

Pupil premium strategy statement Dr Radcliffe's CE 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	194
Proportion (%) of pupil premium eligible pupils	3%
Academic year/years that our current pupil premium strategy plan covers	2025/2026 to 2027/2028
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Lorraine Wood Headteacher
Pupil premium lead	Lorraine Wood Headteacher
Governor / Trustee lead	Lisa Boote, Lead for Disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15, 415
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£15,415

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.

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

Quality First Teaching ('QFT') is at the heart of our approach as research shows it is the most effective way of ensuring progress. A focus will be on the areas identified for each disadvantaged pupil where they need support. Through this support, all pupils including non-disadvantaged pupils will benefit.

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:

- build strong relationships with families to understand individual needs and to engage them in the education and progress of their pupil.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- recognise that disadvantaged pupils are not a homogenous group and whilst pupils may face similar challenges, it is vital to identify each individual's barriers to learning.
- ensure disadvantaged pupils are challenged in the work that they are set.
- identify the main barriers to learning and use different approaches for pupils facing particular barriers.
- act early to intervene at the point need is identified and ensure that when a pupil's progress slows, interventions are put into place rapidly.
- use evidence and research-based teaching practice, including the Education Endowment Foundation (EEF) Teaching and Learning Toolkit.
- disadvantaged pupils are highlighted in pupil progress review and other staff meetings to ensure staff are confident in identification of pupils and they are aware of their strengths and areas for development.
- where poor attendance is an issue, address this as a priority.

- ensure staff (teachers and support staff) receive in-depth training on strategies chosen to overcome barriers to learning.
- ensure governors understand the role to play in providing constructive challenge to the school's Pupil Premium Strategy.
- effectively monitor and evaluate the impact of spending on improving outcomes for pupils.

It is intended that this strategy ensures that the school is providing opportunities and support so that all pupils leave our school ready for the next step in their education.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils can have greater difficulties with Reading, Writing and Maths than their peers.
2	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for a number of our pupils and their families. These challenges may particularly affect disadvantaged pupils.
3	Disadvantaged pupils may access fewer wider curriculum and enrichment programs in and out of school.
4	Our attendance data over the last two years indicates that attendance among disadvantaged pupils has been between 0.1% and 1.3% lower than for non-disadvantaged pupils. (NB -small cohort of disadvantaged pupils for each of these years) 20% of disadvantaged pupils have been 'persistently absent' compared to 8 - 14% of their peers during that period. For 25-26 only 1 child has been persistently absent, and this was due to the implementation of a reduced timetable.
5	The number of disadvantaged pupils with SEND is higher than for non-disadvantaged pupils and increasing as a proportion of small cohorts e.g. 20% in 23/24, 40% in 24/25 and 50% in 25/26.

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
Improved Reading, Writing and Maths attainment and progress among disadvantaged pupils.	KS2 outcomes in 2027/28 show that over the three years of this plan attainment and progress is at least similar for disadvantaged and non-disadvantaged pupils. This will include accelerated progress for disadvantaged pupils, including moving from below to the year group expected standards. (NB – small cohort) Data analysis will show that QFT and targeted and personalised interventions will have had a positive impact on the progress of disadvantaged pupils.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2027/28 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • developed participation in enrichment activities, particularly among disadvantaged pupils. • pupils can identify and describe emotions; realise the effect these emotions may have on others and have strategies to regulate these emotions.
To achieve and sustain improved attendance for all pupils, including our disadvantaged pupils.	Sustained high attendance through to 2027/28 demonstrated by: • the overall absence rate for all pupils being no more than 3.5%, and there being no gap between disadvantaged pupils and their non-disadvantaged peers. • the percentage of all pupils who are persistently absent being below 6% and there being no gap between disadvantaged pupils and their non-disadvantaged peers.

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: **£3,750**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. Staff time to carry out assessments.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1 and 5
Continued development of the Read Write Inc structured phonic delivery across KS1 and Reception.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of	1 and 5

Ongoing training and reviews of RWI grouping, including costs of termly assessments and grouping discussions.	word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	
Our maths teaching and curriculum planning will be in line with DfE and EEF guidance. We will fund teacher release time to embed and monitor key elements of guidance in school and to access Maths Mastery (BBO) Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1 and 5
School subscriptions to inform and provide targeted interventions. Allocating time for leaders (including the SENDCO) to monitor and evaluate interventions. This includes using Insight to monitor interventions using pre and post intervention data.	Using pupil premium: guidance for school leaders	1 and 5
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. This will include the Mental Health Support Team, working with the Mulbury Bush Outreach team and taking part in the Relational Schools Project.	There is extensive evidence associating pupilhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	2

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

Budgeted cost: **£8,075**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention groups in Reading, Writing and Maths for pupils in need of additional support, delivered in addition to and linked with normal lessons. This will include Accelerated Reader support and Arch Reader support for pupils in Reading.	The pupil premium: how schools are spending the funding successfully - GOV.UK	1 and 5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	1 and 5
Continued, extended provision of Draw It Out, ELSA and our external Play Therapist to ensure all pupils who need support can receive it. Recruitment, training and deployment of KS2 Playground Leaders for KS1. Investment in enrichment clubs and a continued focus on enrichment activities across the curriculum including music lessons.	There is extensive evidence associating pupils social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	2

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

Budgeted cost: **£3,600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance - embedding principles of good practice set out in the DfE's guidance on	The DfE guidance has been informed by engagement with schools that	4

<u>working together to improve school attendance.</u> This will involve training and release time for staff to develop and implement new procedures based on the '5 Foundations' to improve attendance and a sense of belonging, particularly for our disadvantaged pupils and families. This will also involve employing a Home School Link Worker to give families targeted support to improve belonging and identify underlying causes of poor attendance and tackle these before attendance is affected.	have significantly reduced levels of absence and persistent absence.	
Run parent workshops to support learning at home, develop understanding of mental health, how to manage challenging behaviour and parent with resilience. SENDCo and Home School Link Worker to work together to put together a programme of support using external professional as well as school staff.	The EEF and other evidence sources highlight that parental engagement is key to improving pupil outcomes. Workshops that focus on mental health and behaviour equip parents with strategies that promote consistency between home and school, helping pupils feel supported and understood. These approaches are linked to improved wellbeing.	
Support pupils to access wider curriculum and extra-curricular opportunities and enrichment opportunities.	Wider curriculum opportunities develop a wider context for learning and build cultural capital which enables pupils to build on their learning and their social development.	3

Total budgeted cost: £15,415

Part B: Review of the previous academic year 25/26

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year 25/26 (which was under our previous PP strategy plan), drawing on national assessment data and our own internal summative and formative assessments.

Our disadvantaged pupil cohort was of 10 pupils (NB – small cohort size – each pupil 10% and 60% (6 of 10) of disadvantaged pupils being on the SEND register compared to 19% of non-disadvantaged pupils) and our non-PP pupils with relevant data was 155. Attainment data was:

Reading:-

PP Pupils (10)	Well below	Just Below	Expected	Above Expected	At Expected +
Autumn 2	30		30	30	60
Spring 2	30		40	20	60
Summer 2	20	10	40	30	70

Pupils without PP (155)	Well below	Just Below	Expected	Above Expected	At Expected +
Autumn 2	9	13	45	31	76
Spring 2	8	12	47	31	78
Summer 2	4	8	38	33	71

Writing:-

PP Pupils (10)	Well below	Just Below	Expected	Above Expected	At Expected +
Autumn 2	30	20	20	20	40
Spring 2	30	10	30	20	50
Summer 2	30	20	30	20	50

Pupils without PP (153)	Well below	Just Below	Expected	Above Expected	At Expected +
Autumn 2	7	15	54	22	76
Spring 2	7	12	58	22	80
Summer 2	4	12	43	24	67

Maths:-

PP Pupils (10)	Well below	Just Below	Expected	Above Expected	At Expected +
Autumn 2	30		50	10	60
Spring 2	30		50	10	60
Summer 2	30	10	40	20	60

Pupils without PP (153)	Well below	Just Below	Expected	Above Expected	At Expected +
Autumn 2	5	18	50	24	74
Spring 2	6	20	50	23	73
Summer 2	3	15	39	26	75

Progress Data

	Reading Expected or Above	Writing Expected or Above	Maths Expected or Above
PP	80%	90%	80%
Non PP	77%	80%	77%

Progress data shows the impact of our strategy in accelerating progress for our disadvantaged learners.

With regard to attendance, disadvantaged attendance for 25/26 was at 93.4% v. non-disadvantaged at 96.2%. This figure was one child at 70% due to a reduced timetable.

Meaning no disadvantaged child was persistently absent other than where a reduced timetable was necessary.

The attainment data above demonstrated that attainment in Reading is similar, attainment in Writing is lower at Expected + but higher at Above Expected and in Maths attainment is in line at Expected + but higher at Above Expected.

Progress data for 24/25 shows that for the 10 disadvantaged pupils, progress was higher in Writing and Maths for Expected + and higher in Reading, Writing and Maths for Above Expected progress than for non-disadvantaged.