

Pupil premium strategy statement – Radcliffe Hall CE/Methodist Primary School

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	289
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	27 November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Liz Cook
Pupil premium lead	Liz Cook – HT
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£159280
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£159580

Part A: Pupil premium strategy plan

Statement of intent

Radcliffe Hall serves a diverse community. Pupils bring differing strengths and needs to our community. It is our aim that all children should achieve their full potential and that disadvantage for whatever reason should be no barrier to this.

We aim for all pupils to leave Radcliffe Hall equipped with the skills that they need to achieve well in high school, but also in life. We aim to spark passions in them for sport and the arts that will be of great benefit to them in later life.

Challenges

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

Challenge number	Detail of challenge
1	On entry many pupils are not meeting age related expectations for speech and language. This in turn affects their acquisition of the skills necessary to become fluent readers and writers.
2	There is a significant gap between those pupils in receipt of pupil premium and those who are not in all subjects but especially the core subjects.
3	The school has an increasing number of pupils with complex needs and these pupils can have an impact on the learning of their peers.
4	Attendance and punctuality is a concern for some pupils in receipt of pupil premium.
5	Pupils are not provided with positive life experiences and have little opportunity to take part in enrichment opportunities.

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
1. Pupils will achieve a good level of development by the end of EYFS enabling them to go on to develop strong reading and writing skills.	60% of the pupils in reception achieve GLD. 80% of the pupils in reception achieve the ELG in Communication and Language.

2. The gap between disadvantaged pupils and their peers will close in statutory assessments.	No more than 10% difference between disadvantaged and their peers in: GLD PSC MTC KS2 Tests and Writing TA
3. Pupils with SEND will be able to achieve their full potential and provision will be in place for them.	Pupils with SEND will make rapid progress and this will be seen through their personalised curricula and the steps that they have made. Therapeutic support and intervention will be in place for children with ASC, ADHD and SEMH to enable them to access the classroom and make progress with their learning.
4. Attendance will improve for PPG pupils and will be in line with their peers and over the national average at 95%.	PPG pupils as a group to achieve 95% attendance.
5. All pupils in the school will access extra-curricular enhancement opportunities in sports, the arts and beyond.	90% of KS2 pupils to attend an extra curricular club All pupils to have the opportunity to perform live music in a venue other than school

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 – Teachers salaries

Budgeted cost: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring high quality feedback across the school	Smaller class sizes in year groups where there is concern about attainment enables teachers to give more targeted oral feedback to children. This has been shown in studies to improve children's attainment by 7+ months.	Whole school but especially Y2 and Y3.
Enabling small group teaching for phonics in EYFS, Y1 and Y2	The employment of three teachers from January 2025 across the EYFS for 54 children and splitting Y2 into two small classes of 23 enables targeted support during phonics lessons. The teaching of phonics can make improvements of 5 months.	EYFS and KS1

Small group intervention – including oral language intervention	The use of an interventions teacher three days a week in KS2 to work on reading comprehension strategies, oral language intervention and writing support. These strategies have shown to make improvements of around 6 months.	KS2
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Targeted academic support - Teaching Assistants Salaries

Budgeted cost: £ 34,970

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a pastoral teaching assistant to support with self-regulation and social and emotional behaviours	This has been shown to make around 4 months additional progress. Complex behaviour needs are a key issue across the school and the employment of a pastoral TA enables us to teach self-regulation strategies to those who most need them.	Whole school
Employment of TAs to support with complex needs	TAs to support children with complex needs enables support with dysregulation and minimises disruption to learning	Whole school

Wider strategies – Attendance and Curriculum Support

Budgeted cost: £49,610

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of dedicated Family Support Worker	Improvements in attendance enable pupils to make rapid progress. The Family Support Worker manages, monitors and supports attendance. They also provide support for pupils and families in crisis – this support encourages pupils to come into school.	Whole school
High quality music provision	The use of a music specialist to teach music across the school and develop singing as well as running extra curricular provision – such as choir. Arts involvement has been show to make around 3 months of progress.	Whole school

Total budgeted cost: £ 159,580

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS Data 23-24

	School PPG	School non PPG	School Overall	Local Overall	National Overall
LA	50%	65%	60%	80%	Data due 28.11.24
Sp	50%	71%	64%	81%	
SR	63%	76%	72%	83%	
MS	75%	76%	76%	86%	
BR	75%	88%	84%	87%	
GMS	75%	94%	88%	92%	
FMS	63%	82%	76%	84%	
Comp	50%	59%	56%	78%	
Word Read	63%	53%	56%	73%	
Write	50%	59%	56%	69%	
Number	50%	82%	72%	76%	
Numerical Pattern	50%	82%	72%	77%	
PanP	50%	76%	68%	80%	
PCC	50%	82%	72%	80%	
NW	50%	82%	72%	82%	
CM	75%	94%	88%	87%	
BEI	88%	94%	92%	84%	
GLD	50%	47%	48%	65%	

Phonics Data 23-24

	School PPG	School non PPG	School Overall	Local Overall	National Overall
Y1 PSC	45%	62%	58%	79%	80%
Y2 PSC	76%	90%	82%	No data	89%

KS1 Data 23-24 (Optional)

Subject	School PPG	School Non PPG	School Overall	Local Overall	National Overall
Reading	36%	65%	49%	No data	No data
Writing	36%	65%	49%	No data	No data
Maths	48%	80%	62%	No data	No data
Combined	32%	60%	44%	No data	No data

MTC

Subject	School PPG	School Non PPG	School Overall	Local Overall	National Overall
Full Marks	9%	20%	15%	No data	Data not available
Over 20	46%	52%	50%	No data	

KS2 23-24

Subject	PPG	Not PPG	Overall	Local Overall	National Overall
Reading	39%	78%	58%	76%	74%
Writing	39%	83%	62%	73%	72%
Maths	34%	83%	58%	76%	73%
RWM	28%	67%	47%	63%	61%

Across the board disadvantaged pupils are achieving below their peers and in some cases there is a significant gap. The number of pupils who are both disadvantaged and SEN is high and this has an impact on some of the data.

Efforts will need to be made this year to ensure that the targeted support – particularly through the use of the interventions teaching – will need to be focussed on those pupils.