

Radleys Primary Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged children.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged children last academic year.

School overview

Detail	Data
Number of children in school	232
Proportion (%) of pupil premium eligible children	42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-27 (2024-25, 2025-26, 2026-27)
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Juli Copley
Pupil premium lead	Juli Copley
Governor / Trustee lead	Reverend Colin Such

Funding overview (2024-25)

Detail	Amount
Pupil premium funding allocation this academic year	£116,868
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
Total budget for this academic year	£ 1,181,909

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is additional funding which is allocated to schools based on the number of children who have been eligible for free school meals (FSM) at any point over the last six years. The Pupil Premium is aimed at addressing the inequalities which exist between children from disadvantaged backgrounds and their peers. The percentage of our children eligible for pupil premium (42%) is significantly higher than the national average (20.8%*) for primary schools. The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel. It is our intent as Radleys Primary School to close, and ultimately erase, the gap between disadvantaged children and their non-disadvantaged peers.

All members of staff and the governing body at Radleys Primary School accept responsibility for 'socially disadvantaged' children and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We encourage each child to develop a love for learning and acquire the skills and abilities to allow them to succeed and find employment in adult life.

Overcoming identified barriers to learning is at the heart of our Pupil Premium use. We identify barriers that need to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly. We provide quality first teaching, targeted academic support for children who are not making the expected progress, as well as addressing non-academic barriers to attainment such as attendance, behaviour, social and emotional barriers, wellbeing and cultural capital (the essential knowledge that children need to be educated citizens". Through our reporting, we demonstrate how and why, this funding has been spent, using research to guide our decisions. We ensure robust monitoring and evaluation takes place to account for the use of the Pupil Premium, by the school and governing board throughout the year and allows us to be critical and confident that children are being given opportunities to excel.

At Radleys Primary school, we recognise the vital role that parents and carers play in the lives of their children and strengthening these relationships is essential to our children's progress, so we ensure that they understand that they can make a positive contribution to their children's achievement in school by engaging in school processes and recognising that parent involvement can make a difference. We actively encourage the take up of FSM by working proactively with parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM.

*DfE 2024

Challenges

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

Challenge number	Detail of challenge
1	Consistent attendance of all children, with particular focus on Pupil Premium children, and those persistent absentees.
2	Significantly limited opportunities/ life experiences beyond their home and immediate community, coupled with negative parental experiences from their own school experience and the impact of this, which can significantly limit the ability of some parents/carers to engage with their children's learning and wellbeing effectively.
3	Basic skills - reading, writing and maths competence for all, but especially Pupil Premium children. This includes speech and language difficulties, a lack of exposure to a wide range of vocabulary and the understanding of basic maths concepts.
4	Ongoing post-COVID weaknesses in learning behaviours and attitudes to learning, coupled with resilience, in general. Some children continue to lack self-belief, determination and the readiness to learn. They may also lack self-motivation and the confidence to improve and this directly impacts a child's ability to learn. Many join the school with this basic skill set very significantly behind expected levels.

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
<p>Disadvantaged children will meet national expectations for attendance and persistent absence.</p> <p>Effective support for families in need.</p>	<ul style="list-style-type: none"> Disadvantaged children will at least match or exceed national averages for non-disadvantaged children. Monitoring of attendance by Head Teacher and dedicated Attendance Lead. Robust implementation of school attendance policy and Local Authority procedures for those parents/carers who continue to allow their child to be absent from school. Continuous and ongoing communicating effectively with parents/carers to ensure school expectations are clear. Joint working with EWO services in order to increase PP children'

	<p>attendance and a decrease in persistent absence.</p> <ul style="list-style-type: none"> • Regular parent meetings between Attendance Lead and EWO with those struggling to get their child into school. • Additional support from the School Family Support Worker to support parents on a 1:1 and small group basis e.g. through parental workshops and offering pick ups and drop offs to ensure children attend • Safe and well checks conducted by the Head Teacher and the Family Support Worker for any child not seen for 48 hours.
<p>All children are exposed to a breadth of experiences that enable them to contextualise their learning.</p> <p>Children love learning and have access to an engaging, broad and varied curriculum</p>	<ul style="list-style-type: none"> • The curriculum will provide children with exciting opportunities and a rich and varied education. No child will be excluded from these opportunities on their family's ability to pay. • Teachers and support staff will plan a wide range of visits, events and experiences, to inspire and enhance learning and make it memorable. Each year group will attend events/trips to inspire and create curiosity and passion for learning • Parental opportunities to attend regular Inspire Sessions for every year group • Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day, such as Inspire workshops, trips and Sports Club, visits to the local allotment.
<p>Disadvantaged children make at least expected progress from their individual starting points in all areas of the curriculum, but especially in the core skills of Reading, Writing and Maths.</p> <p>The gap is narrowed in the progress and attainment of PP and non-PP children. (Progress for 2023-24 and 2024-25 cannot be measure due to COVID).</p>	<ul style="list-style-type: none"> • End of summer term data will show that 95-100% of disadvantaged children have made at least expected progress from the previous year especially in Reading and Writing. • Analysis of interventions will show that they have had a positive impact on disadvantaged children's learning and has helped to accelerate their progress. • Targeted children receive additional, high quality speech and language

	<p>therapy and intervention from the visiting Speech and Language therapist or the specialist Speech and Language Teaching Assistant. This will be evidenced by progress towards their targets or an improvement in their Wellcomm score.</p> <ul style="list-style-type: none"> • Parents of targeted children are engaged in the development of their child's speech and language by receiving regular updates on their child's progress in this area and suggested targets from the Speech and Language therapist. • Consistent implementation of excellent practice and high expectations across the school for reading, particularly in the area of reading for pleasure. • Raising the profile of English and Maths across the school so that children appreciate the value of good basic skills and there are consistently high expectations across the school. • Addition CPD for those staff, including ECTs, who require further training. We will utilise the expertise of e.g. The North Midlands Maths Hub and St.John's Teaching School to support this training.
<p>All children can demonstrate positive learning behaviours under our 'Good to be Green' behaviour system such as resilience and determination. Children who demonstrate outstanding progress or an outstanding contribution to school life may be nominated for a 'Gold Award.' They will be able to work and learn with confidence.</p>	<ul style="list-style-type: none"> • Children are aware of the school's 'Good to be Green' behaviour system and will be able to model these behaviours around school and at home. • Weekly, whole school celebration assembly every Friday to identify Kindness Champion awards and Star of the Week for every class. • Emotional 'check in' boards to be used x3 daily in all KS1 and lower KS2 classes. • Emotions journals, for daily reflections, for upper KS2 children. • The Head Teacher, FSW and the Deputy Head are on the school gates x2 daily in order to 'check in' with all children coming into school each day • Discussions with children during drop-ins, will demonstrate that

	<p>children have determination and resilience and know ways to manage their learning so that they are successful and proud of their achievement.</p> <ul style="list-style-type: none"> Teachers model mistakes frequently and children understand that mistakes lead to learning and strengthen resilience. This will take place in the classroom, assemblies and be central to our promotion of wellbeing for all.
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Activity in this academic year 2024-25

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

Teaching (CPD, recruitment and retention) £ 49,235 (inc F/T sports coach)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All staff engagement in 'in house' CPD to support ECTs with the delivery of Quality first Teaching using staff experienced within those areas or outside providers, as necessary.</p> <p>1½ hours of organised staff meetings per week across the academic year.</p> <p>At least half of these staff meetings directly related to Teaching and Learning topics such as staff resilience (particularly key</p>	<p>CPD Schedule evidence sessions delivered for all staff. but specifically for ECTs and those in the early stages of their careers.</p> <p>Management Time Rota allowing more time for Curriculum Leads to plan within their curriculum area and to observe across the school.</p> <p>Curriculum coordinators maintain individual subject folders. In addition, all subject coordinators are asked to devise staff CPD sessions for colleagues in order to identify expectations for each subject. By the end of 2024-25, all subject leads will have led whole staff CPD for these curriculum area.</p> <p>Half termly Good to be Green Reward sessions for children organised and supervised by SLT, FSW and TAs allowing additional planning time for all teaching staff.</p> <p>All planning to be added to the teacher drive for sharing and monitoring.</p> <p>SLA with external provider for a full time Sports Lead Teacher to provide additional CPD for staff in PE and to extend the sports clubs in school. This extension of provision will be dependent on the current recruitment within the company (December 2024).</p> <p>Curriculum leads in Music and Art/DT attending additional subject leader training for CPD and networking opportunities with other schools.</p>	All.

<p>for ECTs and those early in their career), planning, differentiation and assessment.</p> <p>Additional non-contact time, where possible, allocated by using a qualified Sports Teacher to cover lessons on a rota basis and extend sports provision across school.</p> <p>SLT and FSW leading half-termly Reward sessions for children to give additional non-contact time for planning.</p> <p><i>£37,529 – sports lead teacher LSA (full time)</i></p>	<p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	
<p>Peripatetic Music Teachers.</p> <p><i>£4,216</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>We are seeking to provide additional peripatetic music opportunities at whole class level this year. All children in Y5 will have weekly violin lessons, building on last year's clarinet lessons, and all those in Y3 will have additional vocal lessons. This is in addition to whole school singing assemblies led by the music specialist each week and the school choir, which is open to all children in KS2.</p>	2.
<p>Coaching Programme.</p> <p>Head teacher is a Master Coach, SENCO and all Senior Leaders have at least their Foundation Coaching certificate. This means they are qualified to lead on coaching sessions for all staff.</p> <p>This is to the basis for 'Colour</p>	<p>Coaching as a replacement for Performance Management.</p> <p>Colour Conversation proforma and timetable, systematically linked to the whole school staff CDP. This enable school to tailor CPD for individuals more effectively, thereby supporting them to improve areas where they lack confidence or experience.</p> <p>A more open, frequent and therefore more effective way of personalising CPD goals for staff and adding to the overall quality of Teaching and Learning. Ongoing and meaningful professional dialogue between colleagues.</p> <p>An 'open door' policy in school where staff are free to discuss both professional and personal topics which may be</p>	2 and 3.

<p>Conversations' and replaces more traditional Performance Management meetings. These are to be held at least half termly (more frequently if needed.)</p> <p>There is no additional cost for this as the HT is a Master Coach and can quality assure.</p> <p>Any further staff members who wish to train as either Foundation Coaches – a fee of £125 for external validation by Leadership Edge</p>	<p>impacting their performance/ undermining their mental health and wellbeing.</p> <p>This will also contribute to overall staff wellbeing, an open dialogue and reinforce the nature of a supportive culture across the school (It's ok to not be ok).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	
<p>Improving mental health and well being of children and strengthening this aspect of the school's PSHRE curriculum. £490 SCARF</p>	<p>Improving the mental health and wellbeing of children across school.</p> <p>Delivering a cohesive PSHRE programme of lesson and support in a consistent and uniform manner.</p>	

Targeted academic support 2024-25

Budgeted cost: £ 99,179

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A range of targeted, structured interventions are being implemented with children across</p>	<p>Improvements in basic skills scores (Reading, Writing and Maths) in termly assessments.</p> <p>Learning Plans evidence literacy and numeracy based targets for children who are 'Cause for Concern' or on the SEN register. More accurate identification by staff of the difference between a lower ability child and a child with additional needs.</p>	<p>2,3,4.</p>

<p>the school using Catch –up and Pupil Premium Funding e.g. Wellcomm Phonics Groups, Fresh Start, Reciprocal Reading, Literacy Gold.</p> <p>These are being delivered on a daily basis by a range of trained staff and are monitored by the English Lead.</p> <p>There is a TA who is designated for delivering interventions across KS2, who is overseen by the English Lead.</p>	<p>Staff with particular skills and training e.g. in supporting underachievement in maths, S&L lead specif interventions on a daily basis. This will allow for far aster intervention and, therefore, hopefully boost children’s ability and confidence much more effectively.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	
<p>Social Communication Group led by FSW.</p> <p>Individual professional bereavement sessions to support children after loss</p> <p>£250 per ½ day</p>	<p>Children who have difficulties with Social communication and interaction as identified in their EHCP or Learning Plan.</p> <p>Targets for relevant children on Learning Plans which are reviewed on a half-termly basis.</p> <p>Children work in a small group for 30 minutes once a week focusing on skills for communication, reading body language, expressing our emotions appropriately, relaxation techniques etc.</p> <p>Developing and enhancing their communication skills, leads to an improvement in confidence and in turn learning</p> <p>The school is working closely with local bereavement counsellors to support both children and staff to deal with personal – sudden and unexpected – loss, in order to support mental resilience. Counsellors attend school monthly for any staff member requiring support and referrals are made for children and their families (FOC) who need ongoing emotional support.</p>	<p>2,3,4.</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 88,124

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech and Language intervention by NHS therapist. Fortnightly visits by therapist to run 1-1 interventions with targeted children and share strategies with relevant staff and parents/carers.</p> <p>This is cascaded to the specialist Teaching Assistant who is now covered on a fortnightly basis to give capacity to work with a wider range of children.</p> <p>£3300</p>	<p>SLA between school and Speech and Language Therapy.</p> <p>Termly written reports to parents/carers giving feedback on progress against targets.</p> <p>Information shared with relevant staff.</p> <p>Targets for relevant children on Learning Plans which are reviewed on a half-termly basis.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	2,3,4.
<p>Educational Psychologist sessions purchased by school to support EHCP assessments, provide advice and deliver training. Deliver play therapy sessions. Meetings with parents regarding the needs of their children.</p> <p>£4860 (additional sessions purchased from Sept 2024)</p>	<p>Evidence included in EHCP requests.</p> <p>Strategies circulated and shared with staff.</p> <p>Feedback to parents via SENCO.</p> <p>Training for staff on the emotional and social impact of separation anxiety and how this impacts behaviour.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	2,3,4.
<p>Link with Reflexions Team established to help support the wellbeing of students.</p> <p>No cost to budget</p>	<p>Reflexions therapist in school on a weekly basis to work with children whose referrals have been successful.</p> <p>Reflexions will provide advice for the parents/carers of the children they work with.</p>	2,4.

	<p>Training booked for staff on identifying mental health needs in children. This was one of the areas identified as a training need in the Staff Wellbeing Survey.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	
<p>Whole School commitment to positive Mental Health and Wellbeing.</p> <p><i>No cost – grant funded from DfE</i></p>	<p>Folder of evidence related to strategy and policy on Mental Health and Wellbeing of students and staff. Stakeholder surveys (children, staff and parents.)</p> <p>At least twice daily emotional check-ins with children to encourage them to talk about how they feel and be more 'ready to learn.'</p> <p>Assemblies with a wellbeing and mental health focus.</p> <p>Participation in Mental Health focus days and weeks.</p> <p>Individual 1:1 support sessions for parents to meet the agencies we work with, supported by the FSW.</p> <p>Reporting on mental health and wellbeing – now to be a standing agenda item for all future Governing Body meetings via the HT report .</p> <p>Student Wellbeing Champions.</p> <p>FSW has successfully completed Senior Mental Health Lead Training.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	2,4.
'Before and After School Club'	<p>This is provided by an external company - JC Academy - based in school.</p>	1,2.
Sports Clubs	<p>Run by the school Sports Coach.</p> <p>Children from the school will sign up and fully engage in these after school clubs (Monday and Friday.) These will provide valuable opportunities for exercise and interaction between students across the school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	2,4.

<p>Family Support Worker and SENDCO identify and support families and children to alleviate barriers to learning. £31,465 (FSW salary only)</p>	<p>All six DSLs (HT, Deputy, Family Support Worker – DSLs, SENDCO, and x2 Y2 teachers – deputy DSLs) have completed Early Help Training or refresher training to update knowledge.</p> <p>Early Help is offered where appropriate, with school as the lead professional agency. There are also a number of families who require an enhanced level of support, but do not yet meet the threshold criteria for Early Help. This is to support a variety of needs, including parental mental health, substance abuse, parenting (inc. school attendance), finance/ debt and rent arrears (including food bank voucher distribution), parenting and child nurture. All of which present considerable barriers to their child’s ability to fully access learning.</p> <p>EWO leads support and Early Help for families in school across a range of ACEs inc:</p> <ul style="list-style-type: none"> - bedtime routines - parental mental health - substance abuse - relationship breakdown - separation anxiety - genal anxiety - routines - school uniform distribution - Attendance/ persistent absence - behaviour - finance/ debt - rent arrears - financial/ debt – food poverty (we are a food bank voucher distribution centre) - finance/ debt – fuel poverty - housing support - resilience - parenting and child nurture – particularly saying ‘no’ to children. - <p>In addition to being joint DSL, the FSW is Mental Health lead, ELSA lead and Food for Life lead across the school.</p> <p>This allows us to provide an holistic approach for families, with a single point of contact for parents/carers meaning they ‘tell us once’, rather than recounting difficult personal information to a number of staff on a number of occasions. This can reduce disengagement and develops a strong working bond and trust between home/school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1,2,4</p>
<p>Attendance Lead working with EWO . £3620</p>	<p>Attendance Manager meets weekly with EWO to identify and support those children and families where attendance is an issue. Regular parent meetings are set up when a child’s attendance fails,</p>	<p>All.</p>

<i>(EWO/Attendance Officer SLA)</i>	to improve. Termly review of attendance meetings take place between the Attendance Lead and the EWO mentor. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
'Food for Life' project. Now self-sustaining (working with Winterely Lane allotments)	Led by Family Support Worker. Promotion of 'Healthy body. Healthy Mind' ethos. School meals all made on the premises from locally sourced ingredients. Children have presented to other schools and in assembly on how the project has improved their diet and wellbeing. School have achieved the Silver standard award (2023). We are the first school in the borough to do so. For 2024-25, we now have our own full allotment plot at Winterley Lane allotments. This will extend the amount of food we can grow for the school kitchen. The allotment is organic, although not accredited. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2.
ELSA £1634	Emotional Literacy Programme delivered by the Family Support Worker. 1-1 weekly sessions for targeted children. Also provides termly 'check ins' from the ELSA team for the EWO. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2, 4.
Residential Visits	Annual visits to Laches Wood for Year 2 (overnight stay), Year 4 (three days) and Standon Bowers (one week**) for Year 6. Providing valuable experience for children in being away from home, independence skills, resilience and team-building. Facility for families to pay in instalments. Families are given at least one year's notice for the dates. ** 2024-25 Due to the current PP in Y6 (505 of cohort) a three day stay has been booked, as the price is prohibitive for many parents. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2,3,4.
Widening the opportunity for children to participate in activities which enhance and broaden	Provision of a range of initiatives to broaden children's experiences. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	2,3,4.

<p>the curriculum and their learning experiences e.g.. visitors to school such as Zoo Lab, pantomime.</p>		
<p>'Good to be Green' behaviour scheme.</p>	<p>Highly visual behaviour scheme used across school Positive behaviour is recognised and rewarded. Information on the scheme has been shared with staff, parents/carers and students. Updates are shared on Class Dojo</p> <p>There has been an increase in the number of students remaining 'on green' since the beginning of the academic year. On a termly basis, a very small minority of children (less than one per class) are reaching 'red' across all year groups.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>All</p>

Total budgeted cost: £ 236,538 (includes £37,529 F/T post)

£199,009 (not including the post)

Part B: Review of the previous academic year

Outcomes for disadvantaged children

End of KS2 outcomes 2024 (validated February 2025)

Reading

Disadvantaged 45% (Nat 62%)

Non- disadvantaged 60% (Nat 80%)

Writing

Disadvantaged 36% (Nat 58%)

Non- disadvantaged 65% (Nat 78%)

Maths

Disadvantaged 36% (Nat 59%)

Non- disadvantaged 55% (Nat 79%)

RWM

Disadvantaged 36% (Nat 46%)

Non- disadvantaged 55% (Nat 67%)

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.

Programme	Provider