



The Humber Estuary Federation

Pupil premium strategy statement - New Holland CofE and Methodist Primary School

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	New Holland CofE and Methodist Primary School
Number of pupils in school	38
Proportion (%) of pupil premium eligible pupils	29% (11/38)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	Autumn term 2026
Statement authorised by	Miss Hayley Twidale, Executive Headteacher
Pupil premium lead	Ms Paula Scowen
Governor / Trustee lead	Mrs Cathy Logan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 18,180.00
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 18,180.00

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 (including those who have SEND or the potential to achieve greater depth).

'Quality first' and 'adaptive' teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. The EEF Toolkit has been used to give rationale behind decisions made to ensure the greatest impact on closing the disadvantage attainment and progress gap. 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 assessment, not assumptions about the impact of disadvantaged. To ensure the approaches we have adopted are effective we will:

- Ensure that Maslow's Hierarchy of Needs is met in order to facilitate personal development and academic progress
- 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
- Adopt a whole school approach to ensure 'shared' raised expectations of what disadvantaged can and should achieve

Challenges

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

Challenge number	Detail of challenge
1	Writing attainment remains an area of priority for the school. Disadvantaged pupils have performed below their non-disadvantaged peers in writing in Summer 2025 (in some classes this is significantly below) including those capable of meeting greater depth.

2	Disadvantaged pupils have performed below their non-disadvantaged peers in maths in Summer 2025, including those children capable of meeting greater depth outcomes.
3	Our assessments, observations and discussions with pupils and families indicate that the attainment and wider development of disadvantaged pupils are significantly affected where disadvantage overlaps with Special Educational Needs and Disabilities (SEND). Evidence suggests that pupils who are both disadvantaged and have identified SEND experience compounded barriers which negatively affect: • Attainment outcomes across core subjects, particularly reading and writing • Oral language development, including vocabulary acquisition, expressive language and confidence in speaking • Reading fluency and comprehension, limiting access to the wider curriculum • Social, Emotional and Mental Health (SEMH) needs, including self-regulation, resilience and engagement in learning
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain relatively high. 22% pupils (50% of whom are disadvantaged) currently require additional support with social and emotional needs, with 63% of these (83% of whom are disadvantaged) receiving small group interventions

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 consistently narrow the gap between PP children and non-PP children in writing.	Evidence of narrowing the gap between disadvantaged pupils and their non-disadvantaged peers in all year groups. Work scrutiny will show that PP children will demonstrate an improvement in grammar, punctuation, spelling and writing with cohesion and creative flare.

	KS2 writing outcomes in 2026/27 show that 70+% of disadvantaged pupils met the expected standard to bring them in line with national.
Improved maths outcomes and progress in all year groups to reduce the gap for eligible pupils.	The gap between PP and non PP to be narrowed. A greater percentage of PP children will achieve at least ARE in maths, with a greater proportion of vulnerable pupils achieving GDS. Evidence of narrowing the gap between disadvantaged pupils and their non-disadvantaged peers in all year groups: times tables, arithmetic, fluency, application to reasoning and problem solving. KS2 maths outcomes in 2026/27 show that 70+% of disadvantaged pupils met the expected standard to bring them inline with national.
All children have access to consistent quality first and adaptive teaching. Interventions are used to good effect to support the rapid progress of SEND and disadvantaged children.	The attainment gap between disadvantaged pupils (including those with SEND) and their peers narrows in reading, writing and mathematics. At least 90% of disadvantaged pupils including those with SEND make at least expected progress; at least 20% make accelerated progress. Assessment scores improve for targeted pupils (measured through standardised assessments). Intervention entry and exit data demonstrates measurable impact f of participating pupils. Monitoring (lesson visits, book scrutiny, pupil voice) confirms adaptive teaching strategies are consistently embedded across all year groups. Gap in attainment at the end of KS2 narrows by at least 10% 100% of teaching judged at least good, with adaptive practice evident in 90%+ of monitoring activities (lesson visits, book scrutiny, pupil voice).

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:: £2,618

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised assessments for English and Maths (Testbase and NTS) Training for staff to ensure assessments are interpreted and administered correctly.	Termly, standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Diagnostic Assessment Tool.pdf	1, 2
Merit Test Base subscription for Termly assessments. Training for staff on analysing and interpreting results to ensure teaching addresses the areas identified.	Termly, standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Diagnostic Assessment Tool.pdf Feedback EEF	2
CPD for staff, as identified through monitoring (observations, learning walks, book scrutinies) Pace, engagement and challenge in the classroom - adaptive teaching strategies to be developed to ensure children are in receipt of quality first teaching in the first instance.	Feedback EEF (educationendowmentfoundation.org.uk) Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) Effective Professional Development EEF	1,2,3
Targeted phonics CPD for staff identified through monitoring of Phonics lessons, reading practice sessions and interventions by Phonics Lead.	A Local Authority Phonics Review (June 2022) was successful and instrumental in providing further areas for development in the teaching of Phonics and reading. The Phonics programme being used has had a positive impact on pupils' learning and progress and regularly monitoring and reviewing through learning walks and data analysis will ensure this continues.	1, 4

	Phonics EEF	
Purchase of high-quality reading texts to link to the writing links within the curriculum.	Coverage includes texts with a wide range of diverse themes linked to cultural capital and local context. (Hidden disabilities, significant women, refugees and immigration, black history and contrasting cultures) Early literacy approaches EEF Improving Literacy in Key Stage 2 EEF Research review series: English - GOV.UK	1
TT Rock Stars	Being a Rock star gives children self-confidence, recognition and self-motivation to improve. This approach improves recall speed of pupils but also boosts their confidence and reduces maths anxiety. Increased recall of multiplication facts lessens the cognitive load when tackling questions and allows them to focus on the conceptual and strategic aspects of mathematics. Transfer of congruency effects between Stroop and multiplication tasks: Evidence that retrieval of multiplication facts requires inhibitory control - ScienceDirect	2
White Rose Maths	According to a study by UCL Institute of Education, this approach has been found to significantly improve students' understanding of mathematics, with 76% of students showing improvement in problem-solving skills. Closing the attainment gap in maths: A study of good practice in early years and primary settings Mastery learning EEF Improving Mathematics in the Early Years and Key Stage 1 EEF Improving Mathematics in Key Stages 2 and 3 EEF	2

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

Budgeted cost: £11,788

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions being delivered by trained TA's, as directed by SENCo.	Targeted interventions such as SALT, Beat Dyslexia, Little Wandle Keep-up/Catch-up, 5 minute box, Socially Speaking have been proven to increase progress with all children when used regularly and accurately. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) Small group tuition EEF	1,2,3
Apprentice TA in place to support PP and SEND child to start September 2025	Apprentice in place to offer support to a child with emotional and academic needs. Teaching Assistant Interventions EEF Social and emotional learning EEF	3

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

Budgeted cost: £3774

Activity	Evidence that supports this approach	Challenge number(s) addressed
Well being and SEMH support employed at NH weekly 1:1 sessions with children and provide advice and support to SENCo and class teachers on strategies and resources. Liaises with and supports parents and family support.	This is a proven resource we have used for many years that offers children a confidential outlet to support their emotional needs. This member of staff delivers a range of interventions including ELSA and bespoke intervention tailored to specific need/ experience (bereavement/ self-esteem/ emotional regulation/ resilience/ trauma support) Social and emotional learning EEF Improving Behaviour in Schools EEF	

Total budgeted cost: £18,180.00

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 2024 to 2025 academic year.

1. To consistently narrow the gap between PP children and non PP children in writing.

Writing continues to be an area of priority for the school; however, the vast majority of PP children made progress from their starting points in writing. Year 1, 4 and 5 are either working inline or above their non-PP peers. However, Year 6 pupils achieved well below their non-PP peers in summer 2025 assessments. However, this remains a priority on the school development plan. The bespoke writing programme continues to be reviewed and amended in order to meet need. In conjunction with this, the school continues to work closely with the Local Authority and the Phonics Hub. Continued CPD for all staff will continue in addition to support from the Phonics Lead.

2. Improved maths outcomes and progress in all year groups to reduce the gap for eligible pupils.

Continued refinement and implementation of the maths teaching sequence is enabling children to deepen their mathematical knowledge and understanding leading to some gaps being narrowed. Internal school data analysis shows that although work is still required to further narrow the gaps in some year groups, some PP children have excelled to greater depth in maths, outperforming their peers. Year 6 PP children under performed against their peers by 50% at the end of summer 2025. Thus, maths remains a priority on the school development plan with rigorous school improvement monitoring from the subject leader. The planning and delivery of arithmetic skills has been refined with a sharp focus on the use of TT Rock Stars in addition to support the learning of times tables.

3. All children have access to consistent quality first and adaptive teaching.

Gaps in learning have been identified through pupil progress meetings and is a focus for the teachers in all subjects. A consistent approach to teaching and learning is in place and monitored by subject leads and SLT. Lesson observations, pupil voice and book scrutinies have ensured progress over time. Monitoring identified that there were too many interventions which caused disruption to quality first teaching within the classroom. To rectify this, interventions were stripped back and the need was identified for more of a whole school SEND approach linked to shared responsibility and accountability for children with SEND. ITP formats were reviewed and quality assured by the SENDCO and bespoke CPD has been provided to teachers regarding SMART target setting and provision mapping. This continues to be a focus throughout 2025-2026 in addition to a focus on adaptive teaching and application of paper into practice.

4. Children have increased ambition and aspirations for the future.

Children have taken part in a variety of workshops throughout the year. Visitors have delivered assemblies and discussed their job roles and aspirations. Pupils were invited to attend a careers fair hosted at our federated school where they were exposed to a wide variety of different careers. The pupil and parent voice was extremely positive. The curriculum includes opportunities for culture capital with children being exposed to a variety of experts such as: scientists, historical figures, athletes. The school’s Personal Development yearly schedule ensures that further enrichment is experienced across the school for all children across multiple areas: subject specific, cultural capital, British Values, STEM, safeguarding, mental health and others.

5. The attendance gap between PP children and non PP children will narrow.

PP children’s attendance finished at 95.6% which was above their non-PP peers and above the national average at the end of the 2024/25 academic year. Attendance monitoring will continue to be vigorous in 2025/26. Persistent absentee tracking will identify any children early to ensure that systems and procedures are in place to reduce the percentage of PP absences. Currently, PP persistent absentee ended at 2% in 2024/25.

Service pupil premium funding - N/A

Measure	Details