

2025/2026

Pupil Premium Strategy Statement



School Overview

Detail	Data
School name	Risby CEVC Primary School
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	9%
Academic year that our current Pupil Premium strategy plan covers	2025-2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs Soo Miller: Headteacher
Pupil Premium Lead	Mrs Soo Miller: Headteacher
Governor Lead	Mrs Jo Travell

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£1,515: x18 Ever 6 FSM £2,630: x3 Previously Looked After Children £350: x1 Service Children
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£35,510

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Risby CEVC Primary School, we are committed to ensuring that all of our children achieve their true potential; that all of our children can truly Believe, Grow and Shine. We support, challenge and encourage all of our children to become lifelong learners and we do this by providing children with an innovative and creative curriculum that builds a real love of learning within a global context. Pupils study the full curriculum and, wherever possible, we link the learning to our **Journey Around the World**. Our curriculum:

- Is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life;
- Is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning;
- Is broad, rich and balanced: Full.
- Enables children to 'live life in all its fullness' (John 10:10)

We understand that '*educational attainment is the best predictor that we have of a young person's long-term outcomes*' (Sir Kevan Collins, Chief Executive Education Endowment Foundation) and we are passionate about ensuring no child is disadvantaged due to their gender, ethnic origin, family income or background. At Risby, we have high expectations and ambitions for *all* of our pupils and our Pupil Premium strategy is designed to support higher attainers who are underachieving, as well as children who are working below age-related expectations. When developing our Pupil Premium Strategy, we gather and reflect on a wide range of data to ensure the strategy meets the current needs of our most vulnerable children, referencing: attendance data and levels of persistent absence, including internal absence from lessons; attainment data and reviews of pupil learning; teacher feedback on pupils' levels of engagement and participation; behaviour and exclusions data; pupil and family feedback: identifying strengths and challenges; information on wellbeing, mental health and safeguarding; and information on the children's access to technology and curricular materials. Our Pupil Premium Strategy is updated annually and is current: focusing on the unique strengths and needs of each child and supporting all pupils, irrespective of their background or the challenges they face, to make good progress and achieve their true potential across all subject areas.

In order to maximise the effectiveness of our Pupil Premium spending, we take an evidence based approach, as identified in the Education Endowment Foundation's Guide to the Pupil Premium:

Teaching: Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socio-economically disadvantaged pupils. High Quality Teaching is key to improving outcomes for disadvantaged pupils and it benefits all pupils and has a particularly positive effect on children eligible for the Pupil Premium, if the Pupil Premium is used to build teacher knowledge and pedagogical expertise, develop the curriculum and ensure assessment is purposeful. Spending on improving teaching might include professional development, mentoring and coaching teachers, recruitment and retention and investing in technology and other resources that support high quality teaching.

Targeted Academic Support: Evidence consistently shows the positive impact that targeted academic support can have. Whilst High Quality Teaching should reduce the need for extra support for all pupils, it is likely that some Pupil Premium pupils will require additional support in the form of high quality, structured interventions to make progress or to catch up with their peers. Provided they are linked to classroom teaching and matched to individual pupil needs, and they align to the curriculum without limiting a child’s access to the wider curriculum, small group and one-to-one interventions offer an opportunity to apply effective teaching strategies with a more intense focus on a smaller number of learning goals. Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and the targeted use of technology linked to effective pedagogy.

Wider Barriers to Learning: Significant non-academic challenges -such as attendance, behaviour and social and emotional learning - can have a negative impact on academic outcomes for some disadvantaged pupils. Addressing wider barriers to learning is therefore an important part of our Pupil Premium strategy.

Challenges

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate that our disadvantaged children struggle more with foundational skills than their peers: primarily phonics, vocabulary, writing, understanding and applying basic numerical concepts and logical reasoning to solve problems and cognitive executive functions (focus and memory).</p> <p>78% of children were working below age-related expectations in writing at the start of the 2025-2026 academic year; 61% were working below age-related expectations in reading and 50% were working below age-related expectations in maths.</p>
2	<p>Our observations and discussions with teachers have identified a training need for certain of the Teaching Assistants and Learning Support Assistants working one-to-one or with small groups.</p>
3	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for certain of our disadvantaged children, notably due to factors such as trauma, a hectic home life, late arrival etc. Our disadvantaged children struggle to focus and miss learning when they are in school.</p>
4	<p>Our disadvantaged pupils often lack rich experiences outside school, which limits their vocabulary and contextual knowledge. Because our disadvantaged children have less travel or cultural experiences, they have a narrower understanding of their world and lower cultural capital. This sets them apart from other children who have access to a wider range of experiences. In addition, our disadvantaged pupils do not access enrichment opportunities outside of school, which limits their social emotional and physical skills.</p>

Intended Outcomes

Intended outcome	Success criteria
To improve foundational skills.	An increased percentage of children pass the Phonics Screening Check by the end of KS1. An increased percentage of children reach age-related expectations in Reading, Writing and Maths by the end of KS2.
To train Teaching Assistants and Learning Support Assistants in delivering one-to-one and small group interventions to ensure High Quality Teaching in all foundational skills.	An increased percentage of children pass the Phonics Screening Check by the end of KS1. An increased percentage of children reach age-related expectations in Reading, Writing and Maths by the end of KS2.
To improve social and emotional skills.	Disadvantaged children are better able to self-regulate, manage their emotions and stay focused in the classroom. Academic performance is improved. Attitudes, behaviour and relationships with peers are improved. Emotional distress (student depression, anxiety, stress and social withdrawal) is reduced and behaviour improves.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils, and give disadvantaged children equal access to a wide range of clubs and experiences.	Children are able to participate in discussions about a wider range of topics

