

Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School:	New Mills Primary School				
Academic Year:	2024-25	Total PP budget	£70650	Date of most recent PP Review	01/25
Total number of pupils	211	Number of pupils eligible for PP	43	Date for next review of this strategy	01/26
2. Current attainment (data from teacher assessments July 2023 end of KS2 = 11 xY6 PP pupils)					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
% achieving expected or above in RWM			31%		
% making progress at least in line with national (Zero score) in reading			58%		
% making progress at least in line with national (Zero score) in writing			39%		
% making progress at least in line with national (Zero score) in maths			49%		
3. Barriers to future attainment (for pupils eligible for PP across the school)					
In-school barriers (issues to be addressed in school, such as poor oral language skills)					
A.	Writing development: we have high standards in writing and have received support with developing writing across the school – although writing is being taught consistently well, children still have significant gaps (possibly due to Covid).				
B.	Language development – post Covid, there are a larger number of children with speech and language difficulties. There is a SALT teacher working closely with us.				
C.	Social, emotional, mental health – many children are struggling with SEMH, many with emerging ASD traits/ sensory needs.				
External barriers (issues which also require action outside school, such as low attendance rates)					
D.	Provision for children with behaviour/SEMH difficulties – long waiting lists from referral to diagnosis or receive funding.				
4. Desired outcomes (Desired outcomes and how they will be measured)				Success criteria	
A.	Speech and language provision is in school weekly. More children access support. Communication skills are developed throughout the school.			Targeted interventions in place and the gap is closing	
B.	SEND provision – wider SEND team in school to respond to academic and/or SEMH needs			SEND children to have appropriate support	
C.	Nurture support/ sensory needs addressed – further training attended			Nurture/sensory groups in place	

5. Planned expenditure					
Academic year	2024-25 (£70650)				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Quality First Teaching. Additional SEND /PP provision. Recognition of need followed by appropriate action.	Planning, differentiation and targeted support for SEND/PP children matches the Individual Education Plans. Whole school strategic approach to SEND/PP.	Quality First Teaching is evident across school. SEND team to meet regularly to ensure a strategic approach is in place for all students with SEND/PP.	Monitoring – IEPs, One Page Profiles, etc. Supported by pupil voice, book scrutinises, learning walks, etc.	LS CT	July 2025
Greater awareness of the needs of diverse children by all staff	Whole staff training on Attachment Awareness and Autism. Classrooms to feature regulation stations and visual timetables.	TA are trained and delivering the programmes. Documentation shows progress towards targets are being made.	Regular review of programmes, monitoring of pupil progress	KT CT	July 2025
Increase in language development and engagement in language activities mastery	Speech and Language Therapist to support with language development through staff training and targeted interventions	TA and staff experienced in working with class teachers to support target pupils	Regular review of pupil progress through testing/moderation of work.	Maths coordinator	July 2025
Total budgeted cost					i +ii = £70650
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
Speech and Language sessions delivered	Targeted support for speech and language therapist	Specialist staff delivering this provision	Timetabled delivery of the programme. Regular monitoring.	SALT	Every 6 weeks
Develop speech and communication	Lego Therapy	Small groups of children to partake in these sessions. Staff are trained by the SALT	Provision overseen by SALT	SALT	Every 6 weeks
Broaden use of vocabulary	Talk Boost in KS1 and KS2	Talk Boost has been shown to be successful in KS1	Timetabled delivery by trained TA	SALT	March 2025 July 2025

Increase rates of reading progress- KS2	Fresh Start (Y4 – Y6)	All staff experienced/trained in delivery of the programme with excellent results	Timetabled delivery of the programme. Regular monitoring.	Literacy coordinator	Termly
Increase rates of fluency in maths	Additional classroom TA support: 'Mastering number'	Staff training is given to all staff involved. The maths leaders will monitor provision	Timetabled delivery of the programme. Monitoring progress	Maths coordinator	Termly
Improve emotional wellbeing/self confidence	Forest Schools – whole school	Trained and experienced staff deliver the sessions. Children benefit from learning social/ emotional skills in an outdoor environment.	Timetabled and monitored by SENCO	SENCO	Termly
Total budgeted cost					i +ii = £70650

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Developing the wider curriculum offer	Forest Schools/ more outdoor education/trips	We know that broadening pupils learning experiences supports good progress	Funded through Sports Premium and monitored by SLT	SF	July 2025
Develop awareness of neuro diversity	Develop strategies within each class that would meet the needs of neuro diverse children	Information from the Autism Education Trust show that steps can to be made to meet the needs of neuro diverse children	Pastoral Lead will oversee the training of staff and purchase of resources	KT	July 2025
Total budgeted cost					£70650

6. Review of expenditure

Previous Academic Year		2023-24		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	
Improve phonics/writing progress	Continued training in RWInc for all staff involved.	Progress in phonics is continually developing across the school – training, routines, teaching etc. have all had a positive impact of standards in	Reading data across the school shows good progress in made in reading. We will continue to explore ways to enhance Reading for Pleasure in KS2.	RWI training and TAs
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	

Improve standards in writing across the school	Follow the structure given by the literacy consultants	Improved pupil confidence and enjoyment of writing (esp. experimental writing)	We are now using picture books across the school to deliver writing. SEND and PP children have completed experiential writing outside of their usual lessons, especially linked to cooking.	TAs and cooking resources
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	
More visits/trips for target pupils	Trips: café/library shops/Forest	Trips organised for each class, local or day visits. Residential trips offered to Y3-Y6	Funding was placed in the budget to ensure no child missed out on external experiences due to funding. Every child access forest school for a s-hour session for at least 15 weeks.	Sports leader and £1k