

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	287
Proportion (%) of pupil premium eligible pupils	48.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Elizabeth Cook
Pupil premium lead	Elizabeth Cook
Governor / Trustee lead	Shirley Thornton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£191200
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>	£191200

Part A: Pupil premium strategy plan

Statement of intent

Radcliffe Hall serves a diverse community. We are higher than the national average for FSM, EAL, BAME and SEND (including being twice the national average for EHCPs). This results in significant challenges for our school community and barriers to learning for our pupils. It is our aim that all children should achieve their full potential and that disadvantage - for whatever reason – should not stop children from doing 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.

As a school we are part of the funded Breakfast Club pilot and although we do not use PP Funding to support this, we believe that this project will have a positive impact on attendance.

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 onto 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 (for example, CPD, recruitment and retention)

Budgeted cost: £84,144

Activity	Evidence that supports this approach	Challenge number(s) addressed
Voice 21 membership	The EEF research shows that oracy interventions – including a whole school approach – supports children in making 6 months plus progress.	Whole School
Support for teacher salaries to enable two	Supporting pupils with their self-regulation and social and emotional	Whole school

therapeutic classes to be created for pupils	behaviours has been shown to provide 4 months additional progress.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £53713

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 (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £53343

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: £ 191,200

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS Data 24-25					
	School PPG	School non PPG	School Overall	Local Overall	National Overall
LA	89%	80%	84%	Data not available	Data due 28.11.24
Sp	89%	75%	82%		
SR	89%	70%	79%		
MS	83%	80%	82%		
BR	83%	80%	82%		
GMS	94%	80%	87%		
FMS	83%	50%	66%		
Comp	78%	50%	63%		
Word Read	72%	45%	58%		
Write	61%	45%	53%		
Number	72%	65%	68%		
Numerical Pattern	72%	65%	68%		
PanP	89%	70%	79%		
PCC	89%	70%	79%		
NW	89%	70%	79%		
CM	89%	60%	74%		
BEI	83%	60%	71%		
GLD	61%	40%	50%		
Phonics Data 24-25					
	School PPG	School non PPG	School Overall	Local Overall	National Overall
Y1 PSC	45%	65%	58%	79%	80%
Y2 PSC	80%	97%	91%	Data not available	
KS1 Data 24-25 (Optional)					
Subject	School PPG	School Non PPG	School Overall	Local Overall	National Overall
Reading	27%	65%	52%	Data not available	
Writing	27%	45%	39%		
Maths	33%	68%	57%		
Combined	27%	45%	39%		
MTC 24-25					
Subject	School PPG	School Non PPG	School Overall	Local Overall	National Overall
Over 20	56%	34%	50%	Data not available	Data not available

KS2 24-25

Subject	PPG	Not PPG	Overall	Local Overall	National Overall
Reading	48%	76%	62%	Data not available	75%
Writing	48%	79%	64%		72%
Maths	43%	87%	67%		74%
RWM	29%	67%	47%	60%	62%

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.

In EYFS PPG pupils outperformed their non-PPG peers in all areas. Many of our PPG pupils were in our nursery and this has given them a strong foundation in their learning.

