

New Hall Primary Pupil Premium Strategy Statement 2025

This statement details our school's use of pupil premium for the 2025 to 2026 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

Detail	Data
Number of pupils in school	306
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	8.12.2025
Date on which it will be reviewed	1.12.2026
Statement authorised by	Mrs Becci Breedon Headteacher
Pupil premium lead	Mrs Kirstie McElroy-Stringer, Assistant Headteacher
Governor / Trustee lead	Claire Cahm, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£200,630.00
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	£200,630.00

Part A: Pupil premium strategy plan

Statement of intent

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. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

New Hall Primary will use the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers.

We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so that they can reach their full potential.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit 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, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils 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
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

In making decisions on the use of the Pupil Premium we will:

- Ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose. We also recognise that the Direct Schools Grant (DSG) has an element of deprivation funding included in it to address the attainment of our disadvantaged pupils.
- Use research evidence to inform spending, including the [guide published by the Education Endowment Foundation \(EEF\)](#) to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils.
- Consult with our pupils, staff, governors and parents and carers to ensure we understand the wide range of needs of our pupils and the barriers they face to provide the best learning opportunities for our children.
- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and OFSTED are fully aware of how this additional resource has been used to make a difference.
- Learn from what works in our school to inform our decisions on pupil premium spending whilst being committed to reducing inequalities in outcomes and promoting the inclusive nature of the work we do at our school.
- Encourage take up of FSM by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.
- Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances.

Challenges

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

Challenge number	Detail of challenge
1	<p>Poor Communication and Underdeveloped Oral Language Skills on Entry to Reception</p> <p>In-school assessments, observations, and transition data from nursery providers show that a significant proportion of children start Reception with communication and language skills below age-related expectations. This impacts their ability to access learning, achieve in phonics, and succeed in future assessments.</p> <p>Evidence of Impact:</p> <p>2025 Data:</p> <ul style="list-style-type: none"> 45% of children entering Reception are not on track for communication and language. Only 20% of boys and 47% of Pupil Premium (PP) children are on track, compared to 87% of girls. <p>This gender and disadvantage gap has major implications for early literacy and overall attainment.</p>
2	<p>Underperformance in EYFSP for Disadvantaged Pupils Compared to Local and National Benchmarks</p> <p>Although New Hall Primary School demonstrates stronger performance in Early Years Foundation Stage compared to Sutton Reddipap ward, outcomes for disadvantaged pupils remain significantly below Birmingham averages across all metrics. This includes large gaps in key areas such as Good Level of Development (GLD) and Specific Areas of Learning.</p> <p>Evidence of Impact:</p> <ul style="list-style-type: none"> EYFSP performance dropped significantly in 2024, with only partial recovery in 2025, but it is still below 2023 levels. Birmingham consistently outperforms New Hall for PP children: <ul style="list-style-type: none"> GLD gap: -31.4% Specific Areas of Learning gap: -30.6% <p>These gaps indicate that disadvantaged pupils are entering KS1 with weaker foundations, impacting phonics, reading, and overall attainment.</p>
3	<p>Limited Access to Reading Materials and Weak Foundational Literacy Skills</p> <p>Disadvantaged pupils at New Hall face reduced opportunities to engage with a wide range of reading materials at home, which contributes to weaker comprehension skills. Assessments, observations, and family discussions indicate that these pupils experience greater difficulties with phonics compared to their peers, negatively impacting their development as fluent readers.</p> <p>Evidence of Impact:</p> <p>Phonics Outcomes (Year 1) All pupils:</p> <ul style="list-style-type: none"> Consistent decline over three years:

	<ul style="list-style-type: none"> ▪ 2023: 80.4% ▪ 2024: 71.4% ▪ 2025: 61% <p>2025 Year 1 Phonics – % Working at Expected Standard Disadvantaged Pupils:</p> <ul style="list-style-type: none"> ○ New Hall: 55% ○ Birmingham Average: 74.8% ○ Gap: Birmingham outperforms New Hall by 19.8% for Pupil Premium children. <p>Year 1: 55% of disadvantaged pupils achieved the expected standard, compared to 66.7% of non-disadvantaged pupils (-11.7% gap).</p> <p>Key Stage 1: 76.2% of disadvantaged pupils achieved the expected standard, compared to 93.5% of non-disadvantaged pupils (-17.3% gap).</p> <p>KS2 End Assessment: Reading: 70.8% of disadvantaged pupils achieved the expected standard, compared to 83.3% of non-disadvantaged pupils (-12.5% gap).</p> <p>This persistent gap in phonics attainment and reading comprehension places disadvantaged pupils at a significant disadvantage in accessing the wider curriculum and achieving age-related expectations.</p>
4	<p>Poor Language Acquisition Impacting Writing Development</p> <p>Assessments and observations indicate that many disadvantaged pupils have underdeveloped oral language skills, which limits their ability to generate ideas and use a rich vocabulary when writing. This affects sentence construction, creativity, and overall writing quality across the curriculum.</p> <p>KS2 End Assessments: Writing: 54.2% of disadvantaged pupils achieved the expected standard, compared to 69.4% of non-disadvantaged pupils (-15.2% gap).</p>
5	<p>High Proportion of Disadvantaged Pupils in EYFS and KS1</p> <p>New Hall Primary School has a significantly higher percentage of disadvantaged pupils in the early years and lower key stage compared to later year groups. This concentration of need in Reception and KS1 places additional pressure on early intervention strategies and resources.</p> <p>Evidence of Impact (Autumn 2 – 2025):</p> <ul style="list-style-type: none"> • Reception: 57% (30 pupils / 17 PP) • Year 1/2: 47% (77 pupils / 36 PP) • Year 3: 45% (55 pupils / 25 PP) • Year 4: 40% (58 pupils / 23 PP) • Year 5: 40% (48 pupils / 19 PP) • Year 6: 37% (38 pupils / 14 PP) • Whole School: 44% (306 pupils / 134 PP) <p>The disproportionately high numbers in EYFS and KS1 mean that early language, phonics, and foundational skills gaps are more prevalent among disadvantaged pupils, increasing the risk of long-term attainment gaps.</p>
6	<p>Reduced regular attendance</p> <p>Our assessments and observations indicate that absenteeism negatively impacts disadvantaged pupil's progress.</p> <p>New Hall – Non-disadvantaged pupils 95% attendance which is above national for all pupil at 94.8%.</p> <p>New Hall disadvantaged pupils 93.1% and nationally it is 89.4%.</p> <p>Persistent Absence at New Hall is 13.4% and this is on track with national at 13.5%.</p>

	Although we are tracking higher than national for attendance and similar for persistent absence this is based on previous year's strategies and packages of support at New Hall to support disadvantaged pupils and increase and maintain good levels of attendance as a whole.
7	<p>Increased Pupil and Family Mental Health Concerns and Complex Home Situations</p> <p>Discussions with families and pupils, alongside school records, indicate a rise in mental health concerns and challenging family circumstances. These issues require increased Early Help Assessments, referrals for medical assessments, signposting, and multi-agency collaboration to support a wide range of complex needs. Difficult home situations negatively impact pupils' readiness for school, attendance, and progress, causing some pupils to fall behind their peers and engage positively in learning.</p>
8	<p>Progression of Disadvantaged Pupils to Greater Depth Achievement</p> <p>Assessments, observations, and KS2 data indicate that disadvantaged pupils at New Hall are significantly less likely to achieve Greater Depth standards in English and Maths compared to their non-disadvantaged peers. This gap persists despite strengths at the expected standard in Reading, Maths, and GPS for PP children.</p> <p>Evidence of Impact (KS2 2025):</p> <ul style="list-style-type: none"> • Combined Reading, Writing & Maths (Higher Standard): <ul style="list-style-type: none"> ○ Disadvantaged: 4% ○ Non-disadvantaged: 5.7% ○ Gap: -1.7 pp • Reading: <ul style="list-style-type: none"> ○ Disadvantaged: 4% ○ Non-disadvantaged: 8.1% ○ Gap: -4.1 pp • Writing: <ul style="list-style-type: none"> ○ Disadvantaged: 0% ○ Non-disadvantaged: 8.3% ○ Gap: -8.3 pp • Maths: <ul style="list-style-type: none"> ○ Disadvantaged: 5.6% ○ Non-disadvantaged: 4.8% ○ Gap: +0.8 pp (slightly higher for disadvantaged) <p>Context: While New Hall outperforms Birmingham averages for PP pupils at the expected standard in Reading, Maths, and GPS, Birmingham performs better in Writing and all Higher Standard measures.</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
<p>Improve oral language and communication skills for disadvantaged pupils and boys in EYFS.</p> <p>Ensure that by the end of Reception, the majority of PP children are on track for communication and language development.</p>	<p>By July 2026, reduce the percentage of children not on track for communication and language from 45% to below 20%.</p> <p>Increase PP children on track from 47% to at least 70%.</p> <p>Narrow the gender gap significantly (boys to reach at least 70% on track).</p>

<p>Increase the proportion of disadvantaged pupils achieving GLD and meeting age-related expectations in all EYFSP areas.</p> <p>Narrow the gap between New Hall and Birmingham averages for PP children.</p>	<p>By July 2026, at least 70% of PP pupils achieve GLD (up from current levels).</p> <p>Reduce the gap with Birmingham averages in GLD and Specific Areas of Learning to less than 15%.</p> <p>Improved readiness for KS1, evidenced by stronger phonics and early literacy outcomes.</p>
<p>Improve reading skills and outcomes (including phonic knowledge) across the school by developing the love of reading and providing quality CPD for staff and different opportunities, environments and engaging and appropriately matched reading materials to meet the needs of all learners.</p> <p>Increase the percentage of disadvantaged pupils achieving the expected standard in phonics and reading comprehension.</p>	<p>By July 2026, at least 70% of disadvantaged pupils at New Hall achieve the expected standard in Year 1 Phonics.</p> <p>Reduce the gap with Birmingham average from 19.8% to less than 10%.</p> <p>Improved reading comprehension scores for disadvantaged pupils in KS1 and KS2 (measured through termly assessments and teacher observations).</p>
<p>Improve oral language and vocabulary acquisition for disadvantaged pupils to support writing development.</p> <p>Ensure pupils can confidently express ideas and use age-appropriate vocabulary in written work.</p> <p>Improve writing skills and outcomes by providing more writing opportunities across the curriculum and providing quality CPD for staff.</p>	<p>By July 2026, disadvantaged pupils demonstrate measurable improvement in vocabulary and sentence complexity (tracked through writing assessments and moderation).</p> <p>Increased percentage of PP pupils achieving age-related expectations in writing at the end of KS2.</p>
<p>Ensure that early intervention strategies effectively support the high proportion of disadvantaged pupils in EYFS and KS1.</p> <p>Reduce the risk of widening gaps in phonics, language, and early literacy.</p>	<p>By July 2026, disadvantaged pupils in EYFS and KS1 make accelerated progress in communication, language, and phonics.</p> <p>Attainment gaps between PP and non-PP pupils in EYFS and KS1 narrow significantly (measured through EYFSP and Year 1 Phonics outcomes).</p>
<p>Provide opportunities to support pupil wellbeing to ensure regular attendance and pupils arriving on time every day ready to learn.</p>	<p>Attendance for pupils will be in line with national average in 2025/2026.</p>
<p>Improve attendance, engagement, and emotional readiness for learning among disadvantaged pupils affected by mental health or family challenges.</p> <p>Ensure timely access to support through Early Help and external agencies.</p>	<p>Reduction in persistent absence among disadvantaged pupils by July 2026.</p> <p>Increased engagement and improved attainment for pupils receiving Early Help or mental health support.</p> <p>Positive feedback from families and external agencies on the effectiveness of school support.</p>
<p>Increase the proportion of disadvantaged pupils achieving Greater Depth in Reading, Writing, and Maths.</p> <p>Narrow the gap between disadvantaged and non-disadvantaged pupils for Higher Standard attainment.</p>	<p>By July 2026, at least 10% of disadvantaged pupils achieve Greater Depth in Reading, Writing, and Maths combined.</p> <p>Reduce the gap in Writing Greater Depth from -8.3 pp to less than -5 pp.</p> <p>Maintain or improve Maths Greater Depth performance for disadvantaged pupils.</p>
<p>Successful relationships between all stakeholders</p>	<p>Pupils will attend school regularly and outcomes will be in line with national average outcomes by the end of KS2 in 2025/2026.</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 challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £53,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TAs to support focused Guided Reading sessions in KS1	<p>Phonics data in KS1 has declined since 2018. This year we were below national again but had a significant increase since 2024. In 2025 61% in Year 1 achieved the standard (17.8% below national). 55% of disadvantaged children achieved the expected standard compared to 66.7% non-disadvantaged peers which is - 11.7% lower.</p> <p>Nationally, disadvantaged pupils were -17% lower than non-disadvantaged peers. For pupils eligible to retake the phonics test at the end of KS1, 93.5% achieved the standard; disadvantaged pupils achieved -17.3% compared to their non-disadvantaged peers.</p> <p>Smaller teacher led guided reading groups enable great discussion using appropriately matched texts. Opportunity for a variety of comprehension strategies to be used.</p> <p>(Evidence – whole school data, EEF - Reading comprehension strategies, small group tuition)</p>	3, 5 (£10,000)
TA daily 9 O'clock Clubs to support basic skills in Reading, Writing and Maths	<p>Pupils identified through summative and formative assessments throughout the year. Focus specific objectives taught to close gaps in learning and keep up as identified and give immediate feedback on daily teaching. Focus of group changes according to needs of pupils and use of inclusion trackers for each class.</p> <p>(Evidence – whole school data, EEF Feedback, Teaching Assistant Interventions)</p>	1, 2, 3, 4, 5, 8 (£13,000)
TA support across EYFS, KS1 and 2 to provide a daily intervention team within each age phase	<p>Gaps in learning identified in summative and formative assessments through EY profile and MARK analysis. TAs to work daily in classroom to close gaps using 1:1 and small group support and regular feedback of previous teaching. Pre-tutoring to take place as identified by class teacher.</p> <p>(Evidence – whole school data, EEF – Feedback, individualised instruction, teaching assistant interventions)</p>	1, 2, 3, 4, 5, 8 (£25,000)
Quality CPD within school to strengthen learning opportunities for pupils (Subject leaders receiving support and CPD and disseminate to staff)	<p>Continual monitoring by Subject Leaders through timetabled release time during 2025-2026 identified specific focus for CPD for this academic year. Transforming Teaching programme trained 4 Teacher Educators (Coaches) who will continue to coach staff throughout the academic year to support their professional development and teaching expertise.</p>	2, 3, 4, 5, 8 (£5000)

	(Evidence – Subject Leader monitoring feedback, EEF – Mastery learning, Teacher Professional Development Review)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £71,942

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music tuition offered to all PP pupils in Year 4 and a group of talented Year 5 and Year 6 pupils	PP figures consistently between 37- 40% across Year 4 to Year 6 classes so providing opportunities for pupils to access activities that would not normally be available to them either due to cost or other barriers remains a priority for school. Research link between music appreciation and playing a musical instrument and development of mathematical knowledge and understanding. (Evidence – Exploration of the Relationship between Mathematics and Music, Salone Shah, 2010, The University of Manchester, EEF – Arts Participation)	6, 7, 8 (£4,423)
Trained TA to deliver Speech and language intervention in Reception class, Year 1 and 2.	In the EYFS 2025 Autumn Baseline poor Communication and Language (C&L) and literacy skills were identified. Understanding the World 72% are not on track to meet this early learning goal. 17 children in EYFS (57%) who are PP. 36 (47%) children in KS1 are PP. 2 children (7%) from EYFS in reception referred to Speech & Language professionals working with school and are currently having or awaiting assessments and a further 13 (17%) from Year 1 and 2. 24 children are EAL (22%). 5 children have an EHCP and 3 children have SSPPs that are funded with the highest amount across EYFS and KS1. (Evidence - EYFS data, Nursery transition documents and transition forms, EEF – Oral language interventions)	1, 2, 3, 4, 5 (£8,900)
Trained TA to deliver Speech and language interventions in Year 3 to 6 plus children in our enhanced provision.	Expressive language and understanding have been highlighted as a need at New Hall which impacts learning access and progress. 28 (45%) of children on the school's SEND register communication and interaction as their primary need. 14 children are on the specialist case load for Speech and Language Professionals working in school. Targeted children also struggle to develop effective language skills and appropriate vocabulary development. Children who had language delay at an earlier age take longer to acquire language and understanding over time and need further continued targeted support to catch up. 70 children are EAL (35%) in KS2.	£9,600 4,7,8

	(Evidence EEF Communication and Language approaches, SEND Data)	
TA to support specific EAL pupils with language acquisition, understanding and integration	<p>New Hall continues to enrol pupils who are new to country who have a varied knowledge of English language and understanding of English culture. Regular, small group intervention will address language and cultural similarities, differences and barriers to learning and provide positive interactions for home language and English. In total the school has 94 children with English as an additional language which is 31%. A number of these children also have difficulties in English and although some have attended a different British school before New Hall they have still only entered the country recently. Subscription to Flash Academy to support language acquisition and support of the curriculum learning.</p> <p>(Evidence EEF – Mentoring, oral language interventions, social and emotional learning, Teacher Assistant interventions)</p>	<p>3, 4, 8</p> <p>(£8,200)</p>
<p>Beanstalk readers (Years 1-6)</p> <p>Story Starter (EYFS)</p>	<p>Reading record book scrutiny identified that some pupils were not getting the opportunity to read regularly at home which was impacting negatively on comprehension and vocabulary acquisition as well as failing to develop the 'love of reading' Providing the opportunity for pupils to read with a familiar, trained adult regularly supports these skills and aims to develop life-long readers.</p> <p>(Evidence – Reading Record Monitoring, EEF - Feedback, 1:1 tuition, Reading Comprehension Strategies)</p>	<p>1, 2, 3, 4, 5</p> <p>(£1,450)</p>
Whole school SEND support for SEN/PP 1:1/small focus groups, objective specific	<p>Pupils with SEND have targets to close gaps in learning. Observations by SENCO and external professionals identify that focus 1:1 interventions and small group opportunities enable pupils to close gaps in specific objectives and make progress.</p> <p>58.1% of children with SEND at New Hall are also disadvantaged and 22.6% of children with SEND needs are EAL. These figures have continued to rise over the last 2 academic years academic year.</p> <p>(Evidence – TPT analysis, SENCO observations, EEF -1:1 intervention and TA interventions)</p>	<p>1, 2, 3, 4, 5, 6, 7</p> <p>(£16,800)</p>
Speech and Language Therapist to assess and provide training and support for staff to deliver SALT targets for identified children	<p>Pupils identified as needing assessment by Class Teacher screened by TAs and referred to SALT Therapist as needed to assess and review children 1 to 1 and in groups. Supports TAs and CTs to deliver support and liaise with parents to improve children's communication and language skills. Deliver CPD to staff. NHS SALT additionally provide in school assessment, training and parental support on a regular basis each term.</p> <p>(Evidence – whole school data, EEF small group tuition, SEND, TPT analysis, SENCO observations, EEF -1:1 intervention and TA interventions)</p>	<p>1, 2, 3, 4, 5</p> <p>(£5,569 - 40% of total cost)</p>
Lowest 20% readers across the school identified	<p>Pupils identified as the lowest 20% readers in each year group have regular reading with a teacher in</p>	<p>2, 3, 4, 5</p> <p>(£6,500)</p>

<p>fied and supported to develop fluency and comprehension skills</p>	<p>addition to guided reading and whole class reading.</p> <p>(Evidence – whole school data, EEF small group, 1 to 1, tuition, SEND, Reading Record Monitoring, SENCO observations, TPT analysis) (Evidence – whole school data, EEF small group tuition, SEND, 1:1 intervention, TPT analysis, SENCO observations)</p>	
<p>Occupational Therapy support in school</p>	<p>Pupils are struggling with fine and gross motor skills and entering EYFS not being school ready including self-skills and personal care.</p> <p>Children are presenting with more sensory seeking behaviour affected by their emotional wellbeing and mental health.</p> <p>OT available in school weekly to train staff, assess, children, deliver groups and provide advice and guidance to staff, parents and carers.</p> <p>(Evidence – EYFS data, School Data, Pupil wellbeing survey, Teacher assessment)</p>	<p>2, 4, 5, 6, 7</p> <p>£2000 (40% of total cost)</p>
<p>Additional Phonics support KS1 and EYFS</p>	<p>Phonics attainment continues to be below national figures and is in decline compared to Sutton Red-dicap ward and Birmingham averages. Deploy additional Teaching Assistants (TAs) to support teachers in delivering daily small-group phonics sessions. This will ensure quality targeted teaching, rapid progress for identified pupils, focused support for disadvantaged learners Evidence shows that small-group, high-frequency phonics teaching accelerates progress for pupils who are behind age-related expectations. Additional adult support allows for: Increased opportunities for individualised feedback, More precise intervention for gaps in phonics knowledge, Improved engagement and confidence in early reading skills.</p> <p>(EEF – Teaching and Learning Toolkit, Phonics, School Data)</p>	<p>1, 2, 3</p> <p>(£8,500)</p>

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

Budgeted cost: £75,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wellbeing groups to support behaviour and social skills delivered by LC</p>	<p>Pupils identified during well-being survey as struggling with following routines, attending school and social interactions and friendships.</p> <p>(Evidence – Pupil well-being survey 2025, EEF – Behaviour interventions, mentoring, social and emotional learning)</p>	<p>6, 7</p> <p>£4,000</p>
<p>Pastoral Manager – to support pupils and families</p>	<p>Increased needs continue - Pastoral Manager to provide additional opportunities for pupils and families to liaise more closely with school to support needs –</p>	<p>6, 7</p>

	<p>daily interactions before and after school, attendance of professional meetings, liaison and point of contact with professionals, sign posting to support and referrals as needed</p> <p>(Evidence – Pupil well-being survey 2025, EEF – Behaviour interventions, mentoring, social and emotional learning)</p>	<p>(£40,000)</p>
Forest School for Year 1 to create experiences and raise aspirations	<p>Baseline assessment for EY pupils identified limited knowledge and understanding and high percentage of pupils working below the expected standard for the 'Understanding the World'. Poor communication and language skills (as identified previously) to be developed using 'real' environments and experiences outside the classroom. Support transition to KS1.</p> <p>(Evidence – EYFS baseline assessment, EEF – Outdoor adventure learning)</p>	<p>1, 2, 4, 6, 7</p> <p>(£3,000)</p>
Mentor support 1:1 – Our Place	<p>Continued issues for some pupils with difficulties following routines and interacting socially. Increased need for referrals to Early Help and BCT following.</p> <p>Evidence – Pupil well-being survey 2025, CAR meeting discussions)</p>	<p>6, 7</p> <p>(£4,000)</p>
Entrench Philosophy for children (EET research) throughout the school, including training new staff	<p>Providing pupils with the opportunity to share their thoughts and ideas with others whilst understanding that they may have a differing point of view to you is especially important following previous national lockdowns where many families were isolated. P4C provides the children with this platform. It also promotes caring, collaborative, creative and critical thinking amongst the pupils whilst in the classroom to support learning, especially when articulating what they know and understand and when on the playground and dealing with indifference or conflict and supports behaviour and resilience at dealing with fallouts with peers. Utilising a dedicated P4C work space for classes in a KS2 hut to continue to raise the profile of P4C and retain the school's Gold Accreditation.</p> <p>(Evidence – whole school pupil and staff well-being surveys, reduced behaviour logs in classrooms and on CPOMs, EEF- metacognition and self-regulation)</p>	<p>1, 2, 3, 4, 5, 6, 7, 8</p> <p>(£500)</p>
Support the needs of parents to enable pupils to access fully all areas of the curriculum (e.g. uniform/trips/home resources)	<p>Enabling pupils to access all areas of education, by removing barriers due to cost or access including trying first-hand experiences and visiting different places, which may not otherwise be available to them, ensures pupils are engaged, enthusiastic and motivated to do their best which in turn drives better outcomes.</p> <p>(Evidence – pupil well-being survey 2025, EEF – Arts participation, Parental engagement.)</p>	<p>1, 2, 4, 6, 7</p> <p>(£4,000)</p>
Regular attendance monitoring (KH & AS), data shared with staff and children, daily phone calls for absence, letters, Fast-Track, CSAWS Golden Balls and activities/resources for rewards	<p>Regular monitoring of attendance and punctuality identify individuals who struggle to attend school regularly and on time. Letters and formal and informal meetings positively impact on attendance. Through these actions attendance mostly remains in line with national standards for ALL pupils and PP and any pupils who fall below (including PA) are quickly identified and action taken. Regular attendance positively impacts on learning outcomes.</p>	<p>6, 8</p> <p>(£14,600)</p>

	(Evidence – whole school attendance monitoring and tracking, EEF – Parental engagement)	
Support for children and families around behaviour including delivering CPD through Beacon School Support	<p>A linked professional to deliver CPD in school for staff, observe and assess children, providing advice and guidance for staff and families to support the graduated approach for children with additional needs and/or times of difficulty to support their wellbeing.</p> <p>(Evidence – pupil well-being survey 2025, reduced behaviour logs in classrooms and on CPOMs, EEF – SEND, Behaviour interventions, mentoring, social and emotional learning)</p>	<p>1, 6, 7</p> <p>£1200 (40% of costs)</p>
Stay Active Lunchtime sessions with our Apprentice Sports Coach	<p>Children across the school access organised sports sessions during lunchtimes to support their fitness, wellbeing, skills and teamwork.</p> <p>(Evidence – whole school pupil and staff well-being surveys, reduced behaviour logs in classrooms and on CPOMs, EEF- self-regulation, social and emotional learning)</p>	<p>1, 6, 7</p> <p>£2,000</p>
Playscheme, Breakfast club and After school offer	<p>Children offered places in breakfast and after school club, as well playscheme places who need support in attending school on time, accessing more activities to build positive social interaction and enrichment opportunities. Providing these opportunities removes barriers for disadvantaged pupils and promotes inclusion.</p> <p>(Evidence – whole school pupil well-being surveys, improved attendance, EEF- self-regulation, social and emotional learning)</p>	<p>6, 7</p> <p>£2000</p>

Total budgeted cost: £200,242

Part B: Review of the previous academic year Outcomes for disadvantaged pupils

We analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using Key Stage 2 data, phonics check results, and internal assessments.

To gauge the performance of our disadvantaged pupils, we compared our results to those for disadvantaged and non-disadvantaged pupils at national and regional levels. We also looked at these comparisons with previous academic years to see how the performance of our disadvantaged pupils has changed over time.

Number of eligible pupils: EYFS 38, KS1 41, KS2 60

EYFS GLD improved from 50% (2024) to 60.5% (2025).

Phonics attainment at 61% (Year 1) below national (79.8%) and Birmingham (79.4%). EYFS GLD at 60.5% below national (68.3%). KS2 combined RWM at 63.3% slightly below Birmingham but above national.

Birmingham performs significantly better than New Hall across all metrics for PP children, with large gaps (e.g., -31.4% in GLD and -30.6% in Specific Areas of Learning).

Phonics: Birmingham outperforms New Hall by 19.8% for PP children working at the expected standard.

This remains a key focus for improvement, linked to following the FFT Phonics scheme and continued Reading focus across the school. However, when retaking the Phonics test in Year 2, 88.7% of eligible pupils pass, but only 77.2% of disadvantaged pupils pass in Year 2 phonics, however 2 of those pupils were pre-verbal complex SEND needs who could not access the test and this makes the data slightly skewed. This does still highlight that the provision we are providing is successful and making a positive impact on the pupils who need to more time to reach the expected standard. Last year our EYFS and Year 1 pupils were our most challenging year groups with a significant 34% of the SEND register being in these year groups and 30% of the Pupil Premium pupils across the school. This adds to the understanding of the data.

KS2 Reading and Maths improved (Reading 78.3%, Maths 88.3%), Writing dipped to 63.3%.

KS2: Strengths for New Hall: New Hall performs better than Birmingham in Reading, Maths, and GPS at the expected standard for PP children.

Weaknesses for New Hall: Birmingham performs better in Writing, High Standards for Reading, Maths, and GPS, as well as Higher Standards in Reading/Writing/Maths Combined.

Children continue to make significant progress by the end of KS2 assessments, which again highlights that the continued provision that New Hall provides creates long term lasting results and progress for all.

Absence among disadvantaged pupils was 3.3% higher than their peers in 2024/25 and persistent absence was 13.4 % which has dropped from 15.9% for the school in 2023/2024. This improvement has been a result of our intense attendance strategy to engage and support our most challenging families.

Our observations and assessments demonstrated that pupil behaviour remained constant last year, but challenges related to wellbeing and mental health as well as SEND needs continue to increase. More children are displaying additional needs, and parents are seeking further assessments for these children. Continued collaboration with and more access to external agencies this academic year are being sought to increase provision and staff CPD.

There are still barriers remaining:

- High proportion of pupils with SEND and speech/language needs.
- Limited home support for phonics and early reading.
- Attendance for some disadvantaged pupils still below target.

Next Steps for 2025/2026

- Intensify phonics intervention and early reading support using EEF-recommended approaches in KS1.
- Increase TA training and monitoring for reliability and consistency.
- Expand parental engagement through workshops and home-learning support.
- Continue subsidised clubs and playschemes to support social and emotional development.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
1 to 1 mentoring and skills groups	Our Place
Behaviour Support	Beacon School Support
Attendance Support	CSAWS
Speech and Language Therapy	West Midlands Speech and Language Service
Reading 1 to 1	Beanstalk
Flash EAL Online Learning support programme	Flash Academy
Music Tuition	Services for Education
Speech and Language Programme	Wellcomm and Talk Boost
Occupational Therapy	West Midlands Speech and Language Service