

Pupil Premium Strategy Statement 2024-25

The Edward Richardson 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	109
Proportion (%) of pupil premium eligible pupils	15%
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	April 2025
Date on which it will be reviewed	April 2026
Statement authorised by	Stuart Spendlow, Headteacher
Pupil premium lead	Stuart Spendlow, Headteacher
Governor / Trustee lead	Alex Price

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,240
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£542
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>	£19,782

Part A: Pupil premium strategy plan

Statement of intent

At The Edward Richardson Primary School, our aim is to ensure that all pupils, regardless of their background or personal circumstances, have access to high-quality teaching and the support they need to thrive. Our ultimate objective for disadvantaged pupils is to eliminate the attainment gap between them and their peers, enabling every child to achieve their full potential.

Our pupil premium strategy is responsive, evidence-informed, and rooted in high expectations. We recognise that disadvantage can present in many different ways, and we are committed to addressing both common barriers to learning and individual needs. Through a carefully structured approach, we prioritise high-quality teaching, targeted academic support, and wider strategies to enhance well-being and engagement.

Disadvantaged pupils receive early intervention in KS1, particularly through Little Wandle phonics and targeted reading support, alongside focused small-group and 1:1 help at KS2 to secure fluency in reading, writing, and mathematics. This balance prevents early difficulties from compounding and ensures gaps narrow before pupils leave primary school.

Our approach is guided by three key principles:

1. **High-Quality Teaching for All** - Research consistently shows that high-quality teaching has the greatest impact on pupil outcomes, particularly for disadvantaged pupils. Therefore, our primary focus is on sustained professional development for staff, ensuring that all children benefit from excellent classroom practice.
2. **Targeted Support Based on Need** - We recognise that barriers to learning vary across individuals and cohorts. Our strategy includes early identification of need, effective use of diagnostic assessments, and targeted interventions to support both academic progress and pastoral development.
3. **A Whole-School Approach to Success** - We believe that closing the attainment gap is the responsibility of the whole school community. We foster a culture where disadvantaged pupils are held to the same high expectations as their peers, with tailored support in place to help them overcome challenges.

Through careful monitoring, rigorous evaluation, and continuous refinement of our approach, we ensure that the pupil premium grant is used effectively to secure the best possible outcomes for disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in attainment and fluency in reading, writing, and mathematics, particularly at KS2.
2	Limited access to enrichment opportunities outside school, which can impact confidence, wellbeing, and engagement.
3	Transition challenges for some pupils moving to secondary school.
4	Attendance at holiday activities, which disadvantaged pupils may be unable to access without financial support.

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
Disadvantaged pupils make accelerated progress in reading, writing, and mathematics, with outcomes at KS2 at least in line with national disadvantaged figures and narrowing the gap to their non-disadvantaged peers in school.	- By 2028, $\geq 70\%$ of disadvantaged pupils achieve the expected standard in reading, writing, and mathematics combined at KS2 (in line with, or above, national disadvantaged). - Internal data shows year-on-year closing of attainment gaps between disadvantaged and non-disadvantaged pupils in all year groups. - Progress measures for disadvantaged pupils at KS2 are at least 0 (average) or better.
Disadvantaged pupils access a range of enrichment activities, both in and out of school, which improve engagement, attendance, and self-confidence.	$\geq 90\%$ of disadvantaged pupils take part in at least one enrichment activity annually. - Pupil and parent voice shows increased confidence and sense of belonging. - Disadvantaged pupils' attendance is at least in line with national disadvantaged figures and the gap to non-disadvantaged is reduced.

Disadvantaged pupils transition smoothly into secondary school, with practical barriers such as uniform removed.	• 100% of disadvantaged pupils move successfully to secondary school with no cases of absence or stigma due to lack of uniform/resources. • Year 7 feedback (pupils/secondary staff) confirms pupils are well prepared for the transition.
Disadvantaged pupils attend HAF provision that supports their wellbeing, social development, and access to healthy activities.	• Uptake of HAF by disadvantaged pupils increases compared with 2023/24 baseline. • Pupil/parent surveys show positive impact on wellbeing and social skills. • All eligible disadvantaged pupils are offered, and the majority attend, HAF activities annually.

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: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £21,130

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support from a named Teaching Assistant delivering small-group and 1:1 intervention in reading, writing, and maths across KS1 and KS2. This	EEF evidence highlights the strong impact of small-group and 1:1 tuition, particularly when focused on core skills. Systematic synthetic phonics is	1

includes: Little Wandle phonics keep-up groups for KS1 pupils who are at risk of falling behind. Reading groups and individual support to develop fluency and comprehension. Maths fluency and calculation support, particularly in KS2.	shown to be the most effective approach to early reading.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £592

Activity	Evidence that supports this approach	Challenge number(s) addressed
Hire of transport for HAF holiday provision - Funding transport enables disadvantaged pupils to access local Holiday Activities and Food (HAF) provision that they would not otherwise attend due to financial or logistical barriers. This ensures that children can benefit from structured activities, social interaction, and healthy meals during school holidays.	Evidence shows that access to structured holiday provision can improve wellbeing, social skills, and physical health, while reducing holiday learning loss (EEF / DfE HAF evaluation). Removing transport barriers increases take-up by disadvantaged families.	2, 4
Support with secondary school uniform - Direct financial support provided to disadvantaged Year 6 pupils for purchasing secondary school uniform. This prevents stigma, reduces stress for families, and ensures pupils can begin secondary education confidently without barriers linked to poverty.	Research on transitions highlights the importance of reducing anxiety and ensuring disadvantaged pupils are not singled out due to financial hardship (EEF, NFER). Providing uniform directly addresses an identified barrier to successful transition.	3

Total budgeted cost: £21,722

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Across 2023–24, outcomes for disadvantaged pupils at The Edward Richardson Primary School were strong:

- 100% of pupils made progress in reading, writing, and mathematics.
- 90% made expected progress across all three core subjects.
- 30% achieved better than expected progress in at least one core subject.
- All pupils who achieved a 2 at the end of EYFS reached the expected standard (EXS) by the end of KS1.
- All pupils who achieved the expected standard (EXS) at KS1 maintained this by the end of KS2.
- All pupils who achieved greater depth (GDS) at KS1 sustained this by the end of KS2.

These outcomes demonstrate that disadvantaged pupils are not only making progress but are also sustaining outcomes across key stages, ensuring early gains are not lost as they move through school.

Impact of pupil premium spending

The deployment of a dedicated Teaching Assistant to deliver targeted intervention was highly effective in closing gaps in core subjects, particularly in securing fluency in reading and mathematics. The inclusion of Little Wandle phonics keep-up groups ensured that pupils at risk of falling behind in KS1 made strong progress and entered KS2 with secure foundations. Focused small-group and 1:1 interventions in KS2 enabled disadvantaged pupils to sustain expected standards and achieve accelerated progress where possible.

Wider strategies also had impact: the provision of uniform support removed a barrier for Year 6 pupils transitioning to secondary school, while funding for transport enabled disadvantaged pupils to access HAF holiday provision they would otherwise have missed. Both strategies contributed to increased wellbeing, engagement, and a sense of belonging.

Next steps

Although outcomes are positive, the school recognises that there is still a need to increase the proportion of disadvantaged pupils achieving better than expected progress across the curriculum. The strategy for 2025–26 will therefore maintain a strong focus on high-quality teaching and targeted intervention, with continued use of diagnostic assessment to refine provision. Wider strategies will also be sustained to

ensure that barriers linked to wellbeing, enrichment, and transition do not limit pupils' success.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider