



St. Ethelbert's RCP – Pupil Premium Strategy Statement

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	212
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers	2025/2026 2026/2027
Date this statement was published	12 th August 2026
Date on which it will be reviewed	1st September 2027
Statement authorised by	Mandy Messham
Pupil premium lead	Mandy Messham
Governor / Trustee lead	Gemma Pendlebury

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,000
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£93,000

Part A: Pupil premium strategy plan

Statement of intent

St. Ethelbert's RCP allocates its PPG funding to ensure that targeted pupils reach their full potential, both academically and socially. The school aims to raise the attainment and accelerate the progress of all disadvantaged pupils so that their outcomes are at least in line with their peers, both within our own school and in comparison to similar children nationally. We aim to ensure that all pupils are given the same opportunities to develop their potential and participate in extra-curricular activities both in and outside of school.

Challenges

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

Challenge number	Detail of challenge
1	A very high proportion of children enter school with communication and language skills which are well below or below age-related expectations.
2	Although they make progress, very few of our disadvantaged pupils make rapid progress. There are a small number of children with social and emotional difficulties, who lack confidence or stamina for learning.
3	Some disadvantaged pupils do not have access to support at home, either due to poor home conditions or difficult family circumstances; this has a negative impact on their progress. They have limited experiences of the wider world.
4	An increasing proportion of disadvantaged children also have additional barriers to learning, including Special Educational Needs and English as an Additional Language. In-year admissions are high, meaning that a significant number of children come into school from overseas with little or no English – this is a particular issue in KS2. Pupils being part of multiple vulnerable groups means that overall, there is a gap between the attainment of disadvantaged pupils and their non-disadvantaged peers in some year groups.
5	Some disadvantaged pupils do not attend school regularly enough; holidays in term time and extended trips abroad are an issue and adversely affect the progress of individual pupils.

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. Improve oral language skills for pupils eligible for PP in Nursery & Reception and	All pupils eligible for PPG in Nursery & Reception will make rapid progress so that by

for targeted pupils in Y1, 2, 3 & 4 and all International New Arrivals (KS1 & KS2) Measured through: Outcomes from Communication & language assessments (e.g. Wellcom); observations; test outcomes in reading & writing (Years 1-3)	July 2026, at least 60% of this group will achieve age-related expectations. All targeted pupils in Years 1,2 and 3 will be able to access the curriculum due to improved communication & comprehension skills. All INAs will make good progress based on their individual starting points. All pupils will be supported in the development of their speaking, listening and use of vocabulary, through Voice 21 approaches.
2. Through effectively addressing gaps in learning, particularly for those children in Years 4 and 5, the attainment and progress of pupils eligible for PPG will be at least in line with their non-disadvantaged peers. Measured through: Summative assessment data; assessment of work against year group criteria; observations; pupil interviews; book scrutiny	By July 2027, all disadvantaged pupils will make good progress from their starting points as a result of highly effective teaching and support strategies. They will catch up with tier learning and will achieve their expected targets by the end of the academic year. End of KS2 outcomes for disadvantaged pupils will compare favourably with national benchmarks.
3. The school recognises that pupils make progress when they have access to quality first teaching and learn alongside their peers. However, in some cases, additional intervention and support is required – for example, handwriting / fine motor skills; sensory circuits; IDL for reading & spelling; additional phonics. Therefore, we intend to accelerate the progress of targeted pupils through the use of carefully selected intervention programmes. Measured through: Summative assessment data; assessment of work against year group criteria; observations; pupil interviews; book scrutiny	Targeted interventions will be delivered by well-trained staff. Gaps in learning / skills will be addressed and targeted pupils will make good progress from their starting points.
4. Disadvantaged pupils accessing our Internal Inclusion Unit (Nurture Room) will be able to better access mainstream education through an environment which prioritises well-being, self regulation and strong relationships. Measured through: Visits & visitor records; outcomes from communication & language assessments; assessment of reading & writing; analysis of data; observations; Pupil Passports – progress towards individual SMART targets; attendance / exclusion data	By July 2027, disadvantaged pupils who access the provision will have improved attendance and punctuality. They will be able to sustain positive relationships with their peers and adults. They will demonstrate improved persistence and independence. Tracking of outcomes will show good progress from their individual starting points.
5. In KS2, disadvantaged / EAL pupils, who have limited English, will receive daily	By July 2027, disadvantaged pupils who are new to learning English, will make accelerated

targeted small group support in phonics, vocabulary development, reading, writing and maths from well-trained TAs. This will enable them to make rapid progress in language acquisition and core skills, so that they can access the curriculum with increasing independence and understanding. Measured through: Assessment of achievement – test scores; assessment of work against year group criteria; observations; pupil interviews	progress in phonics, vocabulary, speaking and listening, as evidenced through assessment data and observations. Targeted pupils will move from requiring daily small group support to participating successfully in whole class learning. Targeted pupils will make at least expected progress from their starting points.
6. Pupils eligible for Pupil Premium will have access to a wide range of high-quality experiences, including visits, visitors, and extra-curricular activities. These opportunities will enrich learning, strengthen communication and language skills, and develop pupils' cultural capital, ensuring they are able to connect their experiences to the wider curriculum and the world around them. Measured through: Visits & visitor records; outcomes from communication & language assessments; assessment of reading & writing; pupil interviews; attendance registers	By July 2027, disadvantaged pupils will demonstrate improved vocabulary, greater confidence in speaking, and the ability to write at length about their experiences. They will have a greater understanding of the world around them and be aspirational about the opportunities open to them. Attendance rates will increase and the proportion of children at risk of being persistent absentees will decrease.
7. Increase attendance rates and levels of good punctuality for targeted pupils eligible for Pupil Premium. Measured through: weekly analysis of attendance data	By July 2027, overall disadvantaged attendance will improve to at least 95% in line with other pupils. The number of lates for Pupil Premium pupils will decrease by 20% by the end of the year and will compare favourably with other pupils.

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: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve oral language skills for pupils eligible for Pupil Premium	We want to identify those children who potentially have speech and language	1 2

• Purchase SLA for Speech & Language Therapy – school to receive 10 sessions of support to identify and work with targeted pupils in EYFS • Based on outcomes from SALT, deliver regular interventions, using strategies such as ELKLAN; Wellcomm assessment materials: Nursery & Reception Narrative; Sign Along; Bolton Speech & Language Toolkit – staff to receive refresher training • Embed high-quality talk across all areas of the provision, through effective staff modelling – further staff training to be delivered • Provide refresher training for EYFS staff in the delivery of Speech & Language resources • Continue to implement strategies from the Voice 21 Oracy Programme in order to establish routines for talk, such as the use of sentence stems; nests; trios etc.	difficulties as early as possible so that future provision, including interventions, can be shaped appropriately. Therefore, all children in EYFS will be assessed by the staff and then targeted intervention put in place for identified children. The resources will also be used as a general teaching resource, where appropriate. Staff will be well-trained so that there is a consistency of approach. EEF findings indicate that oral language approaches have a high impact on pupils' outcomes of 6 months additional progress, with high impact, particularly when they are delivered consistently by well-trained staff.	3 4
Improve the attainment and progress of pupils eligible for PPG • Analyse data to identify target groups for intervention – provide time for monitoring • Prioritise high-quality first teaching, with a focus on scaffolding, modelling and the use of questioning to ensure disadvantaged pupils keep up with their peers and are able to access their age-related curriculum – staff to attend PLNs and other CPD to keep up with current pedagogical approaches • Deliver small group tuition in English & maths to targeted pupils, led by teachers and well-trained TAs	We want to ensure that all pupils, including those eligible for PP, make at least sufficient progress based on their starting points, with an increasing proportion making strong progress and exceeding their expected end of year targets. Through the provision of high-quality CPD for all staff, particularly in the key areas of reading, writing, phonics and maths, we aim to develop a greater consistency in the quality of teaching and the approaches used across school (for example, providing feedback to pupils). CPD provision will be shaped by the priorities in the SDP; wherever possible, multiple staff will attend training together to facilitate discussion, encourage collaboration in school and to develop a shared understanding of progression. Effective use will be made of the Professional Learning Networks (PLNs) run by our CMAT and other external providers. EEF findings indicate that the use of good quality feedback, particularly	

	verbal feedback, can increase progress by 6 months. Other approaches, such as small group tuition (+4 months) and TA-led interventions (+4 months) can also have a positive impact.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase the proportion of disadvantaged pupils who receive additional support in school, so that progress is accelerated. - Use pre-teaching and overlearning strategies to targeted pupils, so that they can access new content and increase in independence - Deliver targeted interventions for children who have fallen behind – e.g. phonics; Precision Teaching; times tables; IDL; handwriting / fine motor skills	We want to ensure that disadvantaged pupils who are at risk of falling behind are identified quickly so that they can receive appropriate support, tailored to their needs. Access to pre-teaching & overlearning activities will help to prepare them for new learning and increase their independence in class. This will support them to keep up with their peers. EEF findings indicate that strategies such as pre-teaching and overlearning have a high impact (+7 months). Small group tuition can also have an impact of +4 months.	1 2 3 4
In KS2, disadvantaged / EAL pupils, who have limited English, will receive daily targeted small group support - Baseline assessments conducted on admission to school - Timetabled daily small group tuition in English & Maths, delivered by trained staff. Sessions will have a consistent structure - Use of visual support resources when working in the classroom – e.g. Widget, dual-language resources; IDL	We want to ensure that disadvantaged pupils, including those new to English or with limited English receive highly targeted support, so that they quickly gain the language and skills they need to be able to access the curriculum. EEF findings indicate that oral language interventions can make an impact of +6 months. Small group tuition can also make a difference of +6 months.	

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

Budgeted cost: £ 13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantaged pupils accessing our Internal Inclusion Unit (Nurture Room) - Identify targeted pupils through assessments & staff referrals to ensure the provision supports those pupils with the highest need - Maintain individual Pupil Passports and the use of EduKey to review progress within the provision - Deliver a carefully timetabled provision, providing small group sessions, focusing on self-regulation, emotional and communication skills - Well-trained staff to implement clear routines, consistent expectations and opportunities to develop perseverance & independence - Purchase a range of resources to support the provision's aims - Provide ongoing CPD for the Inclusion Unit staff to ensure they are confident in delivering interventions, de-escalation strategies and nurture-based approaches	We aim to provide a safe and nurturing space for disadvantaged pupils who have additional barriers to learning, so that they can be included in mainstream education and make progress, both academically & socially. Our Nurture Room enables children to develop persistence and independence. EEF findings indicate that interventions which focus on social and emotional skills can help to improve relationships, behaviour and attainment, especially for disadvantaged pupils (+ 4 months). Teaching pupils how to manage their emotions can have a high impact on progress (+7 months)	1 2 3 4
Pupils will have access to a wide range of experiences - Deliver a range of enrichment experiences such as educational visits, cultural events and extra-curricular activities, to enhance learning across the curriculum and encourage pupil engagement - Link key enrichment activities directly to the curriculum to support knowledge retention and writing outcomes - Ensure equality of access through subsidising costs or prioritising participation for targeted pupils	We aim to broaden the experiences of all our children, but particularly those who are disadvantaged. In this way, they can build cultural capital, develop their communication and oracy skills and deepen their understanding of the wider world. Evidence suggests that engaging pupils in creative and cultural enrichment has a positive impact on academic outcomes, confidence and motivation.	1 2 3 4 5

- Track the participation of Pupil Premium recipients to ensure inclusivity & engagement - Engage parents and carers through invitations to special events and through communication via Seesaw		
Increase attendance rates and levels of good punctuality for targeted pupils eligible for Pupil Premium. - Provide CPD for all staff on Trust / DfE expectations - Ensure consistent use of Trust templates, letters etc - Provide CPD so that staff can analyse attendance data, identify at-risk pupils and work with parents as part of timely interventions - Key staff to attend the Trust's Attendance PLN so that the school learns from good practice - Invest in incentives for pupils (e.g. cookie jar, certificates etc.) - Following learning from our Attendance Hub, develop playground activities to encourage pupils to attend regularly – purchase activities / equipment	We would like to improve the attendance & punctuality of disadvantaged pupils, by ensuring that consistent systems, clear communication and targeted support are in place. Staff training is vital in ensuring rigour and a consistency of approach. The EEF has found the following: “Parental communication approaches and targeted parental engagement interventions have had some positive impact on levels of attendance. The average impact was larger for targeted parental approaches. Responsive interventions in which a member of staff or team use multiple interventions and target approaches specifically to the needs of individual pupils was also found to be effective.”	5

Total budgeted cost: £ 93,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils (Summer 2026)

Year 1 (7 pupils)	Reading	Writing	Maths
Working below Y1 objectives	14%	14%	0%
Working towards Y1 objectives	14%	43%	14%
Achieved expected standard for Y1	71%	43%	86%
Achieved Greater Depth standard for Y1	0%	0%	0%
Made expected progress	100%	100%	100%
Made better than expected progress	28%	43%	43%

Year 2 (9 pupils)	Reading	Writing	Maths
Working below Y2 objectives	44%	33%	33%
Working towards Y2 objectives	22%	33%	44%
Achieved expected standard for Y2	33%	33%	22%
Achieved Greater Depth standard for Y2	0%	0%	0%

Made expected progress	100%	100%	100%
Made better than expected progress	22%	33%	22%

Year 3 (14 pupils)	Reading	Writing	Maths
Working below Y3 objectives	36%	36%	29%
Working towards Y3 objectives	43%	43%	43%
Achieved expected standard for Y3	21%	36%	21%
Achieved Greater Depth standard for Y3	0%	0%	7%
Made expected progress	79%	100%	100%
Made better than expected progress	36%	21%	29%

Year 4 (12 pupils)	Reading	Writing	Maths
Working below Y4 objectives	0%	8%	8%
Working towards Y4 objectives	50%	50%	25%

Achieved expected standard for Y4	50%	42%	67%
Achieved Greater Depth standard for Y4	0%	0%	0%
Made expected progress	100%	100%	100%
Made better than expected progress	30%	25%	30%

Year 5 (10 pupils)	Reading	Writing	Maths
Working below Y5 objectives	0%	0%	0%
Working towards Y5 objectives	40%	40%	40%
Achieved expected standard for Y5	60%	60%	60%
Achieved Greater Depth standard for Y5	0%	0%	0%
Made expected progress	100%	100%	100%
Made better than expected progress	30%	30%	30%

Year 6 (14 pupils)	Reading	Writing	Maths
Working below Y6 objectives	14%	21%	14%

Working towards Y6 objectives	28%	57%	43%
Achieved expected standard for Y6	57%	21%	43%
Achieved Greater Depth standard for Y6	14%	0%	0%
Made expected progress	92%	100%	100%
Made better than expected progress	29%	14%	14%

Our Pupil Premium Strategy for 2025/2026 has had a positive impact in many ways:

A key strength has been the school's focus on high-quality teaching alongside targeted academic support, rather than relying on intervention alone. Staff development, improved modelling, scaffolding and questioning, together with small-group tuition, pre-teaching and overlearning, have enabled disadvantaged pupils to access age-related learning more successfully. Assessment and monitoring have enabled staff to identify pupils at risk of falling behind and respond with targeted phonics, reading, writing and maths support. This has been particularly important because a significant proportion of disadvantaged pupils have additional barriers, including SEND, EAL and admission to school with little or no English.

The impact of this approach is evident in pupils' progress from their individual starting points. Almost all pupils make expected progress. However, attainment remains more variable than progress, and writing continues to be the area where disadvantaged pupils are least likely to exceed expected progress. This indicates that targeted support has been successful in preventing pupils from falling further behind, but further work is required to accelerate progress sufficiently for more pupils to close attainment gaps completely.

The focus on communication, language and oracy has also been effective. Early identification through Speech and Language support, WellComm and other targeted approaches, together with the embedding of Voice 21 strategies, has strengthened the emphasis on speaking, listening and vocabulary throughout the curriculum. This has been particularly beneficial for pupils entering school with low communication skills and for International New Arrivals. Daily small-group provision for KS2 pupils with limited

English has provided focused support in phonics, vocabulary, reading, writing and mathematics, enabling pupils to develop the language required to participate more independently in whole-class learning.

The Internal Inclusion Unit/Nurture Room has made an important contribution to removing non-academic barriers to learning. Targeted pupils have benefited from a structured and nurturing environment focused on self-regulation, communication, relationships, perseverance and independence. Individual Pupil Passports and regular review of progress have enabled provision to be responsive to need. This has helped pupils with complex and overlapping needs to remain included within mainstream education and to engage more successfully with learning.

Attendance is still a barrier for some disadvantaged pupils and an area requiring continued focus. The school has strengthened its approach through staff training, regular analysis of attendance data, earlier identification of pupils at risk of persistent absence, targeted work with families and consistent systems and incentives. These approaches have increased the school's capacity to intervene earlier; however, the impact of extended holidays, mobility and individual family circumstances means that attendance continues to affect the learning and progress of some disadvantaged pupils. The strategy should therefore continue to prioritise targeted attendance work alongside academic intervention.

Externally provided programmes

Programme	Provider
Speech & Language	NHS