

Newham Bridge Primary: Pupil Premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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: Newham Bridge Primary School

Detail	Data
Number of pupils in school	331
Proportion (%) of pupil premium eligible pupils	55.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	February 2026
Date on which it will be reviewed	February 2027
Statement authorised by	B Hewitt-Best Headteacher
Pupil premium lead	B Hewitt-Best Headteacher
Governor / Trustee lead	T Furness Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£171,667 (Estimate)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£171,667

Part A: Pupil premium strategy plan

Statement of intent

At Newham Bridge Primary School our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We recognise findings from research, provided by organisations, such as The Sutton Trust and Transforming Tees Strand 1. Our school is guided by their principles which support school to identify the barriers faced by a number of our most disadvantaged pupils. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve and make progress. School seeks to utilise the most cost-effective strategies to overcome these barriers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. Diminishing the difference between disadvantaged pupils and their peers is a non-negotiable commitment of all Newham Bridge staff. The activity we have outlined in this statement is also intended to support all pupil's needs, regardless of whether they are disadvantaged or not.

High-quality teaching and an engaging curriculum is at the heart of our approach. At Newham Bridge we have consciously reduced class size within and across Key Stage 2 to support all pupils, with a focus on areas in which disadvantaged pupils require the most support. This has proven to have the greatest impact on closing the disadvantage attainment gap and has aided positive outcomes for disadvantaged pupils whilst simultaneously benefiting the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, with careful tracking of the disadvantaged groups both termly and annually. The approaches we have adopted complement each other to enable pupils to make progress and excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

Newham Bridge adopts a whole school approach, in which all staff take responsibility for disadvantaged pupils' outcomes and raise the aspirations and expectations of what they can achieve.

This statement details the school use of Pupil premium funding to help improve the attainment of our 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>The number of pupils eligible for support.</p> <p>This number, in recent has an increasing trajectory at Newham Bridge.</p> <p>IDSR: Pupil base deprivation: Well above average</p> <p>School location deprivation: Close to average</p>
2	<p>Challenges with attendance and punctuality</p> <p>Attendance proves to be challenging for many pupils. Data analysis indicates that the attendance for disadvantaged pupils has been lower than that of non-disadvantaged.</p> <p>Data (Autumn 2025) indicates that attendance among disadvantaged pupils is below that of non-disadvantaged pupils. There is an increase in term-time holidays, directly impacting upon education. We are currently targeting attendance and following the LA guidance – issuing FPN's.</p>
3	<p>Parent and Carer involvement</p> <p>Since the pandemic we have noticed a shift in attitudes toward school. Many pupils have access to limited support from home. School endeavours to provide additional support, where home support is a challenge.</p>
4	<p>Speech Language and Communication.</p> <p>School, in recent years has had increased referrals for specialist SALT support, indicating underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to LKS2 and are generally more prevalent among our disadvantaged pupils than their peers. Additional capacity from agencies has been sought to address pupil need.</p>
5	<p>Social and emotional barriers to learning for many pupils.</p> <p>These challenges particularly affect disadvantaged pupils and their readiness to learn, impacting upon their progress and attainment.</p> <p>Teacher referrals for support have markedly increased and school have sought increased capacity from professional agencies to cater and support for pupil needs.</p>
6	<p>Internal assessments (Autumn 2025) indicate that attainment among disadvantaged pupils is below that of non-disadvantaged pupils. We continue to review, provide interventions and support.</p>
7	<p>Aspirations</p> <p>Aspiration and the adverse effect of peer group influences within the local area.</p>
8	<p>Mental Health and Wellbeing</p> <p>A small number of families are impacted upon by declining mental wellbeing</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
Improve attainment for disadvantaged pupils at the end of KS2.	Outcomes in 2025 show that more disadvantaged pupils met the expected standard than in previous years. Newham bridge currently has an increasing trajectory in all core subjects.
Improved oral language skills and vocabulary among disadvantaged pupils. <ul style="list-style-type: none"> Utilise specialist services to support 	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To improve attendance and access to education	Attendance improves towards National Currently attendance of Pupil Premium pupils is increasing and narrowing the gap with Pupil Premium nationally. Aut 25: 93.4% Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 90%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced annually. The percentage of all pupils who are persistently absent being below national and the figure among disadvantaged pupils being no lower than their non-disadvantaged peers.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2025/26 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To enhance self-esteem and promote motivation, independence and resilience	All pupils can access all aspects of the curriculum and extended offer to enjoy, be inspired and achieve their potential.
Families are able to access support both in school and externally. Improving the capacity for parents to support their children, enabling them to participate fully in school life.	Increased engagement at school events eg: Parent consultations, open afternoons, workshops, Stay and Play, Come and Read etc.

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 challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £131,019 + £46,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reduction of class size from 40+ pupils to groups of 20 (Variable: 2024 Requires 4 staff)	To reduce class size in Key Stage 2, thus increasing and improving opportunity for feedback and support, to accelerate progress. <i>Reducing class size – EEF</i> <i>High Quality teaching - EEF</i>	1,2,3,4
Employing 2 additional Teaching assistants to support learners	To support internal interventions <i>Making the best use of teaching assistants - EEF</i>	2,3,4

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

Budgeted cost: £3,300 + £2,200 + £7,125 + £3,822

£ 15,939

Activity	Evidence that supports this approach	Challenge number(s) addressed
EP Time (£2,754)	Employ professionals to support staff with bespoke work programmes for small group interventions and 1-1 work. <i>One to one tuition / Small group tuition</i>	1,4,5,6
LST Time (£6,660)	Employ professionals to support staff with bespoke work programmes for small group interventions and 1-1 work. <i>One to one tuition / Small group tuition</i>	1,4,5,6
EMAT support (£4,325)	Employ professionals to support staff with bespoke work programmes for small group interventions and 1-1 work. <i>One to one tuition / Small group tuition</i>	2,5,6
EWO Support (£2,200)	To support and increase school attendance <i>Supporting attendance – EEF</i> <i>Working together to improve school attendance – GOV.UK</i>	2,5,6

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

Budgeted cost: £29,800 + £7612 + 6000 = £40,412 (Professional support)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of external professionals to increase the breadth of experience and opportunity for pupils	<p>Employ professionals to support Curriculum and after school opportunities, experiences and well – being</p> <ul style="list-style-type: none"> • Short Sports (£12,000) • Mighty Warriors ASClub (£2000) • Sing Education (£13,500) • Stepping Up/ Rubies (£1800) • Tuff Tees (£500) <p><i>Life skills and enrichment -EEF</i></p>	5,7,8
Recruitment of external professionals to provide 1-1 therapeutic support (£7612)	<p>Employ 'The Bungalow' to support small group therapeutic intervention and 1-1 work.</p> <p><i>One to one tuition / Small group tuition</i></p>	7,8
Part salary of Social Inclusion (£3000)	Supporting attendance, pupils and families	2,5,7,8

Total budgeted cost: £ 233,920

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Our statutory assessments 2025 indicate an improving trajectory of the performance of disadvantaged pupils, in key areas of the curriculum.

2025

RWM EXPECTED STANDARD	Gap to National	↑ 27%
READING EXPECTED STANDARD	Gap to National	↑ 24%
WRITING EXPECTED STANDARD	Gap to National	↑ 22 %
MATHS EXPECTED STANDARD	Gap to National	↑ 29 %
READING HIGH STANDARD	Gap to National	↑ 15%
MATHS HIGH STANDARD	Gap to National	↑ 6%

There is an increasing trajectory towards National data in all core subjects and we did achieve National in RWM combined and above National in core subjects Reading, Writing and Maths.

FSM6 Attendance in 2024-25 increased to 94% (1.6% above Nat). At times, when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers and persistent absence was also greater. This is continually monitored to provide targeted intervention and support.

Our internal assessments and observations indicate that pupil behaviour, wellbeing and mental health are improving and are being supported by additional service time in school.

We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.

We are building on that approach with the activities detailed in this plan.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- offering a range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, utilising specialist support to help us diagnose more specific pupil needs and develop bespoke strategies and approaches more likely to work in our school context and will continue to use these through the implementation of activities.

We have put an evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to continue to secure better outcomes for pupils.