

NAWTON AND ROSEDALE ABBEY FEDERATION

PUPIL PREMIUM STRATEGY STATEMENT 2025/2026

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 outcomes for disadvantaged pupils last academic year.

Federation Overview

NAWTON COMMUNITY PRIMARY SCHOOL	
Detail	Data
Number of pupils in school	89
Proportion (%) of pupil premium eligible pupils	21.3% (19 pupils)
Academic year/years that our current pupil premium strategy plan covers	2025 – 2026
Date this statement was published	05.01.2026
Date on which it will be reviewed	19th July 2026
Statement authorised by	Nichola Oxtoby
Pupil premium lead	Nichola Oxtoby
Governor / Trustee lead	Victoria Brown
ROSEDALE ABBEY COMMUNITY PRIMARY SCHOOL	
Detail	Data
Number of pupils in school	17
Proportion (%) of pupil premium eligible pupils	29.4% (5 pupils)
Academic year/years that our current pupil premium strategy plan covers	2025 – 2026

Date this statement was published	05.01.2026
Date on which it will be reviewed	19th July 2026
Statement authorised by	Nichola Oxtoby
Pupil premium lead	Nichola Oxtoby
Governor / Trustee lead	Victoria Brown

Funding overview

NAWTON COMMUNITY PRIMARY SCHOOL	
Detail	
Pupil premium funding allocation this academic year	£31,815
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£31,815
ROSEDALE ABBEY COMMUNITY PRIMARY SCHOOL	
Detail	
Pupil premium funding allocation this academic year	£3,030
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£3,030
NAWTON AND ROSEDALE ABBEY FEDERATION PUPIL PREMIUM TOTAL FUNDING ALLOCATION	£34 845

Part A: Pupil Premium Strategy Plan

Statement of intent

The Nawton and Rosedale Abbey Federation believe that with precise teaching and a curriculum designed to maximise the potential of all children, every child can fulfil their individual potential, both academically and socially, and develop well-rounded young people prepared for life in the wider world.

The Nawton and Rosedale Abbey Federation have high expectations for all pupils. Our aim is to:

- ensure all children realise their full potential, irrespective of their background or the challenges they face;
- ensure through precise teaching and purposeful learning all pupils to achieve high levels of attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve our aims. We consider the challenges faced by our vulnerable pupils, such as those who have a social worker and young carers. We precisely target the individual needs of our children in receipt of Pupil Premium, with the aim that their outcomes match their peers with similar starting points, who are not eligible for Pupil Premium.

In order to do this, we carefully consider:

- the challenges and barriers to learning that may be experienced by both disadvantaged and vulnerable pupils;
- which key interventions and approaches will be adopted at a whole-school level;
- which specific interventions and school initiatives would be appropriate for specific pupils or groups of pupils.

In order for our pupil premium strategy plan to be effective, we will ensure:

- High-quality precise, flexible and adaptive teaching is central to our approach;
- Adaptive challenge: ensuring all disadvantaged pupils experience ambition in their learning, supported by carefully planned and consistent scaffolding and modelling;
- We are responsive and decisive to intervene when a need is identified;
- We maintain high expectations of all pupils and raise expectations and aspirations for disadvantaged pupils in terms of what they can achieve;
- PPG funding supports individuals alongside SEN funding and does not duplicate;
- We place a strong emphasis on providing mental health and wellbeing support underpinned by a strong drive for personal development;
- Careful monitoring the impact of this plan and adapt it as necessary.
- We focus on securing foundational knowledge.

Challenges

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

Challenge number	Detail of challenge
1	Attendance rates for some PP pupils are lower than non-pp pupils and a greater proportion of PP pupils were at risk of being categorised as PA or were categorised as PA at year end 2024/2025.
2	Provide targeted social and emotional and mental health support for individuals impacted by increased home-life challenges. Our observations indicate that the education and wellbeing of a target group (45%) of our disadvantaged pupils is impacted by their ability to manage feelings and their focus and attention, consequently they are not always ready to learn. Ensure our pedagogical approach consistently enhances pupil outcomes by being adaptative, personalised and responsive to individual needs of every learner.
3	Financial barriers can prevent Disadvantaged children achieving full participation in school life, including extra- curricular and enrichment activities and can hinders their understanding of the wider curriculum and contextual understanding.
4	<p>Our assessments indicate that there is an attainment gap between disadvantaged pupils and not disadvantaged pupils, this is particularly significant for disadvantaged boys.</p> <p><u>At Nawton</u>, reading shows the smallest disadvantage gap overall, and in one case (Girls) disadvantaged pupils actually outperform their peers.</p> <p>Writing shows the largest and most consistent disadvantage gap — especially for boys.</p> <p>Mathematics shows a mixed picture, with girls doing relatively well but boys showing a very large gap.</p> <p><u>At Rosedale Abbey</u> disadvantaged boys outperform in reading but there is a significant attainment gap in writing and mathematics. There are currently no disadvantaged girls.</p> <p>The identification of individual barriers to learning and subsequent application of adaptations and scaffolding that enables individual needs to be met more effectively are not always effectively or implemented in a timely manner in every lesson.</p>
5	Our data analysis indicates that there is no gap for girls – disadvantaged girls match their peers progress in reading, writing and mathematics.

	Barriers to learning such as confidence, independence, or sustained focus are evident in the progress gap between disadvantaged boys and their peers, this is particularly marked in writing and mathematics.
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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 the attendance of Pupil Premium pupils so that it is in line with the national average.	Implementation of robust Systems to monitor attendance and support parents led by the Attendance Champion. Attendance gap removed, particularly for those at risk of PA and at PA, bringing attendance in line with NA
To achieve and sustain improved well-being for all children in our federation, particularly our disadvantaged pupils.	Sustained high levels of well-being demonstrated through: Pupil voice Pupil surveys Increased attendance at After School Clubs Reduction in adaptive and personalised support
Improved engagement in enrichment opportunities.	Disadvantaged pupils systematically offered funded access to After School Clubs. Measurable increase in participation in enrichment activities. Termly parent meetings underpin the accurate identification of need.
All PP pupils to make or exceed national average progress measures.	All PP pupils to make good or accelerated progress from their start points in reading, writing and mathematics. Progress scores in positive range at the end of KS2 in reading, writing and mathematics. Boys progress scores in writing and mathematics match those of the disadvantaged girls and their non-PP peers.

Narrow the attainment gap between PP and non-PP pupils	PP pupils attain the expected attainment outcomes against peers nationally.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £7828

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deliver Quality First Teaching for all (PP First Approach)</p> <p>CPD to support the delivery of quality first teaching (including additional hours payment for support staff to attend).</p> <p>CPD to support the implementation of the mixed age NCTEM mathematics curriculum.</p> <p>CPD to support effective modelling of writing, delivery of handwriting intervention.</p> <p>CPD to support TA to provide effective intervention, support and modelling in the classroom and leading small groups.</p>	<p>The EEF guide to Pupil Premium toolkit identifies that teaching as a top priority with a focus on the delivery of High Quality First teaching including CPD opportunities.</p> <p>The EEF toolkit suggests that mastery learning, feedback and teaching assistant interventions have a significant impact upon learning.</p> <p>Mastery learning EEF</p> <p>Feedback EEF</p> <p>Teaching Assistant Interventions EEF</p> <p>Small group tuition EEF</p>	2/4/5

Provide timely, targeted intervention support resulting in positive progress gains through responsive interventions and adaptations within day-to-day teaching to ensure gaps in understanding are minimised	<p>Small group support, targeted at pupils' specific needs has an average impact of four months' additional progress over the course of a year. This is supported by evidence from the EEF.</p> <p>Teaching Assistant Interventions EEF</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>Small group tuition EEF</p>	
<p>Implement My Happy Mind mental health and well-being curriculum to ensure all pupils have strategies to face challenges and have strong positive mental health and well-being.</p> <p>CPD to support all staff to deliver the modules and ensure consistency and fidelity across the Federation.</p>	<p>Improving Social and Emotional Learning is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their peers.</p> <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	2/4/5

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

Budgeted cost: £ 21060

Activity	Evidence that supports this approach	Challenge number(s) addressed
NAWTON		
Provide daily 1:1 SALT intervention for 1 child and	<p>Teaching and modelling vocabulary</p> <p>EEF Communication and Language</p>	2/4/5

responsive consolidation in all areas of provision.		
<p>Provide additional TA support for English and Mathematics in KS1 for:</p> <ul style="list-style-type: none"> planned pre teach scaffolding modelling, responsive support, 1:1 feedback and editing daily regular reminders of expectations 	<p>Small group support, targeted at pupils' specific needs has an average impact of four months' additional progress over the course of a year. This is supported by evidence from the EEF.</p> <p>Teaching Assistant Interventions EEF</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>Small group tuition EEF</p>	2/4/5
Provide small group or 1:1 intervention to those children at risk of not achieving the expected standard in English and Mathematics at the end of KS1	<p>Small group support, targeted at pupils' specific needs has an average impact of four months' additional progress over the course of a year. This is supported by evidence from the EEF.</p> <p>Teaching Assistant Interventions EEF</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>Small group tuition EEF</p>	2/4/5
Provide daily 1:1 phonics and reading intervention for those children who have limited opportunity to read at home and/or need daily consolidation of new sounds and repetition of taught sounds.	<p>The impact of 1:1 phonics intervention with the aim to support pupils to catch up with their peers can lead to learning gains of +8 months.</p> <p>Phonics EEF</p>	2/4/5

<p>Provide additional TA support for English and Mathematics in KS2 for:</p> <ul style="list-style-type: none"> planned pre teach scaffolding modelling, responsive support, 1:1 feedback and editing daily regular reminders of expectations daily regular well-being check-ins 	<p>Small group support, targeted at pupils' specific needs has an average impact of four months' additional progress over the course of a year. This is supported by evidence from the EEF.</p> <p>Teaching Assistant Interventions EEF</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>Small group tuition EEF</p> <p>Improving Social and Emotional Learning is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their peers.</p> <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	2/4/5
ROSEDALE ABBEY		
<p>Provide daily 1:1 phonics and early reading intervention to ensure 1 child 'keeps up' with the phonics curriculum.</p>	<p>The impact of 1:1 phonics intervention with the aim to support pupils to catch up with their peers can lead to learning gains of +8 months.</p> <p>Phonics EEF</p>	2/4/5
<p>Provide additional TA support for English and Mathematics in KS1 for:</p> <ul style="list-style-type: none"> planned pre teach scaffolding modelling, 	<p>Small group support, targeted at pupils' specific needs has an average impact of four months' additional progress over the course of a year. This is supported by evidence from the EEF.</p> <p>Teaching Assistant Interventions EEF</p>	2/4/5

<ul style="list-style-type: none"> responsive support, 1:1 feedback and editing daily regular reminders of expectations 	<p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>Small group tuition EEF</p>	
<p>Provide additional support for English and Mathematics in KS2 for:</p> <ul style="list-style-type: none"> planned pre teach scaffolding modelling, responsive support, 1:1 feedback and editing daily regular reminders of expectations <p>daily regular well-being check-ins</p>	<p>Small group support, targeted at pupils' specific needs has an average impact of four months' additional progress over the course of a year. This is supported by evidence from the EEF.</p> <p>Teaching Assistant Interventions EEF</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>Small group tuition EEF</p>	2/4/5

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

Budgeted cost: £5169.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Champion to continue to rigorously monitor attendance, hold attendance improvement meetings with parents and	<p>Working together to improve school attendance - GOV.UK</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance/toolkit-for-schools-communicating-with-families-to-support-attendance</p>	1

<p>implement Attendance Improvement Support Plans when necessary.</p> <p>To work collaboratively with a local cluster Attendance Leadership Team (YEAT Academy Trust) to share good practice and enhance implementation and impact of statutory attendance duties.</p>	Supporting school attendance EEF	
<p>Funded places made available on all After Schools Clubs, Educational visits and residential.</p>	<p>EEF states that, 'Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, we will give pupils access to benefits and opportunities that might not otherwise be available to them.'</p>	3
<p>Funded music tuition offered to all Vulnerable children.</p>	<p>The EEF's initiative to improve education outcomes through music tuition offers several advantages:</p> <p>Enhanced Development: Music tuition can lead to improved development outcomes, particularly in reading and language skills, as supported by research from Durham University and the University College London.</p> <p>Cognitive and Emotional Benefits: Engaging in musical activities can stimulate brain development, enhance language acquisition, and improve emotional well-being, fostering a positive learning environment.</p> <p>Social and Cooperative Skills: Participating in musical activities helps children develop cooperation, teamwork and communication skills, building relationships and a sense of community.</p> <p>Cultural Awareness: Exposure to diverse musical genres from different cultures promotes respect and understanding for people from all walks of life.</p> <p>Holistic Learning: Integrating music into various subjects enhances engagement and promotes cross-curricular connections, providing a holistic learning experience.</p> <p>These advantages highlight the importance of music tuition in fostering a well-rounded education for children and young people.</p>	3

Funded places at Morning Club to support sustained punctuality and ready to learn.	EEF states that, 'Research has found that poor attendance at school is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.'	1/3
Implement My Happy Mind mental health and well-being curriculum to ensure all pupils have strategies to face challenges and have strong positive mental health and well-being. CPD to support all staff to deliver the modules and ensure consistency and fidelity across the Federation.	Universal programmes which take place in the classroom with the whole class and aims to embed School-level approaches to developing a positive school ethos, to support greater engagement in learning and promote positive mental health and well-being and effective strategies. Social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress in academic outcomes over the course of an academic year but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. Social and emotional learning EEF	2

Total budgeted cost: £35 054

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The intended outcomes of the 2022 – 2025 Pupil Premium Strategy have been:

1.All children entitled to pupil premium have access to SEMH support and interventions in order develop strategies to manage feelings and behaviours and have an identified trusted person to go to.

Reduction in exclusion to 0 for the last two academic years.

Case studies show improvement of engagement through targeted support.

Children can access and remain in education and have an avenue for support when required.

Records show improved behaviours for learning and better relationships.

Improved capacity for sustained concentration to support effective learning evident in the significant improvement of data at the end of KS2 (2024/2025).

2.Attendance of all children entitled to pupil premium is in line or above the school attendance target of 95% or rapidly improving to ensure meaningful impacts on outcomes.

Attendance of all children entitled to pupil premium at Nawton remains inconsistent when compared to peers over the last two years and declined slightly at the end of 2025. The percentage of disadvantaged children attending for more than the school target (+95%) has also decreased 2023/2024 = 55.5% / 2024/2025 = 41.7%. The same decline is evident in the not disadvantaged group. The number of vulnerable children increased significantly from 9 in 2023/2024 to 24 in 2025/2025. This remains an area for development in 2025/2026.

There were no pupils eligible for Pupil Premium funding in 2023/2024 at Rosedale Abbey and 3 in 2024/2025. The attendance of the vulnerable children was significantly above that of the not vulnerable. 100% of the disadvantaged pupils met or exceeded the attendance target (+95%). Monitoring of the attendance of the vulnerable group remains a priority to ensure at least a secure three-year trend.

3.Providing targeted support and intervention such as one to one support to ensure achievement and diminish the difference between vulnerable pupils and the broader cohort. Individualised teaching will also help to ensure that all PP children make good progress: Provide effective support for phonics, reading and mathematics that lead to improved outcomes.

All pupil premium children make accelerated progress in reading

Observations and pupil voice indicate that children choose to read and talk confidently about their reading.

Consistently implemented phonics scheme has led to the both performance at the end of EYFS and in the phonics check to be consistently at or above the national average.

Reading fluency and comprehension has improved over the last 3 years consistently as demonstrated by outcomes at the end of KS2 (2025).

The implementation of consistent and responsive 1:1 marking and feedback sessions in KS2 has impacted significantly on outcomes at the end of Key Stage 2 (2025).

Attainment data is varied reading shows the smallest disadvantage gap overall, and in one case (Girls) disadvantaged pupils actually outperform their peers. Writing shows the largest and most consistent disadvantage gap — especially for boys. Mathematics shows a mixed picture, with girls doing relatively well but boys showing a very large gap.

Progress data demonstrates that disadvantaged girls outperform non-disadvantaged girls but disadvantaged boys are significantly behind their peers in progress across all subjects.

4. All vulnerable children have equal access to Before and After School Clubs, enrichment activities and residential

Attendance at After School/ enrichment clubs for those eligible for PPG is in line or above their peers.

All children eligible for PPG attended the KS2 residential.

All vulnerable children participated in music tuition at Rosedale Abbey.

At Nawton, 66.7% of vulnerable children regularly use School's Out Club compared to 31.3% of their peers.

Externally provided programmes

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

Programme	Provider

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.