

## Pupil premium strategy statement – Radley CE Primary School 2026 2027

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.

### School overview

| Detail                                                                                                                                                                           | Data                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| Number of pupils in school                                                                                                                                                       | 178                                  |
| Proportion (%) of pupil premium eligible pupils                                                                                                                                  | 11%                                  |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> ) | 2024-25<br>2025-26<br><b>2026-27</b> |
| Date this statement was published                                                                                                                                                | 30.09.2026                           |
| Date on which it will be reviewed                                                                                                                                                | 21.09.2026                           |
| Statement authorised by                                                                                                                                                          | Claire Thomas                        |
| Pupil premium lead                                                                                                                                                               | Claire Thomas                        |
| Governor / Trustee lead                                                                                                                                                          | Diana Moule                          |

### Funding overview

| Detail                                                                                                                                                                             | Amount  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Pupil premium funding allocation this academic year                                                                                                                                | £24,800 |
| Pupil premium funding carried forward from previous years<br>(enter £0 if not applicable)                                                                                          | £0      |
| <b>Total budget for this academic year</b><br><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £24,800 |

## Part A: Pupil premium strategy plan

### Statement of intent

*As Radley CE Primary School continues to grow and evolve, we have experienced an increase in the number of pupils eligible for the Pupil Premium grant of over 100%. This demographic shift presents both opportunities and challenges as we work to meet the academic and social needs of our increasingly diverse pupil population. Our intent is to ensure that all pupils, particularly those from disadvantaged backgrounds, are supported to achieve their full potential in alignment with our vision of "life in all its fullness."*

*At Radley CE Primary School, we are committed to using our Pupil Premium funding strategically to address the unique academic and social needs of our growing pupil population. Our intent is to create an inclusive environment where every pupil, particularly those who are disadvantaged, can thrive academically, socially and emotionally.*

*We aim to ensure that all pupils are provided with the opportunities and support necessary to succeed in learning and in life, particularly our most vulnerable children. By fostering an inclusive and nurturing environment, we will empower our pupils to be their best selves; to understand and express their emotions, utilise, develop and grow their self-confidence as well as their skills, talents and enthusiasms, to be ambitious, aiming for their highest potential.*

### 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 indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery and Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.                                                                                                                           |
| 2                | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.<br><br>On entry to Reception class and in-year across the school in the last 2 years, between 75 – 100% of our disadvantaged pupils arrive below age-related expectations compared to 15 - 20% of other pupils. This gap narrows but remains significant to the end of KS2. |
| 3                | Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.<br><br>On entry to Reception class and in-year across the school in the last 2 years, between 75 - 100% of our disadvantaged pupils arrive below age-related expectations compared to 10-15% of other pupils. This gap remains steady to the end of KS2.                      |
| 4                | Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due                                                                                                                                                                                                                                                                                    |

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|   | <p>to attachment, trauma and limited enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attitude and enjoyment towards school and their attainment and ambition.</p> <p>Teacher referrals for support remain relatively high. 26 pupils (11 of whom are disadvantaged) currently require additional support with social and emotional needs, with 8 (6 of whom are disadvantaged) requiring small group interventions.</p>                                                               |
| 5 | <p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 5% lower than for non-disadvantaged pupils (an increase of 2% since 25-26).</p> <p>During the 25-26 academic year, 38.1% (a decrease from the previous year of 41.7%) of disadvantaged pupils have been 'persistently absent' compared to 5.5% of their peers during that period. Our assessments and observations indicate that absenteeism (and lateness) is negatively impacting disadvantaged pupils' progress.</p> |

## 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards.</p> <p>To ensure fallen behind children receive targeted high-quality intervention monitored by SENCo.</p> | <p>End of summer 2027 progress data will show that 80% of disadvantaged children have made expected progress from the previous summer. (Jul 2026 – Reading – 62% exp+, writing 65% exp+, Maths 69% exp+)</p> <p>End of summer data will also show that 25% of disadvantaged children will have made accelerated progress. (Jul 2025 R- 6%, W- 6%, M-13%)</p> <p>End of summer 2027 attainment data will show that the gap between disadvantaged children and their peers has narrowed from 39 to 30% in reading, 34 to 28% in writing and from 50 to 35% in maths.</p> <p>Comparisons between disadvantaged children with SEND and their peers will also have narrowed the gap to 35% in reading, 18% in writing and 35% in maths.</p> <p>Comparisons between disadvantaged children and their peers without SEND will also have narrowed the gap to within 10% of their peers in reading, writing and maths.</p> <p>Interventions will ensure the children narrow the gap in attainment.</p> |

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|                                                                                                                                                              | <p>Analysis and tracking of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress.</p> <p>Clear accurate diagnostic assessments will ensure children new to Radley make rapid progress by identifying areas of weakness and filling previous gaps in learning.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.</p> | <ul style="list-style-type: none"> <li>- SENCo and Head teacher identify and support families and children and work to alleviate individuals' barriers to learning. Children identified are tracked and monitored by SLT as part of Pupil Progress Meetings.</li> <li>- Identified children are invited to nurture groups, positive play sessions and ELSA sessions as required to develop social skills.</li> <li>- Vulnerable disadvantaged children are also allocated a key adult (teacher/support staff), who will meet and greet with them each morning and provide support/alleviate barriers/pastoral care.</li> <li>- Use of whole school scheme myHappymind to develop children's ability to self-regulate, understand their brain and be proactive in improving their mental health. Parents encouraged to use the parent app to support at home/learn/hone these skills themselves.</li> </ul> <p>Identified children's mHm self-assessments and pupil voice identified an improvement in their self-esteem and their social/emotional skills/needs.</p> <ul style="list-style-type: none"> <li>- Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible.</li> </ul> |
| <p>Pupils have a breadth of experiences that enable them to contextualise their learning. School will deliver an engaging, broad and varied curriculum.</p>  | <ul style="list-style-type: none"> <li>- Tailored curriculum will provide pupils with exciting, varied and book-based learning in a range of subjects.</li> <li>- Pupil questionnaires will show that children enjoy school and are enthused to learn more. Children are able to identify some of the skills needed to be a 'good learner' and how this applies to themselves as a learner.</li> <li>- Teachers and support staff will plan a wide range of visits/events/experiences to inspire/enhance learning and make it memorable. 75% children are able to recall trips through the year in their end of year reflections and identify what they learned from this.</li> <li>- Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school. Children in receipt of PP funding will be prioritised to participate in sporting events (80%), and use of PP funding to enable children from lower income</li> </ul>                                                                                                                                                                                                                                                                                            |

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|                                                                                             | families can attend trips/visits to enhance their curriculum, develop skills and self-confidence.                                                                                                                                                                                                               |
| All disadvantaged pupils will meet national expectations for attendance/persistent absence. | <ul style="list-style-type: none"> <li>- Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils.</li> <li>- Monitoring of attendance by Head teacher brings about an increase in PP pupils' attendance and a decrease in PP pupil's persistent absence.</li> </ul> |

## 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

Budgeted cost: £ 15030

| Activity                                                                                                                                                                                                                  | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                 | Challenge number(s) addressed |
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| <p>Purchase of standardised diagnostic assessments.</p> <p>Training to ensure assessments are interpreted and administered correctly.</p>                                                                                 | <p>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:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>                                                                 | 1,2,3                         |
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Funding teacher release time to embed key elements of guidance in school and to access Maths resources and CPD</p> | <p>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:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> | 3                             |
| Development of teaching and learning in reading and writing and develop and embed use of feedback to ensure accelerated progress for                                                                                      | <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a>                                                                                                                                                                                                                      | 2                             |

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| <p>those who have fallen behind.</p> <p>Further training to support effective planning of writing learning journeys for all pupils.</p>                                                                                                                                                                                                                                                                                                                                            | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> |   |
| <p>Staff training for phonics teaching to secure stronger phonics understanding and practise for all pupils.</p> <p>Further training to ensure staff are up to date and supported by professional development and training for staff.</p>                                                                                                                                                                                                                                          | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>                                                                                                                                    | 2 |
| <p>Continue to improve the quality of personalised social and emotional (SEL) learning and embed self-regulation strategies and PSHE</p> <p>SEL approach 'myHappymind' will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Ensure PSHE resources are up to date through use and implementation of myHappymind plus resources, supported by professional development and training for staff as needed.</p> | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers).</p> <p><a href="#">EEF Social and emotional learning</a></p>                                                                                                                                       | 4 |

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

Budgeted cost: £7600

| Activity                                                                                                                                                                                                                           | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Challenge number(s) addressed |
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| Provide targeted, structured support or tutoring to children who need to make accelerated progress<br>A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are higher attainers. | 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:<br><a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition/">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a><br>And in small groups:<br><a href="https://educationendowmentfoundation.org.uk/small-group-tuition/">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a> | 1,2,3                         |
| Provide support in class for children who need support to regulate their emotions to be able to access learning.                                                                                                                   | <a href="https://educationendowmentfoundation.org.uk/making-best-use-of-teaching-assistants/">Making Best Use of Teaching Assistants   EEF</a>                                                                                                                                                                                                                                                                                                                                                   | 1,2,3                         |

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

Budgeted cost: £ 2170

| Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Challenge number(s) addressed |
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| <ul style="list-style-type: none"> <li>- Release time for SENCo to support families with high need SEN and Pupil Premium children.</li> <li>- SENCo and Head teacher identify and support families and children and work to alleviate barriers to learning.</li> <li>- Prioritised ELSA time</li> <li>- Vulnerable children to be highlighted and supported through Nurture and/or ELSA sessions and positive play sessions.</li> <li>- All vulnerable PP children allocated a key adult who will</li> </ul> | <a href="https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/social-and-emotional-learning">https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/social-and-emotional-learning</a><br><br><a href="https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/parental-engagement">https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/parental-engagement</a> | 4                             |

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| support them in alleviating barriers to learning by meeting regularly throughout the year.                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                         |   |
| <ul style="list-style-type: none"> <li>-Regular monitoring of attendance and engagement with parents</li> <li>-Staff key adult to 'meet and greet' as a soft start to the day.</li> <li>-Breakfast club access (free) to support children with attendance and school refusal issues.</li> </ul>                                                                                           | <a href="#">Improving School Attendance</a> The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.                                                                                                                                     | 5 |
| <p>All children in school to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences. This will be achieved through each class teacher to plan enriching experiences and activities through the curriculum such as trips and events.</p> <p>Supported access to trips and school events for pupil premium children.</p> | Provision of a range of initiatives to extend children's experiences see <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a>                                                  | 4 |
| <ul style="list-style-type: none"> <li>- Additional adult support outside of school time and during lunchtime and playtime to support children in building successful relationships with other children through play.</li> <li>- After school club and breakfast club will be funded for vulnerable/pupil premium children.</li> </ul>                                                    | Provision of a range of initiatives to extend children's experiences see <a href="http://www.Gov.uk/publications/the-pupilpremium-how-schools-are-spending-the-funding-successfully">www.Gov.uk/publications/the-pupilpremium-how-schools-are-spending-the-funding-successfully</a> . Education Endowment Trust Toolkit | 4 |

**Total budgeted cost: £ 24,800**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Context

- PP cohort = 24 (up one- third year on year). High levels of educational vulnerability: 10 on the SEND register (2 EHCPs), 5 EAL, 14 mid- phase joiners. Many present with behavioural/pastoral need; mobility has created missing prior data for some children. School approach: Maslow- informed (secure basic & psychological needs first).

#### Academic targets:

End of summer 2025 and 2026 data will show that 60% of disadvantaged children have made expected progress from the previous summer. (Jul 2025 – Reading – 62% exp+, writing 65% exp+, Maths 69% exp+) **Jul 26: 93% EXP+**

End of summer data will also show that 25% of disadvantaged children will have made accelerated progress. (Jul 2025 R- 6%, W- 6%, M-13%) **Jul 2026: R - 29%, W - 43%, M - 36%**

#### Headline outcomes (Summer 2025 → Summer 2026)

- Progress: 93% of PP pupils made at least expected progress in reading, writing and maths. Average progress scores: reading +0.1, writing +0.4, maths +0.2.
- Attainment (PP at expected standard vs non- PP peers): reading 48% v 87%; writing 43% v 77%; maths 36% v 86%. Writing shows the largest year- on- year improvement (18% → 43%).

#### SEND- sensitive breakdown

- PP pupils with SEND (PP & SEND): reading 10% at expected; writing 10%; maths 20%.
  - Non- PP pupils with SEND: reading 55%; writing 35%; maths 60%.
  - PP pupils without SEND: reading 82%; writing 73%; maths 73%.
  - Non- PP pupils without SEND: reading 94%; writing 87%; maths 82%.
- Interpretation: the attainment gap is heavily concentrated among PP pupils with SEND; PP without SEND are closer to peers but still show gaps.

#### Key insights

1. Strong progress but insufficient conversion to age- related attainment — particularly in maths and for PP pupils with SEND.
2. Targeted writing approaches are working (substantial rise in attainment and high accelerated progress). Scale and adapt these methods.
3. Mobility, SEND concentration and pastoral needs are the main barriers to attainment — wellbeing and attendance must be prioritised alongside teaching.
4. Diagnostic clarity is weaker for mid- phase joiners (missing prior data); rapid baseline testing is essential.

### Three immediate priorities for 2026-27

Priority 1: Secure wellbeing, attendance and stability (immediate)

Priority 2: Convert diagnostic- led progress into attainment (term 1 diagnostics → term 2 interventions)

Priority 3: Reduce variability through focused CPD and monitoring

Progress is encouraging but not yet translating into parity of attainment — immediate action: stabilise wellbeing/attendance, use rapid diagnostics to target classroom teaching (urgent for maths and PP with SEND), and tighten staff practice through focused CPD and monitoring.

### 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 |
|-----------|----------|
|           |          |
|           |          |