

2026/2027

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	5% (10 children)
Academic year that our current Pupil Premium strategy plan covers	2026-2027
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Mrs Lucy Smith: Headteacher
Pupil Premium Lead	Mrs Adele Jones: Deputy Headteacher
Governor Lead	Mrs Jo Travell

Funding Overview

Detail	Amount
Targeted FSM @£1,550	X3 = £4,650
Expanded FSM	X8
Expanded Ever 6 @£1,550	X4 = £6,200
Previously Looked After Children @£2,690	X3 = £8,070
Service Children @£360	0
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	£18,920

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 children to become confident, successful and lifelong learners.

Our curriculum is ambitious, broad, rich and balanced. It is coherently planned and sequenced to develop the knowledge and skills pupils need for future learning and aims to provide all pupils with the knowledge, experiences and cultural capital they need to succeed. Through our curriculum and wider opportunities, we seek to enable every child to **“live life in all its fullness” (John 10:10)**.

We have **high expectations and ambitions for all pupils** and are committed to ensuring that disadvantage does not become a barrier to achievement, participation or future success. Our Pupil Premium strategy supports disadvantaged pupils across the attainment range, including pupils who are working below age-related expectations and those who have the potential to attain highly but are not yet doing so.

Our approach begins with knowing our pupils well. We recognise that disadvantaged pupils are **not a homogeneous group** and that eligibility for Pupil Premium does not, in itself, determine a pupil's needs or barriers. We therefore draw on a range of evidence, including attainment and progress information, attendance, pupil progress discussions, SEND and safeguarding information, pupils' work, staff knowledge and pupil and family voice, to identify the specific barriers affecting individual pupils. This builds upon the range of evidence considered within the school's previous strategy.

Our current self-evaluation identifies the **attainment and progress of disadvantaged pupils as a significant priority for improvement**. Although overall school outcomes are strong, disadvantaged pupils do not yet achieve consistently well enough. Leaders are therefore strengthening the precision with which individual barriers, gaps in knowledge, attainment and progress are identified and monitored so that teaching and support can be adapted promptly where pupils are not making sufficient progress.

Particular attention will be given to **writing**. The School Development Plan identifies accelerating the progress and attainment of disadvantaged learners as a specific objective, with the aim of reducing the attainment gap from the school's 2025/26 baseline. However, our strategy is not limited to writing: individual assessment will determine where support is required across reading, phonics, mathematics and the wider curriculum.

In order to maximise the impact of Pupil Premium funding, our strategy follows an **evidence-informed approach** based around three interconnected areas:

High-quality teaching is at the heart of our strategy. Consistently effective teaching has the greatest potential to improve outcomes for disadvantaged pupils while benefiting all pupils. Our approach therefore aligns closely with whole-school improvement priorities including

formative assessment, responsive teaching, adaptive practice, curriculum development, effective feedback and the development of staff expertise.

Targeted academic support is provided where assessment identifies specific gaps or barriers that cannot be addressed sufficiently through universal classroom provision alone. Support is carefully matched to pupils' identified needs, connected closely to classroom teaching and designed to maintain access to the full curriculum. Interventions have clear intended outcomes and are reviewed regularly so that provision can be adapted or discontinued where it is not having sufficient impact.

Wider strategies address the non-academic barriers that affect some disadvantaged pupils. These may include attendance and punctuality, social and emotional needs, SEND, family circumstances, well-being or barriers to participation in wider opportunities. Support is based on individual need rather than assumptions about disadvantage.

Our ambition extends beyond academic attainment. Disadvantaged pupils should participate fully in the life of Risby, benefit from the school's curriculum and wider enrichment opportunities, develop their talents and interests and experience a strong sense of belonging. Leaders will therefore monitor **participation, attendance and well-being alongside attainment and progress**, taking action to remove identified barriers.

The impact of our strategy will be evaluated systematically throughout the year. Disadvantaged pupils' attainment and progress will be reviewed through shorter assessment cycles and pupil progress meetings, alongside attendance, participation, pupil voice and the impact of interventions and adaptations. **Where an approach is not producing the intended impact, leaders will respond promptly and adjust provision.**

Our ultimate ambition is that disadvantaged pupils **achieve strongly from their individual starting points, participate fully in school life and leave Risby with the knowledge, skills, confidence and experiences they need to succeed in the next stage of their education and beyond.**

Challenges

Challenge number	Detail of challenge
1	Attainment and progress: Analysis of outcomes indicates that disadvantaged pupils do not yet achieve consistently well enough from their starting points. Although whole-school outcomes are strong, there remain attainment gaps between disadvantaged pupils and their peers. Writing is a particular priority, including increasing the proportion achieving age-related expectations and ensuring that disadvantaged pupils capable of higher attainment are sufficiently challenged. Individual pupils may also have identified gaps in reading, phonics, spelling, mathematics or other areas of learning. All Disadvantaged Groups: Reading: 45% WTS and 55% EXS

	Writing: 82% WTS and 18% EXS Maths: 72% WTS and 28% EXS Combined: 9% achieving expected standard
2	Precision of assessment and responsive teaching: Historic assessment and monitoring have not provided sufficiently precise or timely information about the attainment, progress, gaps and misconceptions of disadvantaged pupils. Leaders have identified the need for more systematic analysis at individual and group level so that teachers can identify barriers quickly, adapt teaching and evaluate whether pupils are making sufficient progress over shorter periods.
3	Additional needs and barriers to learning: A number of disadvantaged pupils have additional needs or circumstances which can compound barriers to learning, including SEND, social and emotional needs and/or involvement with wider support services. Assessment, staff knowledge and pastoral/safeguarding information indicate that some pupils require carefully adapted classroom provision and targeted support to enable them to regulate, engage, participate and learn successfully.
4	Attendance, punctuality and readiness to learn: For some disadvantaged pupils, attendance, persistent absence, punctuality and/or individual family circumstances reduce access to learning and contribute to gaps in knowledge. These barriers vary considerably between pupils and require individual analysis and timely, supportive intervention rather than a single whole-cohort response.
5	Participation, enrichment and cultural capital: Some disadvantaged pupils experience financial, social or practical barriers to participating fully in enrichment, extracurricular activities and wider experiences. Leaders recognise the importance of ensuring that disadvantaged pupils benefit from the wider opportunities available at Risby and of tracking participation so that barriers can be identified and addressed.

Intended Outcomes

Intended outcome	Success criteria
1. Improve the attainment and progress of disadvantaged pupils from their individual starting points, with a particular focus on writing.	Disadvantaged pupils make strong progress from their 2025/26 starting points and identified attainment gaps reduce. An increased proportion of disadvantaged pupils achieve age-related expectations across reading, writing and mathematics, with writing showing demonstrable improvement from the 2025/26 baseline . Disadvantaged pupils with the potential to achieve greater depth are identified and appropriately challenged. Termly assessment demonstrates that pupils who are not on track are identified promptly and appropriate action is taken.
2. Ensure assessment identifies disadvantaged pupils' gaps, misconceptions and barriers precisely and that teaching responds effectively.	All disadvantaged pupils have clearly identified starting points, barriers and intended outcomes. Termly pupil progress meetings and ongoing formative assessment demonstrate that teachers know what disadvantaged pupils have learned, where gaps remain and what action is required. Assessment information, including question-level analysis where appropriate, informs subsequent teaching and intervention. Provision is reviewed over shorter cycles and adapted where evidence demonstrates insufficient impact.
3. Ensure disadvantaged pupils with SEND and/or additional needs receive effective, well-matched provision that enables	Disadvantaged pupils with SEND have appropriate, measurable targets and adaptations based on identified need. Monitoring demonstrates increasingly consistent use of adaptive teaching and agreed strategies. Pupils make demonstrable progress towards individual academic and/or developmental outcomes. The impact of additional adult support and

them to participate and achieve.	targeted intervention is evaluated, with provision adjusted where it is not resulting in sufficient progress.
4. Improve attendance, punctuality and readiness to learn for disadvantaged pupils where these are identified barriers.	Attendance of disadvantaged pupils improves from the 2025/26 individual and cohort baselines, with persistent and severe absence reduced where applicable. Individual attendance barriers are identified and appropriate support is implemented promptly. Punctuality improves for identified pupils. Pastoral and SEMH support results in improved engagement, regulation and access to learning for pupils receiving it.
5. Ensure disadvantaged pupils participate fully in enrichment and the wider life of the school.	Participation in clubs, visits, music, sport, leadership and other enrichment opportunities is tracked for disadvantaged pupils. Leaders identify pupils whose participation is limited and take appropriate action to remove financial, practical or other barriers. By the end of 2026/27, evidence from participation records and pupil voice demonstrates that disadvantaged pupils have equitable access to the wider opportunities available at Risby and feel included in school life.

Activity in this Academic Year

High Quality Teaching

Budgeted cost: **£10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Outcome number(s) addressed
Embed the revised whole-school assessment approach , including purposeful use of Arbor, formative assessment, standardised assessments and question-level analysis, so that teachers identify disadvantaged pupils' gaps and misconceptions precisely and adapt subsequent teaching.	High-quality teaching and purposeful assessment are central to the school's evidence-informed approach. The SDP identifies consistent assessment, responsive teaching and shorter-cycle monitoring of disadvantaged pupils as priorities.	1,2,3	1,2,3
Strengthen the quality and consistency of teaching in writing , including modelling, vocabulary, sentence construction, composition, transcription, editing, spelling and independent application. Ensure appropriate challenge for disadvantaged pupils capable of greater depth.	School evaluation identifies writing as a particular priority for disadvantaged pupils. The SDP specifically aims to accelerate their progress and attainment and reduce the gap from the 2025/26 baseline.	1,2	1,2
Strengthen adaptive teaching so that disadvantaged pupils, including those with SEND, access an ambitious curriculum through appropriate scaffolding, explicit instruction, vocabulary support and responsive teaching.	The school's Inclusion evaluation identifies further development of the consistency and impact of adaptive teaching as a priority.	1,2,3	1,2,3
Provide targeted professional development, coaching and moderation for teachers and support staff , aligned with assessment, responsive teaching, writing, SEND/adaptive teaching and effective deployment of additional adults.	The SDP identifies professional development based on monitoring and appraisal evidence, with impact on staff practice and pupil outcomes evaluated.	1,2,3	1,2,3

Targeted Academic Support

Budgeted cost: **£5,320**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Outcome number(s) addressed
Provide structured, time-limited individual and small-group intervention for disadvantaged	The school's existing strategy recognises that structured interventions can support	1,2	1,2

pupils with identified gaps in reading/phonics, writing/spelling and mathematics/number fluency.	disadvantaged pupils when they are closely linked to classroom teaching and matched to individual need.		
Use assessment to establish a baseline and intended outcome for targeted intervention, reviewing impact regularly and adapting or discontinuing support where progress is insufficient.	The SDP explicitly requires interventions and adaptations to have baseline/intended outcomes, be reviewed termly and be adjusted according to evidence of impact.	1,2,3	1,2,3
Provide targeted support for disadvantaged pupils with SEND/additional needs, including appropriate smaller-step assessment, individual adaptations and effective deployment of additional adults.	The SDP requires monitoring of disadvantaged pupils and other identified groups, including appropriate use of smaller-step assessment.	1,3	1,3
Provide targeted language, vocabulary and communication support where assessment identifies this as a barrier.	The previous strategy identified vocabulary and foundational knowledge as barriers for some disadvantaged pupils. This should now be applied according to current individual assessment rather than assumed for the whole PP cohort.	1,3	1,3

Wider Barriers to Learning

Budgeted cost: **£3,600**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Outcome number(s) addressed
Provide individualised attendance and punctuality support, including early identification, supportive but challenging engagement with families, removal of identified barriers and appropriate external-agency involvement.	Attendance is already tracked closely, with individual cases reviewed to identify barriers and targeted PA strategies used where appropriate.	4	4
Provide targeted pastoral/SEMH support where this is an identified barrier to learning, enabling pupils to regulate emotions, engage successfully with learning and access appropriate specialist support where necessary.	The previous strategy identified social and emotional barriers for some disadvantaged pupils. Current provision should be based on individual assessment of need.	3,4	3,4

Play Therapy: Cost: £50 per session x10 sessions per child =£1500 <i>4 children identified</i> Total: £2000			
Funding will be used flexibly to subsidise or fully fund educational visits, residential experiences, clubs, music, sport and other wider opportunities where an individual financial or practical barrier is identified. Expenditure and participation will be monitored throughout the year and funding redirected according to identified need. Residential trips Cost: £400 per trip <i>1 child identified</i> Class trips Cost: £20 per trip x3 =£600 <i>10 children identified</i> After school sports or arts clubs Cost: £6 per session x10 sessions a term =£600 <i>10 children identified</i> Total: £1,600	Previous evaluation identified reduced access to enrichment for some disadvantaged pupils. The revised approach will track actual participation rather than assume that all disadvantaged pupils experience the same barrier.	5	5
Strengthen engagement with parents/carers of identified disadvantaged pupils , including discussion of barriers, attendance, learning and appropriate support.	School evaluation identifies effective engagement with families as important in understanding and addressing individual barriers to learning, attendance and well-being. Pupil and family feedback, alongside attendance, attainment, pastoral and safeguarding information, enables leaders to develop support that is responsive to individual circumstances.	1,3,4,5	1,3,4,5
Termly disadvantaged-pupil review by leaders , triangulating attainment/progress, attendance, SEND/pastoral information, participation, pupil voice and intervention impact and reporting appropriately to governors.	School self-evaluation and improvement planning identify the need for more precise analysis of disadvantaged pupils' attainment, progress and individual barriers, alongside systematic evaluation of the impact of provision. Regular review enables leaders to identify	1,2,3,4,5	1,2,3,4,5

	pupils who are not making sufficient progress, evaluate the effectiveness of provision and adapt support promptly. Governors use this evidence to provide strategic oversight and challenge.		
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Total budgeted cost: £18,920