Pupil Premium Strategy Statement 2026-27
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	105
Proportion (%) of pupil premium eligible pupils	13% (14 pupils)
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)**	2026-27 to 2028-29
Date this statement was published	December 2026
Date on which it will be reviewed	September 2027
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	£23,250
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£3,678
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£26,928

Part A: Pupil premium strategy plan

Statement of intent

At The Edward Richardson Primary School, we want every child, whatever their background or circumstances, to leave us as a confident, fluent reader, writer and mathematician who is ready for secondary school. Our aim for disadvantaged pupils is that they achieve as well as their peers in school, and better than disadvantaged pupils nationally.

As a small school, we know each of our disadvantaged pupils and their families well. This means we can plan around individual children rather than labels, and respond quickly when a child needs more help. This year, most of our disadvantaged pupils are in Key Stage 2, particularly in Years 3 and 4, and our plan reflects that.

We know that high-quality teaching in every class makes the biggest difference for disadvantaged pupils. This is funded through our core budget, so our pupil premium is focused on targeted academic support: a dedicated teaching assistant delivering structured small-group and 1:1 intervention, alongside teacher-led intervention from one of our own class teachers. In Key Stage 1, pupils who need it receive Little Wandle keep-up sessions so that gaps in phonics close quickly rather than following them into Key Stage 2.

Attendance is a priority in this plan. Last year, disadvantaged pupils attended less well than their peers in the autumn and summer terms, and we will work closely with families to close that gap.

We review the impact of this plan each term through Pupil Progress Meetings and attendance reviews, and adapt it when something isn't working. All of our approaches are drawn from the DfE's recommended approaches and the Education Endowment Foundation's evidence.

Challenges

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

Challenge number	Detail of challenge
1	Phonics and early reading: our assessments show that disadvantaged pupils often start Key Stage 1 behind their peers in phonics, and need prompt, targeted keep-up support to close the gap.

2	Fluency and greater depth in Key Stage 2: disadvantaged pupils, most of whom are currently in Years 3 to 6, need to secure fluency in reading, writing and maths (including recall of times tables), and fewer of them reach greater depth than their peers.
3	Attendance: in 2025-26, attendance for disadvantaged pupils was 2 to 3 percentage points below that of all pupils in the autumn and summer terms, mainly due to authorised absence.
4	Social, emotional and pastoral needs: some pupils, including those from service families, have needs that can affect their wellbeing and readiness to learn, such as the impact of family moves or deployment.

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 keep up with phonics and become fluent early readers.	• By the end of this plan, disadvantaged pupils pass the Year 1 Phonics Screening Check at a rate in line with their peers in school. • Any disadvantaged pupil not on track at a Little Wandle assessment point starts keep-up support within two weeks.
Disadvantaged pupils achieve well in reading, writing and maths by the end of Key Stage 2, with more of them reaching greater depth.	• By 2029, the proportion of disadvantaged pupils reaching the expected standard in Reading, Writing and Maths combined is at least in line with non-disadvantaged pupils nationally. • Each year, internal tracking shows the attainment gap between disadvantaged pupils and their peers narrowing in Years 3 to 6. • An increasing proportion of disadvantaged pupils reach greater depth in at least one subject. • Disadvantaged pupils' multiplication tables check scores are in line with their peers in school.
Attendance of disadvantaged pupils improves and the gap with their peers closes.	• By 2028-29, attendance for disadvantaged pupils is at least 96% across the year, and no more than 1

	percentage point below all pupils in any term. • Persistent absence among disadvantaged pupils is below the national figure for disadvantaged pupils.
Disadvantaged pupils, including previously looked-after and service children, feel safe, settled and ready to learn.	• Pupil voice shows that disadvantaged pupils feel they belong and know who to go to for help. • Pastoral concerns are identified early, and support is in place and reviewed termly with families.

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
High-quality teaching for all High-quality teaching in every class, supported by ongoing staff CPD, is funded through the school's core budget rather than pupil premium.	The EEF's guide to the pupil premium identifies high-quality teaching as the most important factor in improving outcomes for disadvantaged pupils.	1, 2

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

Budgeted cost: £26,928

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated teaching assistant for targeted intervention A named teaching assistant delivers structured small-group and 1:1 intervention, prioritising disadvantaged pupils in Years 3 to 6. Sessions focus on reading fluency and comprehension, maths fluency (including times tables) and sentence-level writing. In Key Stage 1, Little Wandle keep-up sessions are delivered for any pupil at risk of falling behind in phonics. Cost: £22,211	EEF Teaching and Learning Toolkit: small group tuition (+4 months), one to one tuition (+5 months) and phonics (+5 months). The EEF's guidance on making best use of teaching assistants shows that structured, well-planned interventions delivered by trained TAs improve outcomes.	1, 2
Teacher-led intervention One of our job-share class teachers works additional hours to deliver targeted small-group intervention directly to disadvantaged pupils in Key Stage 2, focused on pupils close to greater depth and on pre-teaching key maths and writing content. Cost: £4,717, funded from the £3,678 carried forward from 2025-26 and the remainder of this year's allocation.	EEF Teaching and Learning Toolkit: small group tuition is most effective when delivered by teachers and closely linked to classroom teaching.	2

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

Budgeted cost: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance support for disadvantaged families The Headteacher, as Attendance Champion, reviews	DfE guidance, Working together to improve school attendance, and the EEF's evidence review on attendance both highlight the	3

the attendance of disadvantaged pupils each half term, contacts families early when attendance dips and puts tailored support in place.	value of early, personalised contact with families.	
Pastoral support Regular check-ins and tailored pastoral support for pupils with social and emotional needs, working closely with families. For service children, this includes ELSA (emotional literacy support assistant) sessions as and when needed, funded through service pupil premium (£720).	EEF Teaching and Learning Toolkit: social and emotional learning (+4 months).	4

Total budgeted cost: £26,928

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This review covers 2025-26, the second year of our 2024-27 strategy. Having reviewed it, we have begun a new three-year plan from 2026-27 so that it reflects our current pupils and their needs.

Key Stage 2 outcomes

The number of disadvantaged pupils in our 2026 Year 6 cohort was very small, so we do not publish their results as percentages, to avoid identifying individual pupils. Their outcomes were at or above the expected standard in reading, writing, maths and grammar, punctuation and spelling. Across the whole cohort, 93% of pupils reached the expected standard in reading, writing and maths combined, compared with 63% nationally.

Phonics and multiplication tables check

Little Wandle keep-up sessions continued to close gaps for disadvantaged pupils who had fallen behind in phonics, and all disadvantaged pupils in Year 1 met the expected standard in the 2026 phonics screening check. In the Year 4 multiplication tables check, disadvantaged pupils achieved well, although their average score was slightly below that of their peers. Recall of times tables therefore remains part of our Key Stage 2 intervention focus.

Attendance

Attendance for disadvantaged pupils was 93.8% in the autumn term, 96.4% in the spring term and 93.9% in the summer term, compared with 96.6%, 96.4% and 96.0% for all pupils. The gap closed completely in the spring term but reopened in the summer, and was driven mainly by authorised absence. Closing this gap is a specific focus of our new plan.

Impact of pupil premium spending

In 2025-26, £20,562 of our pupil premium funded a dedicated teaching assistant to deliver targeted intervention. Phonics keep-up in Key Stage 1 and small-group and 1:1 support in Key Stage 2 helped disadvantaged pupils close gaps and secure the expected standard by the end of Year 6. The remaining £3,678 has been carried forward to fund teacher-led intervention in 2026-27.

The transport for holiday activities (HAF) and secondary uniform support included in our previous statement were not needed from pupil premium in 2025-26. Families were

able to access this support in other ways, including second-hand uniform schemes now run by local schools, so these do not form part of our new plan. **Next steps** Our new plan keeps targeted intervention at its heart, with a sharper focus on Key Stage 2, where most of our disadvantaged pupils now are, and on closing the attendance gap.

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
None	N/A

Service pupil premium funding

Measure	Details
How our service pupil premium allocation was spent last academic year	Our service families were settled throughout the year, so pastoral needs were low. We used the funding mainly for resources to support service children in class, including a selection of reading books chosen to match their interests. Ad hoc ELSA (Emotional Literacy Support Assistant) sessions were also provided when needed.
The impact of that spending on service pupil premium eligible pupils	Service children remained settled and engaged in school. The books helped to sustain their motivation and enjoyment of reading. Where ELSA support was used, it helped pupils talk through worries and return to learning quickly. This year, the funding will continue to provide ELSA support as and when it is needed, so that we can respond quickly if circumstances change, eg: during a deployment.