

Pupil premium strategy statement 2024-2027. Review 2025



This statement details our school's use of pupil 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	Newington Green Primary
Number of pupils in school	422 470
Proportion (%) of pupil premium eligible pupils	52% 59%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3 years with an annual review
Date this statement was published	November 2024
Date on which it was reviewed	Reviewed November 2025 and approved by Governors in November Teaching and Learning meeting

Statement authorised by	Mairead McDonnell
Pupil premium lead	Mairead McDonnell
Governor / Trustee lead	Teaching and Learning Committee

Funding overview

Detail- 2024/25 academic year	Amount
Pupil premium funding allocation this academic year	£352,995
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	£ 352,995

Part A: Pupil premium strategy plan - Statement of intent

School context:

Newington Green is an oversubscribed two-form entry school, with a 52-place Nursery and 2YO provision. It is situated on the border of Hackney and Islington, inner London. The school benefits from a large, high-quality premises, a cultural entitlement programme, bespoke broad curriculum and a highly regarded specialist teaching offer, which includes a Spanish, music and computing teacher shared between the Federation. Both schools have a rich cultural entitlement programme and an in-house catering team who cook from scratch daily. The school runs wrap-around childcare provision in term time from 7.30am to 6.30pm. The school is Federated, with one Governing Board, with Rotherfield Primary School (July 2022) after working together since 2016. There are 12 joint staff that work across both schools.

The Senior Leadership Team is strong and stable. There was a relatively stable, although inexperienced (50%), teaching staff in 2024/25. Newington Green was inspected by Ofsted in July 2024 and was graded outstanding in all areas.

Islington is the most deprived local authority in London for children, based on 2019 Income Deprivation Affecting Children Index (IDACI) – 27.5% children living in income deprivation. This inequality for children is visible in rates of educational and health outcomes, rates of SEND, exclusions, persistent absence and NEETS and interwoven with the wider inequalities associated with ethnicity and gender. Islington schools now have the second highest proportion of pupils eligible for Free School Meals in the country Islington had the largest % increase since the start of the pandemic in England.

In Islington, there are persistent achievement gaps for children entitled to FSM, those who have been known to social care and children for some ethnic groups particularly Black Caribbean and Turkish/Turkish Cypriot pupils. Both persistent absence and suspension (fixed term exclusion) rates are well above national averages.

Domestic violence and parental mental health are the highest causes of social care contacts for children under 11, parental and child mental health the highest reasons for social care contact at secondary age with gangs and criminal exploitation the main reasons for social care involvement with those in the 16+ age group.

Deprivation - The school serves a community which reflects social and economic challenges. 59% of children are eligible for free school meals (ever 6)- double the national figure. 14.2% of families supported historically or currently by Social Care, which is a nationally exceptional figure.

Diversity – 53% children from minority ethnic families, 32% speak English as an additional language. The school has over 30 language groups represented.

Start Points – Assessment on entry to the foundation stage, show many children have poorly developed communication skills, little or no English, poor personal, social and emotional development. Attainment on entry is substantially below developmental milestones for most children. Pupils make good progress across the school to standards by the end of Year 6 that are above national average (2025) in all of reading, writing and mathematics at the expected level and in reading and writing at greater depth.

SEND – 22% (Nat 12.1%) children have Special Educational Needs including some complex emotional and behavioural issues. As of 2025, 17 pupils have EHCP plans. Throughout this academic year, we are likely to have further pupils with EHCP plans as we complete further requests to the Local Authority.

At Newington Green, we are fully committed to ensuring that all pupils, regardless of their background, have access to the highest quality education. This includes our pupils who are eligible for Pupil Premium funding. Our strategy is rooted in a belief that every child deserves the opportunity to reach their full potential, and we work tirelessly to remove any barriers that may hinder their academic achievement, personal development, or well-being. We are highly aspirational for all pupils and believe that it is our duty to remove any barriers that we can to their educational attainment. We know that reaching the expected standard for maths and English at primary will lead to greater opportunities in later life for all pupils but, in particular, for pupils who are disadvantaged. Research shows that quality first teaching will have the greatest impact on attainment and addressing the attainment gap. Therefore, we have an explicit focus on raising standards in teaching and learning in the core subjects, through high quality support and CPD for staff.

Based on our context, in an area of high deprivation where pupils do not travel far from the local area or have opportunities to benefit from cultural enrichment, we know that we need to do more to ensure our pupils have access to the wider world. Therefore, part of our strategy will be to provide pupils with the rich experiences and knowledge necessary to be informed and confident individuals in any situation.

Our approach is underpinned by robust evidence, data analysis, and a deep understanding of the challenges faced by Pupil Premium pupils. By using this evidence to guide our actions, we ensure that interventions and support are both targeted and effective. The impact of our Pupil Premium Strategy is carefully monitored and evaluated to ensure that outcomes remain consistently positive.

Intention:

- To ensure high levels of achievement for pupils, but particularly disadvantaged
- To improve the attainment of all pupils from entering Early years to the GLD, but particularly disadvantaged pupils
- *To support pupil wellbeing through a range of support and intervention to improve outcomes*
- *To ensure equal access, for disadvantaged and non-disadvantaged pupils, to cultural opportunities and enrichment provision which support improved outcomes*

Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry to Early Years. On-entry baseline assessments for disadvantaged children show low starting points in many areas of the EYFS Framework, with particularly lower communication and language skills. GLD in 2025 was broadly the same for disadvantaged (57.7%) and non (61.3%).
2	Poor language, oracy and communication skills - Communication and language from starting points in Nursery shows that significantly less disadvantaged pupils were at age related expectations compared to non- disadvantaged. Communication and language of our pupils is behind national averages on entry to Nursery.
3	Attendance and punctuality issues. Whole school attendance is 94.5% and below the national average of 95.2%. Statutory attendance (5 years +) is just in line with national at 95.2%. PP pupils are slightly above PP nationally but below national average for all pupils. Persistent absenteeism is high at 18% (68 pupils) above the national PA at 15.5%.
4	Closing the gap for all pupils, but particularly for disadvantaged.
5	A growing number of pupils with SEND and SEMH needs who are also PP , which require specialised support and intervention to ensure they can access learning and make accelerated progress. There are many PP children who also have diagnosed SEND needs.
6	Complex and compound disadvantage - lockdowns, COVID risk assessment, mental health and cost of living crisis nationally has, and will continue to limit pupil access to cultural and enrichment activities which offer a broad education for pupils. This has impacted disadvantaged pupils to a greater degree. Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, including increased mental health needs and emotional based school avoidance.
7	Falling phonics scores: Data shows a drop in phonics achievement. Target of the national average for 2025/26. Training for new staff in phonics and maintaining consistency and fidelity to the program across EYFS and KS1. Also, address gap in lower KS2 and new arrivals.

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
To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in core subjects, particularly reading and writing.	<ul style="list-style-type: none">- Identifying and tracking pupils in each class/cohort.- Use Pupil Progress meetings to identify and plan from data, so that pupils make rapid progress.- Review pupils on track for combined R, W, M in each year group and use this data to target teaching and guided groups.- Attainment gap narrows by end of year assessments and national benchmarks.- PP pupils make accelerated progress and attain as well as national PP in reading and writing.- Improved writing planning through work with CLPE and in teaching seen in through in house monitoring.- Developing staff knowledge and understanding of curriculum progression in writing and ensuring a clear understanding of the assessment of writing.
To ensure high levels of achievement for all pupils but particularly disadvantaged through group support or 1 to 1 bespoke intervention.	<ul style="list-style-type: none">- Improvement in the % of disadvantaged pupils getting the expected standard or above at KS2.- Identifying and tracking pupils in each class/cohort.- Guided group menu is targeted and dynamic, ensuring pupils get timely provision to recover learning lost.- Use Pupil Progress (PP) meetings to identify and plan from data, so that pupils make rapid progress.- Disadvantaged pupils, who are not on track, targeted for intervention to make accelerated progress.- Robust monitoring in place to ensure high quality first teaching. Rapid action taken when teaching is less than good.

To improve oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> - Identify and track communication and language skills in Early Years and use this information to target language interventions. - Staff training to ensure oracy and vocabulary are a key element in core subject lessons, e.g. key vocab, sentence stems to support this. - Use Pupil Progress meetings to identify and plan from data, so that pupils.
To ensure that children are able to communicate (debate, add detail, agree, present, analyse) with increased skill and confidence.	<ul style="list-style-type: none"> - Vocabulary is explicitly taught and built upon in English lessons. - Wider use of learned vocabulary is planned and employed across the curriculum. - Vocabulary is a focus of maths mastery approach in lessons, with opportunities for pupils to use it during talk tasks. - Improvement in pupils' ability to debate, present, and analyse their ideas, with particular attention to those with language gaps. - Use of Let's think English approach.
To bring attendance and PA broadly in line with national averages by the end of the plan	<ul style="list-style-type: none"> - Attendance action plan focused on these key areas. - Attendance lead to visit other settings to review best practice in Islington. - Termly attendance meetings with LA as part of Working together to Improve School Attendance. - HoS to review attendance data termly and feedback to IPP on progress towards meeting action plan targets. - Evidence of attendance lead impact through case studies.
To ensure equal access, for disadvantaged and non-disadvantaged pupils, to cultural, wellbeing opportunities and enrichment provision which support improved outcomes	<ul style="list-style-type: none"> - Use data to ensure equal take up of all activities offered by the school. - Present data regularly to Governors on equity and what we are doing to address this. - Pupil survey to gather information on preferred clubs and use this to plan menu of clubs across the year.
Children are able to communicate (debate, add detail, agree, present, analyse) with increased skill and confidence.	<ul style="list-style-type: none"> - Vocabulary is explicitly taught and built upon in English lessons. - Wider use of learned vocabulary is planned and employed across the curriculum.

	<ul style="list-style-type: none"> - Vocabulary is a focus of maths lessons, with opportunities for pupils to use it during talk tasks. - Improvement in pupils' ability to debate, present, and analyse their ideas, with particular attention to those with language gaps.
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Activity in this academic year (2025/26 plan) - £352,995 PP budget allocation

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £207,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>For 2025/26-resourcing for as many TAs as possible (budget for 21), taking into account class and cohort needs to support all pupils.</p> <p>£105,000</p>	<p>The level of support staff allows the school to run a targeted programme of guided groups and support with our disadvantaged pupils. Deployment is planned for through PPR meetings.</p> <p>We recruit graduate TAs, who aspire to be teachers to ensure high quality interventions are delivered.</p> <p>High level of support staff, ensures that pupils are regularly getting feedback on their learning, a high impact, low-cost strategy from the Education Endowment Foundation (EEF) toolkit.</p>	1, 2, 4, 5, 6 & 7
<p>Staff CPD</p> <p>£100,000</p>	<p>High quality staff CPD is essential to follow EEF principles. CPD calendar is planned linked to the priorities set out in the School Improvement Plan. Focus for INSET day training linked to School improvement plan and teaching and learning principles.</p> <p>Staff are released to attend LA network meetings when in new year groups.</p> <p>We are part of the Futurezone Partnership which also provides high quality CPD opportunities for staff.</p> <p>Subject leaders are released termly to lead effectively and carry out whole school monitoring.</p> <p>CLPE consultant working with teacher each term to support with planning of new writing units to ensure delivery of consistently good writing lessons.</p>	1, 2, 4, 5, 6 & 7

<p>Maths CPD: Ensuring staff use evidence – based whole class teaching interventions consistently, e.g. Mastering Number £3,000</p>	<p>The Maths Mastery Programme is based on research and best practices from leading educational experts.</p> <p>The Education Endowment Foundation (EEF) supports the effectiveness of whole-class teaching interventions when implemented with fidelity and consistency. Research shows that high-quality interventions, such as those from the Maths Mastery approach, can lead to significant improvements in pupils' understanding and application of key concepts, particularly in maths.</p>	1, 4 & 6
<p>Improve literacy outcomes for disadvantaged pupils and ensure that more children reach the expected standard in the Year 1 phonics screening check. £3,000</p>	<p>Research from Literacy Specialists at the English Hub: Evidence shows that learning is most effective when children are taught with fidelity to a specific, structured programme.</p> <p>Impact of CPD on Teaching Quality: Ongoing professional development (CPD) for all staff who teach phonics ensures that high-quality teaching is consistently delivered across the school.</p> <p>Increased Achievement in Phonics: Schools that implement a structured phonics programme with ongoing staff training see measurable improvements in phonics screening check outcomes, especially for Pupil Premium pupils</p>	1 & 7
<p>To ensure the highest quality of English teaching and to improve vocabulary development across the school. £3,000</p>	<p>English lead to dedicate time to monitoring, mentoring, team teaching, and supporting planning, with a specific focus on improving vocabulary progression and writing skills.</p> <p>Ofsted Research Review Series: English (May 2022): Ofsted's review highlights the critical role of vocabulary progression in supporting all areas of literacy. It emphasizes that a structured approach to vocabulary instruction is key to ensuring pupils, especially disadvantaged learners, can access the curriculum and develop strong language skills.</p> <p>EEF 'Improving Literacy in Key Stage 2' Recommendations:</p> <ul style="list-style-type: none"> • Recommendation 4 – Teaching Writing Composition: This recommendation advocates for teaching writing composition strategies through modelling and supported practice, ensuring pupils develop clear, structured writing skills. The English Lead will focus on supporting staff in effectively modelling writing strategies and providing pupils with ample opportunities for guided practice. • Recommendation 5 – Developing Transcription and Sentence Construction Skills: The EEF recommends developing pupils' transcription (spelling, handwriting) and sentence construction skills through extensive practice. The English Lead will support teachers in implementing this approach, ensuring that all pupils, particularly those eligible for Pupil Premium, have regular opportunities to practice these essential skills. 	1, 2 & 4

	Trial of Lets Think English teaching across the school to support with high quality dialogic talk.	
Behaviour and learning mentor support £40,000	<p>With the increase in SEMH needs and more complex social services case load, it is essential that we know our children and can spot triggers which will affect learning.</p> <p>With an increase in SEMH needs, some pupils are more likely to present as dysregulated which impacts on their academic progress. However existing interventions have had an impact on behaviour incidents and support has been put in place to ensure pupils are reducing red and purple cards over time.</p> <p>With the implementation of Zones of Regulation and iTIPs training across the school, staff are trained on de-escalating difficult situations and supporting pupils to regulate.</p>	4, 5 & 6
IPP or external support £3,000	<p>To work with our Islington Professional Partner (IPP) on reviewing our SIP and the systems which are in place to support better pupil outcomes.</p> <p>To work with ExHT to quality assure monitoring systems across the school through an annual T&L and SEND review.</p> <p>To support the evaluation of teaching and learning, to ensure that all teaching is good or better, for children to make expected or more than expected progress.</p>	1, 2, 3, 4, 5, 6
<p>Reading support- books to support library, home reading and the delivery of the curriculum.</p> <p>To continue to stock the library and class reading corners with a selection of high-quality texts to support reading for pleasure</p> <p>£5,000</p>	<p>ELS phonics scheme has been fully implemented and reading for pleasure is a big focus across the school. School and PTA funds book vending machine, home readers and updates to library offer. Update to range of texts to engage pupils in reading.</p> <p>Working alongside CLPE to review and update range of texts which further support diversity in our English curriculum.</p>	2, 4, 6 & 7
<p>Resources for teaching high quality lessons</p> <p>£10,500</p>	<p>Education Library service</p> <p>The ELS provides each class teacher with topic boxes every half term, to enhance the learning experience for our children. The boxes have a range of topic books and artefacts that engage children's interest in the topic.</p>	1, 2, 4 & 6
<p>Cover Supervisor – part funding</p> <p>£25,000</p>	Cover supervisor employed to support running guided groups linked to catch up programme and to release members of staff to work alongside pupils in their classes to deliver targeted teaching and guided groups.	1, 2, 4 & 6

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

Budgeted cost: £43,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support to close the gap in year groups where there is less additional resource and larger PP gap. £10,000	Small group tuition has proven to be an effective way of closing the gap in pupils' knowledge. AHTs working with targeted groups across the school to support closing the gap in attainment. Termly assessment data was analysed to target support to those groups that needed it most.	2, 4 & 6
Continue - small group reading across the school in Years 3, 2 & 1. Supporting children in KS1 and targeted pupils in KS2 to become fluent readers. £10,000	Small group tuition has proven to be an effective way of closing the gap in pupils' knowledge. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2, 4, 6 & 7
Year 6 booster programme. Contribute to twice weekly early morning school booster and Easter School sessions for Year 6 pupils from Spring term, taught	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF Purchase CGP revision textbooks for Year 6 pupils to use as part of the revision strategy	4

by teachers and SLT. £23,500	Contribution towards hiring an additional teacher for spring term for streamed groups and booster programme	
Structured early Language intervention for Early Years – WellComm £6,200	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. The targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p> <p>High impact for low cost as per the EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1, 2 & 4
Emotional literacy support groups Part funding of Cover supervisor and APW to run ELSA groups to support pupils with SEMH needs £5,000	<p>Newington Green have trained two members of support staff as ELSAs to run interventions for small groups of pupils linked to SEMH.</p> <p>Pupils selected through pastoral meetings and in liaison with the SENDCO.</p> <p>What is ELSA Intervention?</p>	3, 4, 5 & 6
Attendance groups for pupils with anxiety/Emotional based school avoidance (EBSA) £2,500	Following the working together to improve school attendance guidance, the attendance and pastoral worker, works with pupils who are PA to unpick reasons why they are not attending school. These groups and 1:1s vary depending on the needs of the individual children.	3, 5 & 6
Y5 Action tutoring tuition in English and Maths £3,500	Action tutoring run 30-week programme of English and Maths tutoring in Year 5 to support closing the attainment gap.	4
Phonics interventions & training	Ensuring all new staff are trained in the ELS phonics scheme and can run phonics sessions to support Y1 pupils in securing the Phonics screening check.	4, 7

£2,500		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £61,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance support part funded £30,000	Attendance figures have steadily increased and been above national historically, but post COVID this is a priority area. NG created new post- Attendance and Pastoral Worker (APW)- to meet this challenge and increase parental engagement also. We have budgeted for this post again this academic year. Rigorous follow up of absences by APW. Systematic tracking of Persistent Absentees with liaison with the Local Authority. Fining for unauthorised absences.	3, 4, 5 & 6
CAMHS clinician - Part fund additional days of CAHMS to assess children and to support the school with strategies for managing challenging behaviour or children with additional learning needs. £ 7,500		3, 5, 6
Specialist Schools Outreach Services Use of specialist support to carry out dyslexia assessments	Identification of dyslexia can help a pupil to understand their learning needs better and for the school to ensure they can plan to meet the needs of dyslexic pupils.	2, 4 & 6

for disadvantage pupils. £3,000		
Trauma Informed Practice Training £3,500	To equip all staff to support pupils in belonging, self-regulated behaviours and regulation of emotions. How Trauma-Informed Schools Help Every Student Succeed	5 & 6
Speech and Language Therapist £5,000 Part funding of SALT for pupils with EHCPs to support with language needs and staff training.	Weekly SALT sessions for pupils who have EHCPs. TAs attend these sessions too so they can continue with support throughout the week. NICE (NHS) have a wealth of research papers attesting to the efficacy of speech and language interventions https://www.evidence.nhs.uk/search?ps=40&q=speech+language+interventions+with+children	1, 2 & 4
Educational Psychotherapist £7,500	The school employs an EP who comes to school for half a day per week. Her work is focused on pupils and families whose behaviour is a cause for concern and linked to concerns about wellbeing and mental health. She runs 10-week family group sessions to support children and families in school. She attends Team around the Child (TAC) and Team around the Family (TAF) meetings. She also provides consultation for teachers.	3, 5 & 6
EP additional days £10,000	10 additional days of EP support to assess and complete reports to go alongside the application process for EHCPs for several pupils in Early Years with Autism.	1, 2 & 6
Contingency fund for acute issues e.g. uniform, resources for families in need. £5,000	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	3, 4, 6
A planned programme of wide-ranging enrichment opportunities which are culturally and educationally rich.	The Education Endowment Foundation (EEF) highlights that all children, particularly those from disadvantaged backgrounds, benefit from a well-rounded, culturally rich education. Their research suggests that enrichment activities—such as cultural trips, extracurricular clubs, and access to creative subjects—can directly improve pupils' engagement and attainment.	2, 4 & 6

£10,000	<p>The EEF also states that enrichment programmes help build social and emotional skills, foster a sense of belonging, and can increase motivation and aspiration, all of which contribute to improved academic performance, especially for disadvantaged pupils.</p> <p>Funding to support and subsidise trips, clubs and enrichment opportunities for our disadvantaged families.</p>	
Release time for staff for CPD	Precision teaching	

Total budgeted cost: £ 352,200

Part B: Review of outcomes in the previous academic year

Statutory data to be added:

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Early language intervention	Wellcomm
Doodle Maths & Timetables	Doodle Learning
Educational Psychotherapist	Katy Singer
Education library service- LBI	Islington Council Service
Trauma Informed Practice Support	Islington Council Service

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

N/A