

Pupil premium strategy statement

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	Radford Semele CE Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	12.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2027/2028
Date this statement was published	September 2024
Date on which it will be reviewed	Reviewed September 2025 next review due September 2026
Statement authorised by	Katie Benson, Headteacher
Pupil premium lead	Katie Benson, Headteacher
Governor / Trustee lead	Cara Jenkins, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,320
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	£50,320

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 attaining at a high standard.

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. It 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 our pupils' individual needs and barriers to learning based on a robust approach to assessing and tracking pupil attainment and progress.

We aim to ensure that children have access to appropriate learning support and interventions, including academic support and social, emotional support, which will be planned and detailed on half-termly provision maps. Through targeted support and intervention, we aim to ensure that social emotional needs are met, and that academic gaps are plugged to enable children to make good progress in their learning.

We will use the Pupil Premium funding to enhance the learning of our disadvantaged children and ensure that they have access to a full range of learning opportunities, both in and out of the classroom. Every child in receipt of the funding will have the opportunity to attend all curriculum visits, residential trips and take part in at least one extra-curricular club each term, or learn how to play a musical instrument. We believe that every child should have the opportunity to access a broad and balanced curriculum and develop their self-esteem and wellbeing, and ultimately become more successful learners.

The overall aims of our Pupil Premium Strategy are:

- To ensure all disadvantaged children, alongside non-disadvantaged children, make good or better progress across the curriculum through high-quality first teaching.*
- To identify and address barriers to learning through targeted in-class support and interventions.*
- To meet the social, emotional and mental health needs of our disadvantaged pupils.*

Challenges

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

Challenge number	Detail of challenge
1	<i>The performance of children in receipt of pupil premium funding is lower in core subjects, including in early years, particularly in English (Reading and Writing) compared to other pupils in the school.</i>
2	<i>30% of children in receipt of pupil premium funding are also on the SEND register, which also has an impact on their learning and progress.</i>
3	<i>Pupil Wellbeing Surveys show that disadvantaged pupils are less positive than their peers when asked about their wellbeing.</i>
4	<i>Our attendance data shows that children in receipt of pupil premium funding have lower attendance than non-disadvantaged children.</i>
5	<i>Data shows that our disadvantaged pupils have a higher number of social/emotional/behavioural incidents recorded compared to non-disadvantaged children.</i>

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
<i>The attainment of children in receipt of pupil premium funding is line or above non-pupil premium children in core subjects, including in early years, particularly in English (Reading and Writing).</i>	- Attainment gap between pupil premium and other children will decrease in each year group, as measured using internal data tracking system. - End of Key Stage assessments will show no significant gap between the attainment and progress of the pupil premium and non-pupil premium groups in Early Years, Key Stage 1 and Key Stage 2
<i>The progress of SEND children in receipt of pupil premium funding is in line or above non-pupil premium children.</i>	<i>- Progress of SEND pupil premium children is good or better.</i>
<i>Pupil premium children show improved wellbeing results including greater self-esteem and positive attitudes to schools when asked on the Pupil Wellbeing Survey.</i>	<i>-Pupil premium children's results are in line or above their peers.</i>
<i>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</i>	- Attendance figures for all pupils increase, including pupil premium children's attendance. - The percentage of persistent absentees decreases, including for pupil premium children. - The gap between disadvantaged and non-disadvantaged children is reduced.
<i>To decrease the number of social/emotional/behavioural incidents for all pupils, including for pupil premium children.</i>	<i>The number of incidents recorded on Cpoms for all pupils, including pupil premium children, decreases.</i>

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: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that all pupils, including disadvantaged pupils, have access to quality first teaching at all points of the school day. -CPD and training opportunities - Rosenshine's Principles -Monitoring and subject leader release time	"Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students." https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium	1 and 2
Develop teacher pedagogical knowledge and understanding of cognitive science to ensure that teaching and learning styles meet the needs of all learners, particularly vulnerable and disadvantaged. Key focus on: - Metacognition - SEND approaches - Spaced learning - Dual coding	"Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development... Cognitive science approaches offer principles that hold promise for improving the quality of teaching." "Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding.." https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium	1 and 2
Develop English skills, including writing, reading and oracy, throughout the school with a particular focus on disadvantaged children to raise attainment in all subjects	"On average, oral language approaches have high impact on pupil outcomes of 6 months of additional progress." https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1 and 2
To fund curriculum visits and part fund residential visits to enable disadvantaged pupils to engage fully in their	Learning outside of the classroom 'addresses educational inequality, re-motivating children who do not thrive in the traditional classroom environment, such as those from disadvantaged backgrounds or with Special Educational Needs. Young people who experience learning outside the classroom as a regular part of their school life benefit from increased self esteem,	1, 2 and 3

learning and, as a result, make better progress	and become more engaged in their education both inside and outside the classroom walls. Supports improved standards back INSIDE the classroom, raising attainment, reducing truancy and improving discipline. Learning outside the classroom is known to contribute significantly to raising standards & improving pupils' personal, social & emotional development.'	
	https://www.lotc.org.uk/resources/why-now-is-not-the-time-to-be-quiet-building-relationships-with-schools/	

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

Budgeted cost: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve children's progress, particularly within reading and writing, through targeted interventions and tuition, with a particular focus on disadvantaged pupils in order to close any gaps so children catch up and keep up (additional 1:1 reading support, phonics interventions, S&L 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." https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1 and 2
To further enhance disadvantaged children's attainment and progress in foundation subjects by offering access to additional tuition and clubs.	"Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes."	1, 2 and 3

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

Budgeted cost: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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To support children's SEMH needs by providing a range of interventions to meet their needs (eg. counsellor, drawing and talking, Lego therapy)	“Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully.”	1, 2, 3, 4 and 5
To improve all pupils' attendance with a focus on disadvantaged pupils and persistent absentees. -Time for Attendance Lead to attend training, complete monitoring, meet with parents and other professionals.	“Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.” “There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance.”	1, 2, 3, 4 and 5
To provide disadvantaged pupils with two new school jumpers/cardigans each academic year.	“By creating a common identity amongst all pupils, regardless of background, a school uniform can act as a social leveller. It can reduce bullying and peer pressure to wear the latest fashions or other expensive clothes. If, however, the uniform is too expensive it can place an unreasonable burden on families. Furthermore, if a distinction can be made between those who can afford it and those who cannot, this can reduce the benefits of a uniform and has the potential to negatively impact attendance, access and participation, and lead to bullying.” https://www.gov.uk/government/publications/cost-of-school-uniforms/cost-of-school-uniforms#the-importance-of-the-cost-of-school-uniform	3, 4 and 5

Total budgeted cost: £50,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes (2024-2025)

Aims	Success Criteria	Outcome
<i>The attainment of children in receipt of pupil premium funding is line or above non-pupil premium children in core subjects, including in early years, particularly in English (Reading and Writing).</i>	- Attainment gap between pupil premium and other children will decrease in each year group, as measured using internal data tracking system. - End of Key Stage assessments will show no significant gap between the attainment and progress of the pupil premium and non-pupil premium groups in Early Years, Key Stage 1 and Key Stage 2	2025 end of year internal assessments show that children in receipt of Pupil Premium funding attained lower than their peers in Reading and Writing, but in-line with peers in Spoken Language. End of EYFS assessments in 2025 showed that those in receipt of the funding attained lower than their peers in Writing in the Early Years but achieved the expected outcomes for their age in all other areas of learning. One out of three children in receipt of pupil premium funding did not pass the phonics screening check in Year 1. Two out of six children in Year 2 did not pass the phonics screening check by the end of Key Stage 1. One out of two children passed the Multiplication Check in Year 4. One out of four children in Year 6 reached the expected standard in Reading, Writing and Maths at the end of Key Stage 2.
<i>The progress of SEND children in receipt of pupil premium funding is in line or above non-pupil premium children.</i>	<i>- Progress of SEND pupil premium children is good or better.</i>	The progress of SEND pupil premium children is lower than those on the SEND register who are not in receipt of pupil premium funding.
<i>Pupil premium children show improved wellbeing results including greater self-esteem and positive attitudes to</i>	<i>-Pupil premium children's results are in line or above their peers.</i>	Children in receipt of pupil premium funding report positive attitudes to school. Children appreciate the wide range of opportunities they have to take

<i>schools when asked on the Pupil Wellbeing Survey.</i>		part in school trips and extra-curricular activities. The majority of children feel that they have a safe and trusted adult to talk to at school and enjoy their learning. Some of the older children expressed the view that they struggle to focus in class and they can find learning difficult. Targeted support may be needed in upper Key Stage 2 to address emotional wellbeing and academic challenges.
<i>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</i>	<i>Attendance figures for all pupils increase, including pupil premium children's attendance. The percentage of persistent absentees decreases, including for pupil premium children. The gap between disadvantaged and non-disadvantaged children is reduced.</i>	Whole-school attendance (from September 2024 to July 2025) was 94.7%. This is lower than the same point last academic year when the whole school attendance was 95% but in-line with the national attendance figure for state-funded primary schools of 94.8%. The attendance of children entitled to free school meals was 79.6% at the end of Summer term; lower than the attendance of other children (94.8%) The number of persistent absentees (attendance of 90% or below) by the end of Summer term was 20 children (9.5%). Our persistent absence rate is much lower than national figures for state funded primary schools (13.5%). Eight disadvantaged children were persistent absentees in the Summer term.
<i>To decrease the number of social/emotional/behavioural incidents for all pupils, including for pupil premium children.</i>	<i>The number of incidents recorded on Cpoms for all pupils, including pupil premium children, decreases.</i>	A total of 37 behaviour incidents were recorded on CPOMS involving 16 different pupils (from Y1 to Y6). The total number of behaviour incidents decreased, from 53 in the Spring term to 37 in the Summer term.

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

Further information

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated what went well in our previous plan and why activity undertaken in previous years had not had the degree of impact that we had expected.

We gathered evidence from multiple sources of data including assessments, pupil progress meetings, information gathered from provision maps and intervention tracking as well as conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils and how to best meet their needs.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on educational outcomes and how to address challenges to learning presented by socio-economic disadvantage with a focus on the research produced by the EEF.

Throughout the duration of our three-year approach, we will constantly revise what is working well and refine our plan to continue to secure the best outcome for pupils underpinned by theologically rooted vision statement “A family of learners expecting the best” and Bible root “May we have life and have it to the full”.