendance information, pupil voice, intervention records and pupil progress meetings.

Overarching objective for 2026–27

By 30 June 2027, disadvantaged pupils targeted through this strategy will demonstrate accelerated progress from their individual baselines in reading, writing and mathematics, with a particular focus on reading fluency, and disadvantaged attendance will move closer to the whole-school figure. Impact will be judged primarily at pupil level because of the small cohort size.

Evidence used to inform this strategy

Newton Bluecoat's strategy is informed by a combination of school-level evidence, professional knowledge of individual pupils and families, and external research evidence. This reflects the Education Endowment Foundation (EEF) approach to effective Pupil Premium planning: diagnose pupils' needs accurately; use reliable research evidence; develop a coherent strategy; deliver and monitor it carefully; and evaluate and sustain approaches that have a positive impact.

School evidence used to identify need

Leaders triangulate attainment and progress information in reading, writing and mathematics; phonics and reading fluency assessments; SEND identification and review information; attendance and persistent absence data; pastoral, behaviour and welfare information; intervention baseline and exit assessments; pupil voice; family engagement; and participation in educational visits, clubs, residentials and other enrichment. Because the disadvantaged cohort is relatively small, leaders consider individual pupil baselines and circumstances alongside headline percentages.

EEF research underpinning our approach

The strategy follows the EEF's tiered approach, with high-quality teaching as the central priority, supplemented by targeted academic support and wider strategies that address barriers to attendance, wellbeing, engagement and participation. EEF evidence is used as an evidence-informed 'best bet' alongside professional judgement and knowledge of Newton Bluecoat pupils; it is not treated as a prescription.

EEF evidence strand	Research rationale and application at Newton Bluecoat	Challenges
High-quality teaching	EEF guidance places high-quality teaching at the heart of an effective Pupil Premium strategy. Explicit instruction, assessment, adaptive teaching, retrieval, questioning and appropriate challenge are prioritised in everyday classroom practice.	1, 2, 6
Reading fluency, vocabulary and comprehension	EEF evidence supports explicit teaching of reading comprehension and oral language. Purposeful talk, vocabulary teaching, modelling, repeated reading and structured reading practice support fluency, comprehension and confidence.	1, 2
Phonics and early reading	EEF evidence supports systematic phonics for early reading. Fidelity to the school phonics programme, decodable reading material, early identification and additional	2, 6

	structured intervention are used for pupils at risk of falling behind.	
Targeted small-group support	EEF evidence indicates that structured small-group tuition can be effective when focused on identified gaps, connected to classroom learning and assessed for impact. The school therefore uses short, focused cycles with baseline and post-assessment.	1, 6
Metacognition and independence	EEF evidence supports teaching pupils to plan, monitor and evaluate their learning. Modelling thinking, purposeful questioning, scaffolding and gradual removal of support are used to develop independence.	1, 2, 6
SEND and inclusive practice	EEF guidance for pupils with SEND emphasises high-quality inclusive teaching, explicit instruction, scaffolding, flexible grouping and careful assessment of need. SENDCo oversight and specialist advice inform provision where required.	1, 6
Social and emotional learning	EEF evidence recognises the relationship between social and emotional skills, engagement and learning. Pastoral and FLM support, emotion coaching and targeted therapeutic approaches are used where an identified need is creating a barrier to learning.	3, 4, 7
Attendance and parental engagement	EEF Pupil Premium guidance stresses diagnosing the causes of absence and other wider barriers. Evidence on parental engagement supports constructive, flexible school-family partnerships. Attendance monitoring, early contact, individual plans and multi-agency support are targeted to identified need.	3, 7
Enrichment and practical barriers	EEF guidance recommends that wider strategies respond to the school's diagnosed barriers. Financial support for visits, residentials, clubs, uniform, food and extended-school provision is used where these barriers affect participation, belonging or readiness to learn.	4, 5

How impact will be evaluated

Implementation and impact will be reviewed through weekly attendance/implementation checks, six-weekly intervention reviews, termly pupil progress review and governor reporting, and an end-of-year evaluation. Leaders will consider attainment and progress alongside attendance, intervention entry/exit information, wellbeing and engagement, pupil voice and participation. Approaches will be adapted or stopped where evidence indicates insufficient impact.

Key external evidence sources

- Education Endowment Foundation (EEF), The EEF Guide to the Pupil Premium (current guidance).
- Education Endowment Foundation, Teaching and Learning Toolkit - including Small Group Tuition, Oral Language Interventions, Reading Comprehension Strategies, Phonics, Metacognition and Self-Regulated Learning, Social and Emotional Learning and Parental Engagement.
- Education Endowment Foundation guidance and resources on Special Educational Needs in Mainstream Schools and effective implementation.

Key challenges to achievement

Challenge	Identified barrier
1	A small number of disadvantaged pupils have lower attainment and/or progress than their peers, particularly in core subjects.
2	Some disadvantaged pupils have reduced literacy experiences, including weaker reading fluency, vocabulary and confidence.
3	Attendance is intermittent for a small number of disadvantaged pupils and persistent absence remains a risk for identified pupils.
4	Financial pressures can affect access to uniform, food and day-to-day school participation, with associated social and emotional impact.
5	Some families are less able to meet the costs of educational visits, residentials, clubs and wider enrichment opportunities.
6	Some pupils eligible for Pupil Premium also have SEND and require carefully adapted teaching and targeted intervention.
7	Parental engagement is variable for a small number of families, requiring flexible and proactive home–school support.

Intended outcomes and success criteria

Intended outcome	Success criteria
Disadvantaged pupils, including those with SEND, make strong progress in reading, writing and mathematics.	Pupil-level tracking shows progress from baseline; pupils at risk are discussed at pupil progress/SEND meetings; interventions are adapted promptly and exit data demonstrates impact.
Reading fluency, vocabulary and phonics outcomes improve.	Targeted pupils receive daily/regular fluency practice and 1:1 reading. Fluency and phonics assessments show measurable improvement; Year 1 disadvantaged pupils are well prepared for the statutory phonics screening check.
Higher-attaining disadvantaged pupils are appropriately challenged.	Quality-first teaching includes purposeful questioning, reasoning, independent learning and opportunities to deepen understanding. Work scrutiny and assessment show sustained challenge.
Disadvantaged pupils are emotionally secure, ready to learn and able to engage positively in school.	Wellbeing needs are identified early; pastoral/FLM support is responsive; pupil voice indicates pupils feel safe, supported and included.
Attendance improves for identified disadvantaged pupils.	Attendance is monitored weekly; individual plans are used where needed; persistent absence reduces and targeted pupils move closer to whole-school attendance.
Families receive timely, effective support.	Families engage earlier with school and appropriate agencies; support is recorded and reviewed; practical barriers to attendance and learning are reduced.

Intended outcome	Success criteria
All disadvantaged pupils can participate in enrichment.	No pupil is prevented from participating in curriculum visits, residentials or agreed enrichment because of financial disadvantage; participation is tracked.

Activity in this academic year

1. Teaching

Activity	Implementation / evidence of approach	Challenges
High-quality inclusive teaching with a clear focus on disadvantaged pupils	Teachers know the disadvantaged pupils in their classes and use assessment to identify precise gaps. Adaptive teaching, explicit instruction, retrieval, questioning and appropriate challenge are embedded within everyday classroom practice. Progress is reviewed termly.	1, 2, 6
Staff development and implementation monitoring	Brief CPD and modelling support consistent delivery of agreed approaches. SLT checks implementation through learning walks, book scrutiny, pupil discussion and pupil progress meetings.	1, 2, 6
Reading fluency and vocabulary as a whole-school priority	Daily fluency practice, repeated reading, explicit vocabulary teaching and high-quality reading opportunities are used to improve automaticity, comprehension and confidence.	1, 2

2. Targeted academic support

Activity	Implementation / success measure	Challenges
Small-group tuition in reading and mathematics	Three 6-week cycles of focused tuition for identified disadvantaged pupils, typically in groups of three. Baseline and post-assessment will be used to evaluate impact and decide whether pupils exit, continue or receive adapted support.	1, 6
Structured reading fluency programme	Targeted pupils receive 10–15 minutes of regular fluency practice plus weekly 1:1 reading. Progress is reviewed at least every six weeks using age-appropriate fluency/reading measures.	1, 2
Phonics intervention	Additional structured phonics teaching is delivered to pupils at risk of falling behind, alongside fidelity to the school's phonics programme. Assessment before and after intervention informs next steps.	2, 6
SEND and specialist support	SENDCo oversight ensures SMART targets and appropriate adaptations. Where necessary, advice from SALT, Educational Psychology or specialist teachers informs provision.	1, 6

3. Wider strategies

Activity	Implementation / success measure	Challenges
Pastoral and wellbeing support	Family Learning Mentor and school staff provide bespoke 1:1 or small-group support, including emotion coaching and appropriate therapeutic approaches. Welfare and engagement are tracked alongside academic progress.	3, 4, 7
Attendance support	Attendance is monitored weekly. Individual attendance plans, fortnightly family engagement where appropriate, EBSA-informed support and formal attendance procedures are used proportionately.	3, 7

Activity	Implementation / success measure	Challenges
Family support and practical help	Early help, parenting advice, multi-agency working and practical support such as food parcels, seasonal hampers and uniform assistance are provided where need is identified.	4, 7
Enrichment and participation	Funding supports educational visits, Year 6 residential participation, music, sport, theatre/cultural experiences, clubs and other enrichment so that financial circumstances do not restrict access.	5
Breakfast/extended school support	Breakfast Club and appropriate wraparound support are used to reduce barriers to punctuality, nutrition and engagement where this is helpful for individual pupils.	3, 4

Implementation plan and indicative allocation

Priority	Lead / timescale	Indicative cost	Success indicator
A. Small-group tuition	PP Lead / teachers. Three 6-week cycles across 2026–27.	£2,700	Targeted pupils show measurable progress from baseline after each cycle.
B. Reading fluency programme	Literacy lead and trained TAs. Ongoing; reviewed termly.	£1,200	Targeted pupils improve fluency, accuracy and reading confidence.
C. Pastoral & attendance support	FLM / attendance lead. Immediate and ongoing.	£4770.00	Improved attendance/engagement for identified pupils; reduced PA risk.
D. Additional adult/SEND intervention capacity	SENDCo / class teachers. Ongoing.	£15,000	Interventions are delivered consistently and show impact through entry/exit data.
E. Enrichment, uniform and family support	PP lead / FLM. Throughout year.	£7,000	All eligible pupils can access agreed opportunities and practical support.
F. CPD, resources, monitoring and contingency	SLT. Throughout year.	£5,790	Implementation is consistent; provision can respond to emerging pupil need.
TOTAL		£36,460	

Monitoring, evaluation and reporting

- Weekly: implementation and attendance checks for identified pupils.
- Every 6 weeks: review targeted intervention impact using baseline/post-assessment, attendance, behaviour/welfare information and pupil voice.
- Termly: disadvantaged pupil progress review and report to governors, including pupil-level information where percentages would be misleading because of cohort size.
- End of year: headline quantitative evaluation supported by brief pupil case studies and a review of which approaches should continue, change or cease.

Risks and mitigations

Risk	Mitigation
Small cohorts can make percentage measures volatile.	Use pupil-level tracking, individual baselines and case studies alongside headline percentages.
Interventions vary in fidelity.	Provide concise CPD, modelling, clear intervention plans and regular SLT checks.
Parental engagement is limited for some families.	Offer flexible contact, practical support, trusted relationships and appropriate multi-agency/community links.
Intervention time reduces access to the wider curriculum.	Timetable carefully, review necessity frequently and prioritise high-quality classroom teaching.

Part B: Review of outcomes in the previous academic year

Pupil Premium outcomes 2025–2026

The school's 2025–26 information shows a Year 6 disadvantaged cohort of five pupils. Because the cohort is small, each pupil has a substantial effect on percentages; outcomes should therefore be interpreted alongside individual progress and wider contextual information.

Measure	2023–24 (7 pupils)	2024–25 (6 pupils)	2025–26 (5 pupils)
Grammar, Punctuation & Spelling	14% EXS / 0% GDS	67% EXS / 33% GDS	20% EXS / 0% GDS
Reading	29% EXS / 0% GDS	67% EXS / 0% GDS	20% EXS / 0% GDS
Mathematics	43% EXS / 0% GDS	83% EXS / 17% GDS	40% EXS / 20% GDS

Evaluation of impact 2025–2026

- The Family Learning Mentor had a positive influence on several children and their families; two disadvantaged pupils were persistently absent and remained a key focus for attendance support.
- Regular intervention support was provided by teaching assistants, including individual support for disadvantaged pupils, with records maintained.
- Families experiencing need received practical support including food packages, food hampers and Christmas gifts.
- All Year 1 pupils eligible for Pupil Premium passed the phonics screening check.
- The 2026–27 strategy will build on this work while sharpening the focus on measurable implementation and impact, particularly reading fluency, targeted tuition and attendance.

End-of-year review

By July 2027, leaders will evaluate the impact of this strategy against the intended outcomes above, report findings to governors and use the evaluation to inform the next Pupil Premium strategy. The review will combine attainment and progress data with attendance, intervention impact, pupil voice, participation in enrichment and brief pupil case studies.