

# Pupil premium strategy statement – The Radstone 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	417
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers	2022 - 2025
Date this statement was published	December 2022
Date on which it will be reviewed	November 2025
Statement authorised by	Mrs J Jeffery-Webb Headteacher
Pupil premium lead	Mrs J Jeffery-Webb Headteacher
Governor / Trustee lead	Sarah Rowe

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,280
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£53,280

## Part A: Pupil premium strategy plan

### Statement of intent

The Radstone Primary School is a new school located in Brackley, Northants. It is in its seventh year of opening, currently housing 14 classes from Reception to Year 6. We have high aspirations and ambitions for all our pupils, and we are determined to ensure that all our pupils are given every chance to realise their full potential. At The Radstone we have a small, but growing percentage of disadvantaged pupils. Additionally, we have a significant percentage of pupils with Special Educational Needs or Disabilities; many of these have a very high level of need. We recognise each pupil as an individual and as a result consider that there is no “one size fits all”, so it is essential that we identify individual barriers in order to so that our pupils can flourish by working as team of teachers, other professionals and families to create a plan for each individual. Pupil Premium funding represents a very small proportion of our overall budget, however we are committed to providing personalised targeted support to ensure that it is spent to maximum effect for identified pupils.

The Radstone Primary School receives Pupil Premium funding for each child who is entitled to receive Free School Meals or who has been entitled to over the last six years, and for any Looked After Children or Service Children. Pupil Premium funding is only available for children in Reception to Year 11 who are aged 4 and above.

Our key objective in using the Pupil Premium grants is to narrow the achievement gap between pupil groups. As a school we have a good track record of ensuring that pupils make good progress, but are aware that good achievement outcomes may present more challenges for disadvantaged pupils – this is also a trend noticeable in national data. Through Quality First class teaching, alongside targeted interventions we are working to eliminate barriers to learning and progress and our aim is to ensure that they make accelerated progress in order to reach age-related expectations or above as they move through the school. We do our utmost to ensure that teaching and learning opportunities meet the needs of all the children at The Radstone Primary School.

Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. This may mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time. We ensure that appropriate provision is made for children who belong to vulnerable groups; this includes ensuring the needs of children entitled to free school meals and children who are Looked After or Service Children are assessed and addressed.

## Challenges

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

Challenge number	Detail of challenge
1	Higher rates of academic progress across KS1 and KS2 – close the gaps between all children. An increase in the number of disadvantaged children with low prior attainment in English and Maths throughout KS1 and KS2.
2	Through observations and monitoring we have noticed that disadvantaged children tend not to access as many clubs as other children. We wish to ensure access to extra-curricular clubs and provide opportunities to represent the school within the community.
3	Greater understanding of personal wellbeing and challenging low aspirations of pupils. Pastoral concerns for some disadvantaged (and non-disadvantaged), coupled with low aspirations, are having detrimental effects on their academic progress.
4	Some disadvantaged children have low attendance due to parental engagement & lack of understanding. We will have increased attendance rates for pupils eligible for PP.

## 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 children make as much progress as 'other' pupils in our school and others nationally across KS1 and KS2 in phonics, reading, writing and maths.	Pupils eligible for PP make as much progress as 'other' pupils across KS2 in reading, writing and maths. Measured throughout KS1 and KS2 by teacher assessments, standardised tests and successful moderation practices both internally and externally.
Equal access to extra-curricular clubs and wider opportunities in and out of school; inclusion and access to sports and music along with curriculum and residential trips.	Increased participation from disadvantaged children in extra-curricular clubs, taking on wider responsibilities and representing the school at key sports and other events.
Wellbeing improved for pupils, particularly those who are PP. Level of aspiration increases and there is not an effect on	Children are better equipped to deal with day to day school and home life, children express high aspirations when interviewed. Children make equivalent or

progress of PP children as a result of wellbeing issues.	better progress than non-PP peers and nationally.
Increase attendance rates for pupils eligible for PP.	Overall PP attendance improves to be in line with 'non-PP pupils in the school and nationally.

## 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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantaged children make as much progress as 'other' pupils in our school and others nationally across KS1 and KS2 in reading, writing and maths.	<p>Provide targeted interventions in reading, writing and maths for disadvantaged children alongside their non-disadvantaged peers.</p> <p>To provide additional support in order to close the gap between disadvantaged children and their peers.</p> <p>Monitoring of intervention groups through staff meetings to ensure effectively targeted actions.</p> <p>Track progress using Arbor.</p>	1

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

Budgeted cost: £14,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>'Close the Gap' intervention groups &amp; extra tutoring, led by staff members, for children who have fallen behind.</p>	<p>Provide targeted interventions in reading, writing and maths for disadvantaged children alongside their non-disadvantaged peers.</p> <p>To provide additional support in order to close the gap between disadvantaged children and their peers.</p> <p>Monitoring of intervention groups through staff meetings to ensure effectively targeted actions.</p> <p>Track progress using Arbor.</p>	1
<p>TRUST Programme</p>	<p>A targeted intervention for children who struggle to manage their emotions and/or behaviour, suffer anxiety or have low self-esteem using Forest School principles.</p> <p>Data is captured before and after from home, school and pupil to measure impact and effectiveness of the programme.</p>	3

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

Budgeted cost: £19,080

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Mental Health and Wellbeing Interventions provided for identified children both advantaged &amp; disadvantaged.</p>	<p>Individual Provision Maps implemented and updated at least termly with RAG rating.</p> <p>Professional conversations with teachers and parents to discuss benefits of interventions.</p>	1 & 3

	<p>Children more engaged with their learning throughout all areas of the curriculum.</p> <p>Signposting them to suitable clubs and activities that develop their personal strengths and interests.</p>	
<p>Wellbeing improved for pupils, particularly those who are PP. Level of aspiration increases and there is not an effect on progress of disadvantaged children as a result of wellbeing issues.</p>	<p>Establish age-relevant mentoring provision for vulnerable children.</p> <p>Positively discriminating children for classroom roles and responsibilities.</p> <p>Signposting them to suitable clubs and activities that develop their personal strengths and interests.</p> <p>High incidence of low engagement in the school's wider provision and enrichment.</p> <p>Opportunity to develop positive friendships and social skills in a safe engaging environment.</p> <p>Termly review of provision through staff and pupil feedback.</p>	3
<p>Equal access to extra-curricular clubs and wider opportunities in and out of school; inclusion and access to sports and music along with curriculum and residential trips.</p>	<p>Positive discrimination and invitation to extensive extra-curricular programme.</p> <p>Regular offers by the school to pay for music or sporting opportunities for all disadvantaged children.</p> <p>Positive discrimination to ensure representation at school events and within pupil responsibilities.</p> <p>Reward commitment of attendance to raise the focus on commitment</p> <p>Ensuring pupils have suitable equipment and kit to participate successfully in school life, contributing to greater self-esteem.</p>	2

	<p>Lower uptake by some disadvantaged children in extra-curricular opportunities.</p> <p>Low self-esteem leads to lack of belief, commitment and perseverance, meaning that engagement is not sustained.</p> <p>Disadvantaged families often do not have the financial ability to support their children to participate in a wide range of school activities therefore school are able to provide the required equipment.</p> <p>Analyse club attendance and pro-active discussions held with pupils and parents to invite children to attend.</p>	
Increased attendance rates for pupils eligible for PP.	<p>Meet directly with parents of children whose attendance falls below the school average.</p> <p>Personalised rewards for improvement on attendance and punctuality.</p> <p>Children who attend are more likely to make good academic and social progress alongside their peers.</p> <p>Regular monitoring of attendance and comparisons between disadvantaged and non-disadvantaged children.</p> <p>Residential and trip costs covered to ensure all children have an equal opportunity to attend.</p>	4
Uniform	<p>Providing pupils with new uniform provides financial support to parents; encourages inclusion within the school community; and raises self-esteem and self-worth.</p>	3, 4

**Total budgeted cost: £53,280**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Covid- 19 had a significant impact on our most disadvantaged pupils. Teacher assessment grades and baseline data in September 2020 evidenced a low start point in Reading, Writing and Maths. Good progress was made through the year from targeted support, intervention planning and quality first teaching. The second national lockdown in January 2021 affected overall progress to reach all end of year targets.

#### *Stage Attainment (July 2025)*

	Key Stage 1 (4 pupils)		Key Stage 2 (4 pupils)	
	EXS	GDS	EXS	GDS
<b>Maths</b>	40%	-	50%	-
<b>Reading</b>	60%	-	50%	-
<b>Writing</b>	40%	-	50%	-

*Internal assessment data based on teacher assessment evidence and NTS standardised results.*

PP Y1-6 (33 pupils)	EXS+ July 2025	GDS July 2025
<b>Maths</b>	55%	6%
<b>Reading</b>	55%	3%
<b>Writing</b>	33%	9%

### 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
Extra-curricular activities - Football - Gymnastics	Freestyle Sports Academy Pacesetters
Peripatetic music lessons	NMPAT – Northamptonshire Music Services
Singing Lessons	Funkeys Music
Group music lessons	Rock Steady
Times Table Rockstars	Maths Circle – TT Rockstars
Numbots	Maths Circle – TT Rockstars
SHINE Interventions- Reading/Maths	Rising Stars MARK

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year**

Provided uniforms for children so that they could feel safe and part of the school immediately.  
Books provided in the library and for the service children to open & begin discussions around deployment/moving schools/house where needed and relevant.

### **The impact of that spending on service pupil premium eligible pupils**

Children felt safe and secure in school from day one. They immediately felt part of the school community & settled well into school life.  
Discussions have been started with the children, using books as resources where relevant. Children have felt happier to discuss changes in their lives due to this.

## Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- providing in-house support for children and parents with mental health concerns through coffee mornings and 1:1 meetings with senior mental health leads.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.