



# Pupil Premium Strategy Statement

## 2024 - 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Richardson Dees Primary School
Number of pupils in school	221 (187 excluding nursery)
Proportion (%) of pupil premium eligible pupils	50% (representing 94 of our pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/25 to 2026/27
Date this statement was first published	December 2021
Date this statement was last updated	May 2026
Date on which it will be reviewed	September 2026
Statement authorised by	Wayne Myers, Headteacher
Pupil premium lead	Wayne Myers, Headteacher
Governor / Trustee lead	Michael Tippett

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£167 420
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

# Part A: Pupil premium strategy plan

## Statement of intent

The Headteacher, Senior Leadership Team, staff and governors believe that socio-economic background, gender, ethnicity, learning difficulty, disability or additional need does not limit a learner's chances of success. We believe passionately that social disadvantage should not be a determining factor in achievement and progress for any child.

Research shows that children from the most disadvantaged groups are less likely to achieve well and participate in higher levels of education. For this reason, we have developed strategies to narrow attainment gaps and raise achievement for all of our disadvantaged pupils.

Pupil Premium is funding provided by the Government that is additional to main school funding. The Government believes that it is 'the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantaged reaches the pupils who need it most'.

**At our heart, we are an inclusive school.** As such, we believe that the best and most equitable way to ensure high standards and opportunities for all to succeed is through high quality first teaching. We ensure disadvantage is not an obstacle to achievement by providing a wide range of enrichment, bespoke intervention and opportunities for extension and further challenge.

Our ultimate goal is to diminish the difference year on year and over time between our disadvantaged pupils and their advantaged peers. Our current Pupil Premium Strategy is heavily invested in offering targeted academic support to help ensure that quality first teaching is bolstered by rigorous and robust addressing of specific needs which may have been exacerbated by disadvantage and more recently the many challenges around Covid-19.

The key principles underpinning our Pupil Premium Strategy are as follows:

- Equity is key. Children receive what they need in order to be successful and this can differ from pupil to pupil.
- What works for one can work for many. Support is rarely delivered in isolation. Working socially in groups and having peer to peer support can be a really impactful way of supporting pupil progress when done well.
- Our wider strategies link us most directly with our community and the challenges they face. The ambition is to ensure as that all children should have an enriched and positive experience of school, regardless of their background.

**Pupil Premium allocation is used to raise standards.**

For many of our disadvantaged children, there are various barriers to future attainment which our spending of Pupil Premium looks to address.

- a. **SEND:** In our school, 30% of our pupils (67 in total) have been identified as having specific barriers to learning, compared with a national average of 14.8% in state funded primaries at the end of 2024-25 (Source: DfE). For many of our SEND children, Language and Communication is a challenge. 8 of our pupils have an EHCP – 3.5% which is in line with other state funded schools as of the end of 2024-25 (Source: DfE)
- b. **Attainment on Entry:** Children make accelerated progress in the Early Years but end of Reception attainment is still below national. However, the children who arrive in nursery enter below the levels expected of them in the Prime Areas of Learning – Personal, Social Emotional Development; Communication and Language; Physical Development.
- c. **Social Deprivation:** Our **Index of Multiple Deprivation** is 2 (where 1 is the most deprived and 10 is the least deprived) putting our school in the 20% most deprived neighbourhoods nationally. Our **Income Deprivation Affecting Children Index** is 2 (where 1 is the most deprived and 10 is the least deprived).

## 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 pupil discussions indicate that <b>speech and language</b> challenges are a key challenge for our disadvantaged pupils. These challenges are evident across school but particularly in EYFS and KS1 where children are at the earlier stages of exposure to support and intervention.
2	Assessments, observations and discussions with pupils suggest disadvantaged pupils over time have greater difficulties with <b>phonics</b> than their peers. This negatively impacts their development as readers.
3	Internal assessments indicate that <b>reading, writing and maths attainment</b> among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Our assessments and observations indicate that the <b>education and well-being</b> of disadvantaged can be affected by a range of issues and challenges such as poor mental health, financial challenges at home and inability to access appropriate support.
5	Our <b>attendance</b> data over the last 3 years indicates that attendance among disadvantaged pupils has continued to be lower than their advantaged counterparts. Our assessments and observations indicate that in many cases absenteeism is negatively impacting disadvantaged pupils' progress.

## 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 <b>oral language skills and vocabulary</b> among disadvantaged pupils.	Assessments and observations indicate significantly 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 <b>reading attainment</b> among disadvantaged pupils.	KS2 reading outcomes in 2026/27 show that more than 80% of disadvantaged pupils met the expected standard.
Improved <b>writing attainment</b> for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2026/27 show that more than 80% of disadvantaged pupils met the expected standard.
Improved <b>maths attainment</b> for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2026/27 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain <b>improved wellbeing</b> for all pupils in our school, particularly for our disadvantaged pupils.	Sustained high levels of well-being from 2026/27 demonstrated by qualitative data from student voice, student and parent surveys and teacher observations.
To achieve and sustain <b>improved attendance</b> for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2026/27 demonstrated by: <ul style="list-style-type: none"> <li>• The overall absence rate for all pupils being broadly in line between disadvantaged and their non-disadvantaged peers.</li> <li>• The percentage of all pupils who are persistently absent being below 10% and broadly in line between disadvantaged and their non-disadvantaged peers.</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.

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

Budgeted cost: £ 30 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Deputy Headteacher Leading on English and Maths</i>	Our Deputy Headteacher has a wide range of experience in leading both of these subjects and has additional capacity to ensure that leadership of these areas is rigorous and robust.	2, 3, 4
<i>Deputy Headteacher supporting staff in delivering high quality teaching in English and Maths</i>	DHT is well-placed to monitor provision AND support staff on a regular basis due to having mornings free of teaching commitments.	2, 3, 4

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

Budgeted cost: £ 120 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1 x HLTA in EYFS</p> <p>1 x HLTA in Key Stage 1</p> <p>2 x HLTA in Key Stage 2</p>	<p>We have a highly skilled team of teaching assistants, some of whom have trained to HLTA standard. Where incidental cover is needed, we believe strongly that using adults who know our children well is key to ensuring longer term, high quality provision of teaching as well as support in class. Two of our HLTAs are Thrive trained which is part of an educational package of support which also delivers interventions on an afternoon to range of disadvantaged children</p>	<p>1, 2, 3, 4</p>
<p><i>Non-class based SENDCo / Safeguarding Lead</i></p>	<p>Due to the high proportion of SEND children in our school, many of who are disadvantaged also, we have built in capacity to our SEND provision to ensure that:</p> <ul style="list-style-type: none"> <li>• Staff feel supported in their day to day needs and their CPD</li> <li>• Staff are carefully monitored and challenged where appropriate</li> <li>• All stakeholders can be fully and properly communicated with</li> <li>• Vulnerable families can be adequately supported through the Early Help Assessment process</li> <li>• Support with school in working with vulnerable families to help support attendance</li> <li>• Liaising with our school nurse to help improve attendance and general wellbeing of our pupils.</li> </ul>	<p>ALL</p>
<p><i>Additional Staff In EYFS:</i></p> <p>1 x TA</p>	<p>The vast majority of our children enter EYFS below national expectations in Communication and Language, Person Development and Physical Development. The additional TA helps to ensure that across Nursery and Reception, there is better capacity within the unit to support children in accelerating progress.</p>	<p>1, 2, 3, 4</p>

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

Budgeted cost: £ 16 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>School Nurse (0.5 Days)</i>	Helping with attendance and supporting families with referrals.	1, 5
<i>Breakfast Club</i>	Helps with attendance, supports our families in being able to work or fit other commitments for free childcare, ensures our children have had a breakfast before they start the day.	4, 5
<i>School Milk</i>	We have explored ways to support our disadvantaged families with the burden of additional school costs such as uniform so that positive attitudes towards school are maintained and attendance is better supported.	4
<i>Free School Jumper</i>		4
<i>Rucksacks</i>		4

**Total budgeted cost: £ [166 000]**

## Part B: Review of outcomes in the previous academic year

### Data Impact of Pupil Premium Spend: Statutory Assessment Outcomes at End of Key Stage 2 (2023-25)

- In **Reading, Writing & Maths combined**, our disadvantaged children have exceeded the national average in each of the last 3 years (a 50% 3 year average compared with 46% nationally).
- In **Reading**, our 3 year trend of 62% is in line with national and in two of the last three years we have exceeded the national average including 2024-25 where 65% of disadvantaged children in our school achieved at least expected compared with 63% nationally.
- In **Writing** it is a similar picture to reading – our three average of 62% is higher than national of 59% and in 2024-25, 65% of our children achieved at least expected in Writing compared with 59% nationally.
- In **Maths** our children have consistently performed above the national average.
  - 2024-25: School 70% (National 61%)
  - 2023-24: School 71% (National 59%)
  - 2022-23 School 76% (National 59%)
- In **Reading and Writing**, the gap between our disadvantaged pupils and non-disadvantaged pupils narrowed between 2024 and 2025:
  - Reading gap decreased from 23% to 16%
  - Writing gap decreased from 20% to 13%
- Whilst there was a slight increase in 2025 in the gap between our disadvantaged children and their non-disadvantaged peers nationally in **Maths**, the 3 year trend is a gap of just 7% (72% of our children achieved at least expected in 2023-25 compared with 80% of non-disadvantaged nationally).