

Pupil premium strategy statement – Richard Avenue Primary School

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	449
Proportion (%) of pupil premium eligible pupils	20.5%
Academic year/years that our current pupil premium strategy plan covers.	Sept 2022 - July 2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Claire McKinney Valerie Forster
Pupil premium lead	Andrew Warkman
Governor / Trustee lead	Alan Rinaldi - Lead for Disadvantaged Pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£120,920
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£120,920

Part A: Pupil premium strategy plan

Statement of intent

We are committed to ensuring that all pupils make good progress and achieve high attainment across all 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 aim for all of our disadvantaged children to reach at least national expectations in all areas.

Through high quality teaching, targeted interventions, and bespoke social and emotional support for children and their families, pupils engage fully in their learning and achieve well. Through our curriculum, pupils have the opportunity to widen their knowledge and understanding of the world and their place within it.

We are committed to every child being a competent reader by the age of seven in order that they can access a full and challenging curriculum. We are relentless in our drive to ensure that: pupils are taught to read well through a systematic, synthetic phonics programme; they have good comprehension skills and a love of reading and of books.

Children's vocabulary acquisition and oral language development is key to their success and we prioritise this in the early years and throughout the school to ensure that they have the confidence and ability to articulate their learning and communicate effectively with others.

We aim for all of our Pupil Premium pupils and their families to feel happy and supported in school, and their well-being is at the centre of everything we do. We want them to have access to a wide range of extra-curricular activities and ultimately, reach their full potential so they can confidently move on to the secondary phase of their education.

Our school culture is one where:

- We have high expectations of all pupils, particularly disadvantaged pupils, and we put no limitations on what we believe they can achieve, with the right support
- We continuously monitor the wellbeing, progress and attainment of all pupils, with a particular emphasis on disadvantaged pupils, in order that we can intervene at the first signs of need

Challenges

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

Challenge number	Detail of challenge
1	Many of our disadvantaged pupils have limited experiences outside of school, limited experience of further education and therefore lower aspirations for the future.
2	Many of our disadvantaged pupils have significant social and emotional needs and fewer strategies for self-regulation and maintaining positive mental and physical health. Many do not participate in extracurricular activities
3	Several disadvantaged children are also on the school's SEND register or are being monitored for additional needs. (23% of SEND children are also disadvantaged pupils.)
4	Assessments, observations, and discussions with pupils suggest that our disadvantaged pupils are less motivated to read than their peers. This negatively impacts their development as readers.
5	Analysis of internal/external assessments indicate that a higher proportion of disadvantaged pupils are not working at the expected standards in reading, writing and maths compared to their non-disadvantaged peers.

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations will indicate improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved statutory reading outcomes among disadvantaged pupils	Reading outcomes in 2025/26 will show that the gap between disadvantaged and all is closing and that more of our disadvantaged pupils are achieving the expected standard. This remains a school priority.
Improved statutory writing outcomes among disadvantaged pupils.	Writing outcomes in 2025/26 will show that the gap between disadvantaged and all is closing and that more of our disadvantaged pupils are achieving the expected standard.
Improved statutory maths outcomes among disadvantaged pupils.	Maths outcomes in 2025/26 will show that the gap between disadvantaged and all is closing and that more of our disadvantaged pupils are achieving the expected standard.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2025/26 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, pupil, teacher and parent surveys, governor visits • high levels of participation in extracurricular activities, particularly among disadvantaged pupils • high attendance levels for disadvantaged pupils
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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: £106,081.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Build teacher knowledge and pedagogical expertise in order to ensure high quality teaching for all pupils including dynamic grouping for English and maths teaching, CPD led by external providers (TfC Lucy A and Anne S, Adam Bushnell) .	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils.</p> <p>Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.</p> <p>In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments. Supporting resources EEF’s guidance reports offer practical, evidence-based advice to schools on a range of topics to support high quality teaching, such as improving literacy, maths, science and improving teacher feedback. The EEF Toolkit includes summaries of the best available evidence on approaches</p>	5,4

	Evidence Based Education's Great Teaching Toolkit provides an accessible summary of high-quality evidence on components and routes to improve teacher effectiveness. Cognitive science approaches offer principles that hold promise for improving the quality of teaching. The EEF 'Cognitive Science Approaches in the Classroom'.	
<p>Training for staff to ensure all pupils have access to high quality teaching. To a great extent, good teaching for pupils with SEND is good teaching for all.</p> <p>We will release staff to receive coaching from the SENDCo to develop their understanding of high-quality provision for pupils with SEND.</p> <p>SENDCo meets with staff to discuss all pupils with SEND.</p>	<p>Evidence suggests that pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school</p> <p>The EEF guidance report suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND.</p> <p>Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils. Cognitive and metacognitive strategies; explicit instruction; using technology to support pupils with SEND; and scaffolding.</p>	4,5
<p>Use of a DfE validated Systematic Synthetic Phonics programme (Little Wandle) to secure stronger phonics teaching for all pupils.</p>	<p>Evidence suggests that phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	5
<p>Enhancement of maths teaching and implementation of curriculum for whole class teaching.</p> <p>We will fund teacher release time - support</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>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	4,5

from TfC to access further training and support colleagues in school.	The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £63,192.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily reading and keep up 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 Toolkit Strand Education Endowment Foundation EEF	5
Provide First Class at Number intervention in maths for pupils who are working below the expected standards for their age.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	5
Provide TA led speech and language intervention for identified pupils. This will include Talkboost and Early Talkboost programmes. TA will work alongside SENDCo and will receive ongoing	EEF studies indicate that overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills.	4,5

support and professional training. Disadvantaged pupils will take priority.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £41,594.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
We will provide 1 day per week of high-quality specialist intervention and professional learning opportunities for staff for social and emotional (SEL) learning. This will be provided by the Healthy Heads Team. Disadvantaged pupils will be prioritised. The counsellor will provide support and guidance to parents and staff and will have designated capacity for support for pupils having difficulty with social interactions.	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)	5, 1
We will continue the work of our family support worker who will provide timely support for vulnerable children and families. This will provide children with a better chance of being able to concentrate on their education through improved attendance.	The evidence of parental engagement suggests a positive impact on academic progress, which is particularly true for early years and primary aged children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	2,
We continue to use the A-Star attendance system to ensure that overall attendance in	Government research suggests that there is a strong link between higher attendance and improved outcomes at both KS 2 and 4.	6

<p>school improves. This will include trying to ensure that attendance for our disadvantaged pupils is at least in line with all. This system will continue to run along side our first day absence communication with parents by members of the office team. Regular updates will be sent to parents about attendance issues alongside our dedicated attendance officer.</p>	<p>https://explore-education-statistics.service.gov.uk/find-statistics/the-link-between-absence-and-attainment-at-ks2-and-ks4</p>	
<p>We will fund or part/fund extracurricular opportunities in sport (provision of swimming for all children in Yrs 2-6), music and life skills (Forest School) for our disadvantaged pupils who would otherwise not be able to participate. We focus on:</p> <ul style="list-style-type: none"> ● Activities that challenge pupils physically (and emotionally). ● Opportunities for collaborative learning, problem-solving and explicit reflection on thinking processes and emotions. ● Support for pupils to overcome challenges and experience success. 	<p>We know that enrichment approaches can directly improve pupils' attainment. Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy.</p> <p>Through participation in challenging physical and emotional activities pupils can develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>Research into forest school suggests a positive impact on children's confidence, motivation, communication, knowledge and understanding.</p> <p>https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p>	1
<p>Poverty proofing fund for acute issues.</p>	<p>Based on our past experiences, we have identified a need to set a small</p>	All

Supported by the school association.	amount of funding aside to respond quickly to needs that have not yet been identified.	
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Total budgeted cost: £210,867.50

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment and progress- Rec-Y6

In school and external data for 2024 - 25 has been based on a triangulation of summative assessment tests in KS 2 (Year 6) , teacher assessments and in school as well as external moderation. This has also included whole school cross moderation for reading, writing and maths across key phases supported by members of our Senior Leadership Team.

We have analysed our data and carried out a gap analysis compared to national results at Key Stage 2.

The table below shows the attainment of disadvantaged pupils nationally and compares this to Richard Avenue Primary School pupils.

National - KS 2 Data for 2025-6			
	All % Exp	PP % Exp	Attainment Gap
RWM Combined	62%	47%	-15%
Reading	75%	63%	-12%
Writing	72%	59%	-13%
Maths	74%	61%	-13%

In school attainment gap for disadvantaged pupils 2024-25

(Please note Year 2 have very low numbers of DP pupils)

Year	Reading	Writing	Maths
1	-16.7%	-15.0%	-30.0%
2	-11.4%	-50.9%	-13.2%
3	-8.0%	+1.4%	-17.8%
4	-15.5%	-8.9%	-7.1%
5	-15.9%	-10.9%	-6.7%
6	-19.0%	-14.7%	-17.7%

This data shows that, although our disadvantaged pupils are attaining less well than all pupils, gaps are broadly inline with those seen nationally.

For other statutory assessments:

EYFS - Too few disadvantaged pupils to make a comparison.

Phonics - Attainment gap of -10.1% of pupils meeting the expected standard.

Multiplication Tables Check (Year 4) - Disadvantaged pupils had a mean score of -0.79 gap compared to all pupils.

Social and emotional support

The continued use of the school counsellor has allowed vulnerable children with a safe space to talk to an adult and be supported in school. Drop-in sessions have been made available to support those children as a need arises.

The work of our family liaison officer has further strengthened the support we can give to our families. Staff in school are encouraged to be vigilant in spotting children who may be vulnerable or whose circumstances may change. Timely support is then given to ensure maximum impact.

Extra-curricular opportunities

All children, including our disadvantaged children, continue to be offered excellent opportunities for extra-curricular activities. This has helped to enrich our ambitious curriculum by providing children with first hand experiences, which they otherwise would not be able to experience.

We have continued to provide a range of after school and lunchtime activity clubs that were well attended and a number of our disadvantaged children were able to access.

In 2025 we started the government pilot scheme for free breakfast clubs. This has proved a huge success and is extremely well attended. This has ensured that a significant number of children, including disadvantaged pupils, have a good healthy breakfast and are therefore in school on time and ready to learn.

This year, we have been able to fund the transport for our annual residential visit. This provided those children with an outstanding adventurous activity week that would have otherwise been unaffordable.

School has continued to fund peripatetic music lessons for a number of children to enrich our music offer.

Swimming lessons continued in Key Stage 2 with a high proportion of our disadvantaged children benefiting from this important life skill. We propose that this will continue into 2024-25 with all key stage 2 year groups taking swimming lessons at some point during the academic year.

Attendance

Our attendance figures show that there is a gap of -1.9% in attendance for our disadvantaged pupils compared to all pupils. This gap is significantly less than the national gap based on data that is currently available. Our attendance officer has ensured that issues with attendance are addressed quickly and this has supported families in ensuring that attendance of all pupils is the best it can possibly be.

Pupil health and wellbeing

Recent pupil and parent questionnaire results for 2024/25 show a very positive picture of stakeholder perceptions of our school. 97% of our pupils say that they enjoy coming to school with 100% saying that they feel safe and that adults take good care of them. 90% of parents agree that their child enjoys school and 100% say that they believe the school site is secure so that children feel safe. 100% also agree that that the school has a happy atmosphere. The survey results also include very positive comments about the well being and safety of their children.

Externally provided programmes

Programme	Provider
Counselling	Together for Children SLA