

# Rickleton Primary School Pupil premium strategy statement



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	453
Proportion (%) of pupil premium eligible pupils	24/25 = 41 FSM, 10 PLAC, 4 Service 25/26 = 48 FSM, 9 PLAC, 3 Service
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> )	2025/26 – 2028/29
Date this statement was published	Sep 2025
Date on which it will be reviewed	Sep 2026
Statement authorised by	Jan Price, Headteacher
Pupil premium lead	Alan Baker, Deputy Headteacher
Governor / Trustee lead	Andrew Kanyangu, Governor for Pupil Premium

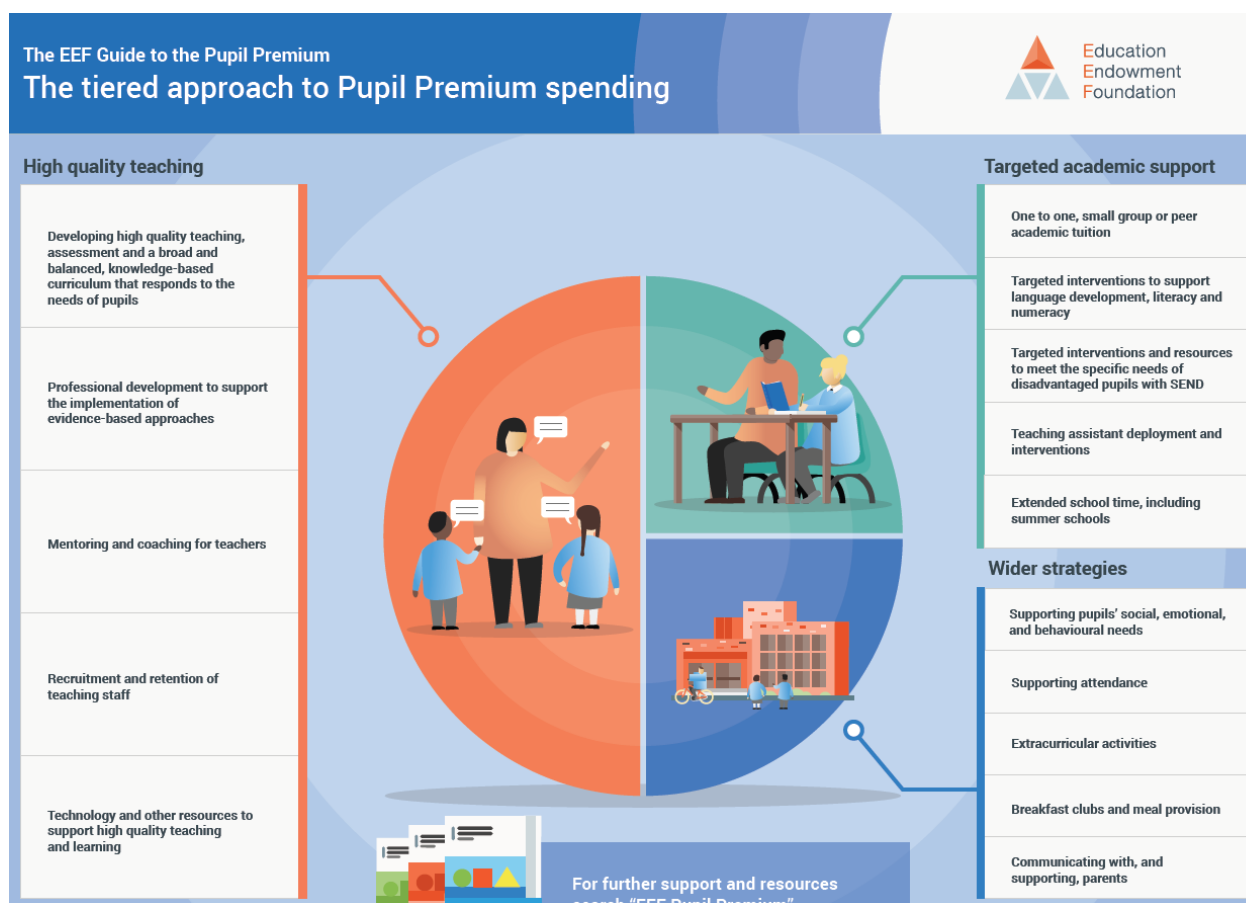
## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,300
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£83,300

# Part A: Pupil premium strategy plan

## Statement of intent

As our school demographic is very broad and it is our focus to ensure that all pupils access their entitlement of funding over an academic year. All pupils should receive the opportunities they need to promote positive academic and social and emotional outcomes whilst a pupil at our school and in their future lives. In order to achieve it, we will closely follow EEF (Education Endowment Foundation) guidance on how best to effectively use Pupil Premium funding as shown below:



The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- adapt learning to suit the needs and starting points of all pupils
- tailor individual, academic support and intervention to support progress for each pupil
- offer a wide range of individualised experiences which develop the social and emotional wellbeing of each pupil.

By tailoring the support available to pupils, via an individualized menu of provision for each child, we can work to offer focused opportunities to experience the situations they need personally to gain lifelong social and emotional skills to progress in all areas of their life.

## Challenges

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

Challenge number	Detail of challenge
1	Small proportion and varying number and need of pupil premium children across different year groups
2	Differing range of needs of each individual, both academically, socially and emotionally
3	Contrasting life experiences for many pupil premium children in contrast to the many affluent families
4	Ensuring identification and challenge for a number of high ability pupil premium children

## 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
Teaching staff further develop skills of 'adaptive practice' to ensure that every child gains maximum benefit from classroom teaching	<ul style="list-style-type: none"> <li>data shows accelerated progress for all pupils.</li> <li>observation and book scrutiny demonstrates lesson adaptation to support and challenge groups of pupils</li> </ul>
A broad and balanced curriculum offers all pupils a rich and varied experience	<ul style="list-style-type: none"> <li>school curriculum is designed around the developmental and life needs of our pupils</li> <li>broad and exciting experiences are systematically planned in to the curriculum</li> </ul>
Pupils receive focussed intervention, not just at the lower ability range, which match their needs and has notable impact on progress	<ul style="list-style-type: none"> <li>all pupils access at least their allocated financial support</li> <li>menu system grows over time to offer a broader range of academic intervention</li> <li>staff use menu system effectively to offer intervention support to all PP pupils</li> </ul>

<p>Pupils are guided to access a wide range of academic and social opportunities to developed a well-rounded approach to life</p>	<ul style="list-style-type: none"> <li>• Opportunities are continually organised and reviewed to ensure a high-quality range of life experiences</li> <li>• PP pupils are given priority with leadership roles in school which suit their social needs</li> <li>• Financial support is clearly offered to ensure that no pupil misses out on life opportunities due to economic reasons.</li> </ul>
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## 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 (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed and development a focus on aspirations in to all curriculum areas, ensuring pupils of all age begin to identify their own talents and aim high for the future.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p>	<p>1,2,3,4</p>
<p>Build pupil knowledge of self regulation and language of emotional intelligence to allow all children to manage their own emotions, having a positive impact on their learning and social interactions.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	<p>1,2,3,4</p>
<p>Focus on the oracy development of pupils to give them the confidence and tools to express their opinions clearly and present themselves positively in life.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>1,2,3,4</p>
<p>Continued focus on the phonic development and reading ability of pupils to ensure strong reading skills allowing access to broader learning development.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>1,2,3,4</p>

Offer broad and inspirational access to sport and fitness activities ensuring increase in pupil health and benefits to their confidence and self-wellbeing.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	1,2,3,4
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic interventions as allocated via the pupil premium menu *see appendix 1	The menu system ensures that all pupils access opportunities based on individual needs whether low ability or higher ability. <a href="https://educationendowmentfoundation.org.uk/teaching-learning-toolkit/teaching-assistant-interventions/">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk/teaching-learning-toolkit/small-group-tuition/">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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: <a href="https://educationendowmentfoundation.org.uk/teaching-learning-toolkit/phonics/">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,3,4,5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social, experience and well-being opportunities as allocated via the pupil premium menu *see appendix 2	The menu system ensures that all pupils access opportunities based on individual needs. <a href="https://educationendowmentfoundation.org.uk/teaching-learning-toolkit/social-emotional-learning/">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	2,4,5
Continue to buy in to AStar attendance system to monitor and support	School attendance remains high (close to 97%) and persistent absentees are identified and supported	4

identified families to improve attendance and punctuality	<a href="#">Attendance interventions rapid evidence assessment   EEF</a> <a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a>	
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## Appendix 1 - Individualised Menu opportunities

1 To 1 ACADEMIC SUPPORT								
CONTINUAL in lesson support or an intervention totalling a minimum of 30mins a week								
Reading/Phonics	Teacher £423							
Writing	HLTA £274							
Maths	TA £218							
Other	per half term							
GROUP BASED ACADEMIC SUPPORT								
CONTINUAL in lesson group support or an intervention totalling a minimum 30mins a week								
Reading/Phonics	Teacher £105							
Writing	HLTA £68							
Maths	TA £54							
Other	per half term							
OTHER ACADEMIC SUPPORT								
Volunteer reader support	£10 per half term							
Owly good reads	£54 per half term							
Fiddly fingers	£54 per half term							
Spelling support (Nessy, Project X etc)	£54 per half term							
Fine motor development group	£25 per half term							
SOCIAL, EMOTIONAL, WELLBEING SUPPORT								
Sensory Time	£218 per half term							
Family Worker (pupil or parent support)	£50 per term							
Rainbow Club	£68 per half term							
Lego Club	£68 per half term							
Relax Kids	£68 per half term							
Lunchtime gardening club	£10 per half term							
Lunchtime Fit club	£25 per half term							
Lunchtime Motor skills club	£25 per half term							
Eco Council	£50							
School Council	£50							
Mini Medic (Upper KS2)	£50							
Peer mentor (Y6)	£50							
FINANCIAL and OPPORTUNITY SUPPORT								
Uniform Vouchers	£50							
School Visit/visitor support	Individually priced							
After school club support	£5 per club							
Rickleton+ support	£2.10 per session							
Food vouchers	N/A							
School sport team selection	£54 per team							
School Choir	£54 per term							
Musical instrument support	Instrument dependent							

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Academic outcomes for 2024/25 were very positive. Internal data tracking of pupil premium children in the current academic year and from their starting points in school are positive. Based on teacher assessment, the vast majority (a minimum of 90% in each subject area) of pupil premium children made at least expected progress. A large proportion (generally in the region of 20%) have also made better than expected progress. Accelerated progress in writing is lowest out of the three areas.*

#### READING

Progress from starting point this academic year:

	Whole School
% making less than:	2%
% making expected:	76%
% making better than:	22%

Progress from starting point over time in school:

	Whole School
% making less than:	8%
% making expected:	72%
% making better than:	20%

#### WRITING

Progress from starting point this academic year:

	Whole School
% making less than:	2%
% making expected:	90%
% making better than:	8%

Progress from starting point over time in school:

	Whole School
% making less than:	2%
% making expected:	88%
% making better than:	10%

#### MATHS

Progress from starting point this academic year:

	Whole School
% making less than:	8%
% making expected:	78%
% making better than:	15%

Progress from starting point over time in school:

	Whole School
% making less than:	9%
% making expected:	69%
% making better than:	21%

*Outcomes for pupils in Y6 in KS2 SATs were particularly pleasing, with all 7 children in the cohort attaining at least the expected level in all areas and several attaining greater depth. The impact of recent focus on phonics and reading can also be seen in the strength of the reading outcomes.*

Y6 Cohort 2024/25 SATs Attainment			
	Below	At	Greater depth
Reading	0%	29%	71%
Writing	0%	71%	29%
Maths	0%	71%	29%

\*7 children

*Our recent Ofsted in June 2025 also highlighted the strong impact on the SMSC of pupils, shown in some of the comments below:*

Pupils attend a school where excellence is the norm. The school has high expectations for all pupils. There is a belief that all pupils can aim to be whatever they want to be. Adults' high expectations of pupils are realised. From the youngest to the oldest, all pupils achieve exceptionally well academically, socially and emotionally.

They benefit from a rich set of experiences that enhance learning and support their personal development.

The values of the school underpin the exceptional provision for personal development. The school ensures that the content of personal development programmes prepares pupils exceptionally well for life in modern Britain.

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Service pupils are included as part of our pupil premium group, based on the very small cohort and their individualised needs. The academic and wider strategies menu allows staff to highlight and support these needs.

### **The impact of that spending on service pupil premium eligible pupils**

Data for the 3 forces children is included in the data for all PP pupils above and as a separate entity below:

	End of Year Attainment 24/25				Progress academic year 24/25		
	WTS	EXS	GDS		Less than	Expected	More than
Reading	1	1	1		0	3	0
Writing	1	1	1		0	3	0
Maths	1	1	1		0	3	0