

# St Richard's CE Primary School

## Pupil premium strategy statement

### December 2025

This statement details our school's use of pupil premium (and recovery 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.

### School overview

| Detail  | Data   |
|---|--|
| Number of pupils in school  | 153  |
| Proportion (%) of pupil premium eligible pupils   | 48% YR-Y6<br>47% Acorns – Y6                       |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | <b>2025-26</b><br><b>2026-27</b><br><b>2027-28</b> |
| Date this statement was published   | December 2025                                      |
| Date on which it will be reviewed   | December 2026                                      |
| Statement authorised by   | Siân Murphy  |
| Pupil premium lead  | Siân Murphy  |
| Governor lead   | Nick Daymond                                       |

### Funding overview

| Detail  | Amount             |
|---|--------------------|
| Pupil premium funding allocation this academic year   | £111,295.00        |
| Recovery premium funding allocation this academic year  |                    |
| Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )<br><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i> | £21,695.96         |
| <b>Total budget for this academic year</b>  | <b>£132,990.96</b> |

## Part A: Pupil premium strategy plan 2025-2028

### Statement of intent

***Our vision: We aim to enable every child to flourish in their potential as a child of God, to achieve without limits and to become an agent of change. We are committed to fostering good mental health and wellbeing for our whole school community. Our school is completely inclusive and distinctively Christian.***

At St Richard's, we aim to use the Pupil Premium Grant (PPG) to mitigate the effects of disadvantage and provide equal opportunities for all our pupils. Although our school is situated in one of the country's most affluent areas, some of our children face significant challenges. We are committed to ensuring that every child, regardless of their circumstances, has an enriching school experience and achieves their full potential.

We adopt a broad understanding of disadvantage, encompassing not only financial hardship but also other factors such as being a young carer, speaking an additional language at home, recent arrival in the country, having a social worker, or living in temporary accommodation. The activities outlined in this document aim to support all disadvantaged pupils, not just those eligible for PPG.

Our strategy identifies current challenges and sets out targeted actions to address them. Grounded in research and informed by our own experiences, we allocate funding to initiatives that are most likely to enhance outcomes. We firmly believe that eligibility for PPG does not equate to low ability. Instead, we focus on empowering disadvantaged pupils to achieve at the highest levels.

Central to our approach is Quality First Teaching (QFT). Evidence consistently shows that improving QFT is the most effective way to raise attainment for all pupils, including those facing disadvantage. Consequently, we prioritise sustained improvements in teaching to benefit every child. At St Richard's, our key goal is to ensure every class has a highly effective teacher and to continuously support teachers in their professional growth.

Additionally, we recognise the importance of providing extra support in school for children who may not receive sufficient learning support at home. This includes fostering resilience, building positive learning behaviours, and addressing academic gaps.

Finally, we are committed to narrowing the cultural capital gap by ensuring that PPG pupils have access to every opportunity available at our school. By doing so, we strive to create a truly inclusive environment where all children can thrive and succeed.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | <b>Language development</b> - Many disadvantaged pupils enter the Early Years with poorly developed oral language skills or specific speech and language difficulties, which can have a significant impact on their learning. These pupils require targeted support to develop their oral language, enabling them to access the curriculum fully and make strong progress across all areas.   |
| 2                | <b>English (Reading and Writing):</b> Disadvantaged pupils face ongoing challenges across key stages. In Reception, only 44% of disadvantaged children achieved a Good Level of Development (GLD). Their English skills, particularly in reading and writing, enter Key Stage 1 below expectations. While the attainment gap is gradually closing by Key Stage 2, overall achievement, especially in writing, still requires improvement to ensure disadvantaged pupils reach their full potential. |
| 3                | <b>Attitudes to Learning:</b> The school faces challenges in fostering positive learning behaviours, as some pupils struggle with resilience, perseverance, and focus. High levels of anxiety further impact their engagement, confidence, and motivation, requiring additional support to nurture a growth mindset and emotional management skills.  |
| 4                | <b>Cultural capital:</b> Many pupils have limited access to enriching experiences outside school, such as visits to cultural or historical sites, travel beyond their immediate community, or engagement with diverse social and cultural settings. These limitations can restrict their social development, confidence, and broader understanding of the world, which in turn can affect their learning, aspirations, and readiness to fully engage with a rich and varied curriculum.             |
| 5                | <b>Wellbeing and mental health:</b> An increasing number of pupils are experiencing emotional dysregulation and mental health challenges. Supporting the emotional wellbeing of Pupil Premium pupils is a key priority, ensuring they feel safe, valued, and equipped to engage effectively in learning. Targeted interventions and pastoral support are essential to promote resilience, confidence, and positive mental health, enabling all pupils to thrive academically and personally.        |
| 6                | <b>Attendance:</b> Persistent absenteeism is higher among our PPG pupils, impacting their academic progress and engagement. This often arises from health, family, or other challenges, requiring targeted interventions and stronger collaboration with families to promote consistent attendance.   |

## 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.

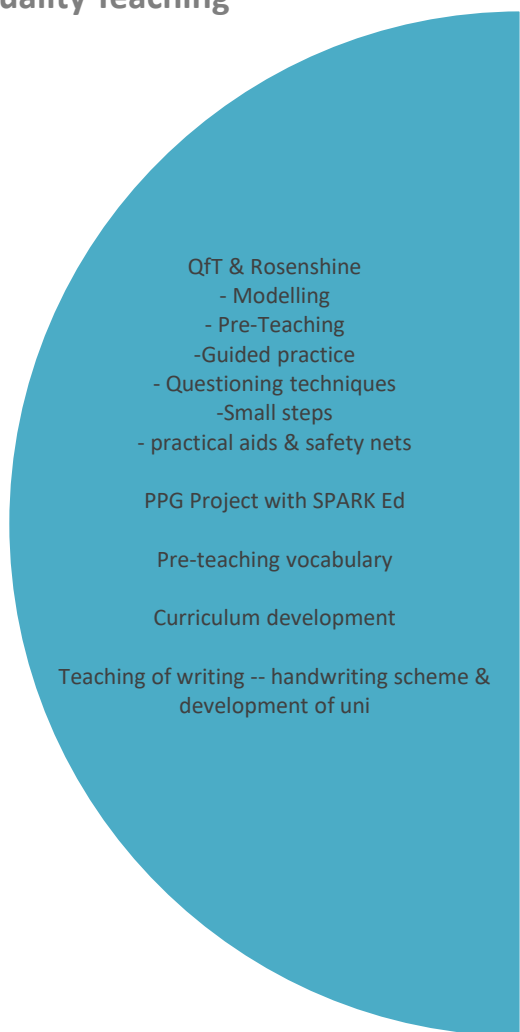
| Intended outcome   | Success criteria  |
|--|---|
| The attendance gap between disadvantage pupils and non-disadvantage pupils continues to diminish.  | <ul style="list-style-type: none"> <li>• PPG attendance is in line with national average. Strong staff awareness of their own individual role in securing strong attendance.</li> <li>• Developed and sustained attendance strategy. Persistent absence is decreasing over time.</li> <li>• Improved relationship with EWO to successfully support improved attendance.</li> </ul>  |
| Disadvantaged pupils make improved progress in oral language, supporting stronger reading and writing outcomes.  | <ul style="list-style-type: none"> <li>• Increased proportion of disadvantaged pupils meeting age-related expectations in oral language assessments by the end of the academic year.</li> <li>• Observable improvement in pupils' vocabulary, sentence structure, and communication skills during lessons and daily interactions.</li> <li>• Positive impact on reading and writing attainment, reflected in progress tracking and end-of-year outcomes.</li> <li>• Targeted interventions and support strategies are implemented consistently and effectively, with evidence of measurable impact.</li> <li>• New writing curriculum clearly in place with targeted supported for children. PPG in line with all children attainment by the end of year 6.</li> <li>• Improvements in % of PPG pupils who meet expected standard in Speaking and Listening (increase over 3 years).</li> </ul> |
| PPG and EAL pupils have needs met through Quality First Teaching and targeted interventions.   | <ul style="list-style-type: none"> <li>• All teachers are conscious of the specific additional needs that pupils eligible for Pupil Premium Grant (PPG) may have in their classrooms.</li> <li>• There is a robust understanding among staff that Quality First Teaching (QFT) may fall short if there are insufficient levels of English fluency or if assumptions are made regarding students' comprehension of language.</li> <li>• Pupils receiving PPG are achieving at least the expected levels of progress, with some demonstrating accelerated advancement in reading, writing, and mathematics.</li> <li>• Lessons are characterised by high levels of pupil engagement, indicating a positive learning environment.</li> </ul>   |
| PPG pupils' emotional wellbeing is strong so they are ready to learn.  | <ul style="list-style-type: none"> <li>• Observations and feedback from surveys demonstrate effective strategies are in place.</li> <li>• Pupil voice shows PPG children have positive attitudes towards their peers and learning.</li> <li>• Reduction in behaviour incidents recorded on CPOMs</li> <li>• ESLA in place to support children.</li> </ul>   |
| Disadvantaged pupils access a broad range of cultural and enrichment experiences, developing confidence, curiosity, and a deeper understanding of the world. | <ul style="list-style-type: none"> <li>• All disadvantaged pupils participate in at least 6 number of enriching activities or visits (e.g., museums, galleries, theatres, historical sites, local cultural events) each academic year.</li> <li>• Pupil voice and reflections show increased enjoyment, engagement, and understanding of the wider world following enrichment experiences.</li> <li>• Teachers report improved confidence, curiosity, and participation in classroom discussions linked to cultural experiences.</li> </ul>   |

|                             |  |
|-----------------------------|--|
|                             | <ul style="list-style-type: none"> <li>• Evidence of impact on learning and aspiration, such as more ambitious project work, writing outcomes, or engagement with new topics introduced through cultural experiences.</li> <li>• Families report increased awareness and appreciation of opportunities available to their children, supporting ongoing enrichment at home where possible.</li> </ul>   |
| Sustained strong attendance | <ul style="list-style-type: none"> <li>• Attendance of disadvantaged pupils improves to be in line with, or closer to, national and school averages by the end of the academic year.</li> <li>• The percentage of disadvantaged pupils classed as persistently absent reduces compared to the previous year.</li> <li>• At least 80% of targeted persistent pupils show sustained improvement in attendance over two or more terms.</li> <li>• Improved punctuality, evidenced by a reduction in late arrivals for disadvantaged pupils.</li> <li>• Attendance concerns are identified and acted upon early, with timely interventions recorded and reviewed regularly.</li> <li>• Positive parental engagement, demonstrated through increased attendance at meetings, improved communication, and agreed attendance plans being followed.</li> <li>• Improved pupil engagement and wellbeing, evidenced through pupil voice, reduced anxiety-related absence, and increased participation in school life.</li> <li>• Regular monitoring shows interventions are effective, with attendance data reviewed half-termly and actions adjusted where needed.</li> </ul> |

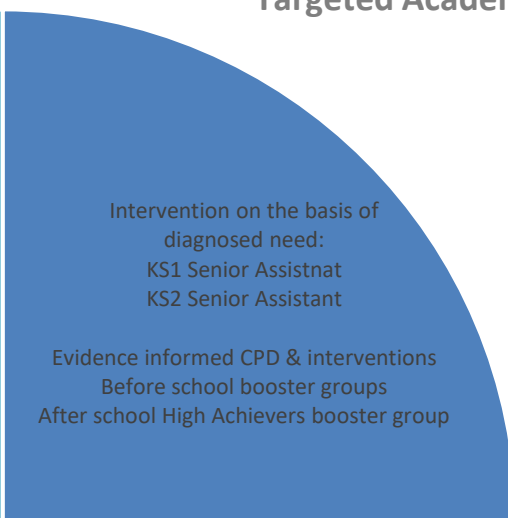
# Activity in this academic year

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

## High Quality Teaching



## Targeted Academic Interventions



## Wider Approaches

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £17,155.00

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Develop all pupils' speaking and listening skills through quality interactions, systematic vocabulary teaching, and oracy strategies across the school, building essential foundational knowledge.</p> | <p>The Reading Framework (DfE, 2023) This emphasises the importance of oral language development as foundational for reading comprehension and overall literacy development. Strong speaking and listening skills enable pupils to understand the language they encounter in texts, express their ideas clearly, and engage meaningfully with increasingly complex vocabulary and concepts. When pupils have rich oral language experiences, they build the mental models and vocabulary knowledge necessary to decode meaning from written text, not just words. This is particularly crucial in primary schools, where early language development directly predicts later reading success and academic achievement across all subjects.</p> <p><a href="#">EEF oral language evidence base</a></p> <p>Our internal assessment data shows that developing children's oral language skills is a priority need across the school, as strong speaking and listening abilities are fundamental to accessing learning and achieving success. Structured dialogue during lessons, where students are encouraged to participate verbally and given space and time to reflect upon and discuss complex ideas will improve numerous outcomes for children including academic standards, wellbeing, self-esteem &amp; confidence as well as social mobility and their interactions with others.</p> <p><a href="#">EEF: Social and emotional learning</a></p> <p>Social and emotional learning (SEL) can improve academic outcomes (+4 months) but requires careful monitoring. It supports emotional well-being, with targeted and whole-class approaches</p> | <p>1, 2, 3, 5,6</p>           |

|  |  |               |
|--|--|---------------|
|  | working best together. Improving peer interactions shows strong potential. After finishing training our ELSA will support children across the school.  |               |
| Ensure our CPD programme equips staff with the skills to deliver excellent teaching and support pupil wellbeing. Training includes quality first teaching, safeguarding, oracy development, and the ELSA programme (with supervision), and all staff access Local Authority training through our Silver SLA. | <p>EEF: <a href="#">Effective Professional Development</a> (2021)</p> <p>The EEF's guidance on effective professional development states that CPD must build knowledge, motivate staff, develop teaching techniques, and embed practice. Our CPD overview achieves this through quality first teaching training, which ensures all pupils receive high-quality education. The EEF's research shows oral language interventions add +6 months' progress and social-emotional learning adds +4 months, supporting our investment in oracy and ELSA programmes. Safeguarding training meets our statutory duties under KCSIE, while LA training access and curriculum leader development time ensure staff expertise remains current and drives school improvement.</p> | 1, 2, 4, 5    |
| Develop KS1 and KS2 Pupil Premium leads' capacity to identify barriers, implement evidence-based interventions, and rigorously evaluate impact, ensuring effective use of funding to improve disadvantaged pupils' outcomes.   | <p><a href="#">EEF: Teaching Assistant Interventions</a></p> <p>Trained teaching assistants delivering targeted interventions improve outcomes, while general classroom support has less impact. TA support should complement, not replace, teacher interactions. Training TAs for structured interventions is cost-effective.</p>   | 1, 2, 3, 5, 6 |
| Use Educational Psychologist expertise to assess pupils with complex needs, advise on evidence-based interventions, train staff in psychological approaches,   | <b>DfE Report:</b> Educational psychology services: workforce insights and school perspectives on impact. (2023) 'Educational Psychology services (EP services) play a key role in supporting the development, learning and wellbeing of children and young people...to support the most vulnerable children and young people, and those with the most complex needs'  | 1, 3, 5       |

|   |   |         |
|---|---|---------|
| and support early identification of barriers to learning and wellbeing.   |   |         |
| Use Speech and Language Therapy expertise for specialist assessment, evidence-based intervention advice, staff training on communication strategies, and early identification of speech and language needs. | <p><a href="#"><u>EEF: Communication and Language</u></a></p> <p>‘Evidence consistently shows that communication and language approaches benefit young children's learning. Using multiple approaches will support the development of children's communication and language.’ <b>Jan 2023</b></p> <p>Our primarily SEND needs in school in communication and language with a high percentage of children having Speech and Language identified as a barrier in the lower year groups.</p> | 1, 3, 5 |

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

**Budgeted cost: £64,659.99**

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Provide targeted academic support through trained teaching assistants for disadvantaged pupils with significant learning gaps. Regular supervision and progress monitoring | <p><b>EEF:</b> Making Best use of Teaching Assistants (2021) ‘...there is good emerging evidence that TAs can provide noticeable improvements to pupil attainment.’</p> <p><b>DfE:</b> Deployment of Teaching Assistants in schools. ‘...TAs who are sufficiently trained and used correctly...can have a positive impact on pupil engagement and attainment. Wider evidence suggests that TAs can have a positive impact on academic achievement.’ (June 2019)</p> | 1, 2, 3, 5, 6,                |

|   |  |       |
|---|--|-------|
| ensures interventions are evidence-based, well-delivered and effective. |  |       |
| Reasoning Club - run by ex parent                                       | The number of pupils who have passed selective schools has increased with a majority of pupils attending the Reasoning club in the months leading up to the exams.<br>The cost is kept low so all children have equal opportunity to all schools. Children are invited to participate. | 1, 2, |

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

Budgeted cost: £51,175.97 (including funding remaining from last FY)

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Supporting identified children at lunchtime in the playground  | <b>EEF:</b> The EEF Guide to the Pupil Premium (2025) Increasing adult supervision and ensuring all staff on duty actively interact with groups of children.<br>To support lunchtimes in the main playground via a member of staff as additional cover   | 5                             |
| Deploy Pupil Wellbeing Lead to support disadvantaged pupils with SEMH needs through early identification, coordinated interventions, transition support, and regular | The <a href="#">EEF's Social and Emotional Learning</a> research shows interventions can add +4 months' progress when well-implemented. Pupils know the most about their own mental wellbeing, and asking pupils how they feel promotes positive mental health and gives them agency. A dedicated wellbeing lead ensures early identification of SEMH needs, coordinates evidence-based interventions, and monitors impact rigorously, particularly for disadvantaged pupils who are more likely to face wellbeing barriers. | 3, 5                          |

|  |  |                         |
|--|--|-------------------------|
| <p>wellbeing monitoring to remove barriers to learning.</p>  | <p><b>DfE:</b> Improving school attendance: support for schools and local authorities. <b>(2022)</b><br/> ‘Offer a clear vision for attendance, underpinned by high expectations and core values, which are communicated to and understood by staff, pupils and families.’<br/> Renewed and updated attendance policy with clear flow chart with expectations.<br/> Weekly class attendance award.<br/> Child and Wellbeing Support Worker forging relationships with families and working closely with the Education Welfare Officer.</p>                                       |                         |
| <p>Run a nurture breakfast club for disadvantaged pupils to improve attendance, punctuality and emotional readiness for learning through a calm, supportive environment and positive adult interactions before school.</p> | <p>DfE evaluation of the National School Breakfast Programme shows breakfast clubs improve attendance and punctuality, particularly for disadvantaged pupils. The nurture approach builds on attachment theory and social-emotional learning principles (EEF shows SEL interventions add +4 months' progress) to support pupils' wellbeing and readiness to learn.</p>   | <p>1, 3, 5, 6</p>       |
| <p>Subsidise School Trips including residential trips</p>  | <p>Our offer of various class, school and residential trips increased the cultural capital of all our children. In particular PPG children benefit where learning provides opportunities for disadvantaged pupils to participate in activities, they may otherwise not be able to access. The skills they require benefit and have a positive effect on academic outcomes.<br/> <b>DfE:</b> The pupil premium: how schools are spending the funding successfully Provision of a range of initiatives to extend children’s experiences<br/> Education Endowment Trust Toolkit</p> | <p>1, 2, 3, 4, 5, 6</p> |

|                                   |   |       |
|-----------------------------------|---|-------|
| ELSA (Emotional Literacy Support) | <b>EEF:</b> Social and Emotional Learning<br>‘SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. <b>(July 2021)</b> | 3, 5, |
|-----------------------------------|---|-------|

**Total budgeted cost: £132,990.96**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Our evaluation of the impact of our activities has been based upon sources of evidence such as summative assessment data, staff voice and attendance data.

**KS2 outcomes:** When considering the last two academic years, disadvantaged pupils at St Richard’s perform above the national outcomes for disadvantaged pupils when exiting y6:

**Year 6:** 15 PPG children out of 30 children

**Reading:** 11/15 pupils (73%) achieved the expected standard or above.

**Writing:** 10/15 pupils (67%) achieved the expected standard or above.

**Maths:** 11/15 (73%) of pupils achieved the expected standard or above.

|      | R, W, M combined at expected standard or above Disadvantaged pupils at St Richard's | R, W, M combined at expected standard or above Disadvantaged pupils nationally |
|------|---|--|
| 2023 | 50%   | 46%  |
| 2024 | 57%   | 47%  |
| 2025 | 60%   | 44%  |

**EYFS outcomes:** 44% of PPG pupils (4/9) achieved a good level of development (GLD).

**Year 1 Phonics outcome:** 75% of (3/4) PPG pupils achieved the expected standard.

**Attendance gap between disadvantaged and non-disadvantage children**

Overall, our attendance for 2024-25 was 94.41% (YR-Y6). This was an improvement from the previous year. The national average for primary schools was 93.1%. Overall attendance was therefore broadly in line with the national average.

Overall, attendance for some pupil groups is in line with their peers. However, overall attendance for EHCPs and disadvantaged children (PPG – 91.83%) was below all children but above national averages for both these groups. We continue to raise attendance and tackle persistent absence through the strategies outlined in our updated policy. Having a personal approach and being clear about the impact for the child has been successful in supporting children attending schools. In addition, working with external agencies such as our MHST, Therapists etc., have supported children with anxiety to offer targeted support.

## Externally provided programmes

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

| <b>Programme</b>   | <b>Provider</b> |
|--|-----------------|
| Times table Rock Star  | Maths Circle    |
| Letter Join handwriting programme  | Letter join     |
| Times Tables Fluency Programme   | Number Sense    |
| Nessy (Reading and Spelling, Hairy Reading (Phonics), Nessy Fingers – typing and Number sense) | Nessy Learning  |
| Widget   | Widget Symbols  |
| Learning Village   | Across Cultures |