Ryecroft C.E. Middle School's:
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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Ryecroft C.E Middle
Number of pupils in school	184
Proportion (%) of pupil premium eligible pupils	15.7% (29)
Academic year/years that our current pupil premium strategy plan covers	2024-27
Date this statement was published	January 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mrs A Grattage
Pupil premium lead	Mr A Hughes
Governor / Trustee lead	Management & Resources Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36, 455
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
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	£36,455

Part A: Pupil premium strategy plan

Statement of intent

All pupils should benefit from all that our school has to offer, in our mission to develop our pupils academically, socially and morally. We will consider the challenges faced by all of our vulnerable pupils and the intention of the activities outlined in this statement is to support their needs. Irrespective of their background or the challenges they face, all pupils should have the opportunity, and support, to make good progress, enjoy their time with us and develop into young adults who are ready for the next stage of their education, with improved life prospects.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that none disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge	Detail of challenge
1	Literacy skills (especially reading) entering Year 5 are lower for pupils eligible for PP than for other pupils and the impact of this trend continues through to Year 8.
2	59% of our PP eligible pupils are below ARE for English.
3	55% of our PP eligible pupils are below ARE for Maths.
4	45% of PP eligible pupils are in the lowest 20% (5th quintile) for maths.
5	Outcomes from pupil voice and wellbeing surveys suggest PP eligible pupils have aspirations and extra-curricular interests which are not being met or seem unobtainable.

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
Improve reading skills amongst disadvantaged pupils	Targeted interventions and support with spellings, phonics, comprehension. Access to resources and support to encourage regular reading.

	Rewards and opportunities to experience success in reading.
Improve maths skills amongst disadvantaged pupils.	Raise profile of PP pupils within all groups particularly maths. Prioritise support, feedback, questioning and challenge within lessons. Provide accessible support out of lessons through extra-curricular opportunities, homework clubs and revision/catch up sessions.
All Pupil Premium pupils will access high quality teaching so that attainment and progress are at least in line with all other pupils' nationally	From a lower starting point, and due to making accelerated progress, there is no difference between attainment and progress for pupils eligible for PP and 'other' pupils nationally. 80% of lessons are good or outstanding.
Support pupils, foster enthusiasm to ensure that pupils eligible for PP have at least the same Attitude to Learning scores as 'other' pupils	Termly data captures show that there is no difference in average Attitude to Learning scores
To widen the life experiences of PP pupils through planned experiences and access to enrichment opportunities.	Pupils experience a wide range of activities which they reflect on. Provide a range of activities to enthuse pupils, improve wellbeing. Provide funding for trips and financial support to broaden the range of clubs on offer, ensuring equity of access and uptake amongst PP and non-PP pupils.
Develop transition process to identify and support disadvantaged pupils to ensure successful transition from first schools and through to high schools.	Share outcomes, learning needs, barriers to learning. Arrange extra transition events. Prioritise support during main transition events to ensure needs are met and wellbeing is not affected. Provide continuity of support both internal and external (if applicable).

Activity in this academic year:

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £ 11,000.00

Intended Outcome	Actions	Evidence that supports this approach	Challenge number(s) addressed
All Pupil Premium pupils will access high quality teaching ensuring attainment and progress are at least in line with all other pupils' nationally	Subject Leads to work with MH/AH to review the target setting process for our disadvantaged pupils.	Disadvantaged pupils to be set aspirational targets to ensure they remain a priority for all members of staff.	1-4
	Staff to be informed of the targets for disadvantaged pupils.		
	Governors to hold Senior Leaders to account for the school's use of Pupil Premium funding.	'The EEF guide to the Pupil Premium' - Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.	
	Share updated list of disadvantaged pupils with all staff as necessary (AH).	Staff need to be aware of the targeted pupils so they can apply recommended strategies	
	Staff professional development – identify needs and providers for training related to metacognition and stretch / challenge of the most able (AH/FS).	'The EEF guide to the Pupil Premium' - Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. - On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. - On average, mastery learning approaches are effective, leading to an additional five months' progress.	
	Devise, populate and share individual Pupil Premium Learning Passports so that staff	The EEF guide to the Pupil Premium' - Overall, the impact of arts participation on academic learning appears to be positive but low.	

	are aware of potential gaps in breadth of knowledge and life experiences (AH/JP). To provide all staff with up to date information re: disadvantaged pupils.	Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. - Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. - The overall impact of sports participation on academic achievement tends to be positive but low (about two additional months' progress). However, there is recent evidence from the UK that sports participation can have a larger effect on, for example, mathematics learning when combined with a structured numeracy programme (with one study showing an impact of up to ten months' additional progress). - Experience informs us that an individual learning passport makes staff more aware of the child and their needs. - 'to help the word poor become richer and, with it, to diminish the difference between the attainment of disadvantaged pupils and their non-disadvantaged peers ensure disadvantaged pupils have equal access to a knowledge-rich diet and provide cultural experiences in addition to, not in place of, the school curriculum' Sutton Trust.	
	Meet with all PP pupils to update/devise the Learning Passports of pupils.		
	To conduct work scrutiny with a focus on PP pupils to ensure that feedback and marking is helping pupils to improve the quality of their work (AH).	'The EEF guide to the Pupil Premium' - Feedback studies tend to show very high effects on learning. - It is certainly the case that schools whose pupils do homework tend to be more successful. The evidence shows that the impact of homework, on average, is five	

		months' additional progress. However, beneath this average there is a wide variation in potential impact, suggesting that how homework is set is likely to be very important.	
Ensure that pupils eligible for PP have at least the same Attitude to Learning scores as 'other' pupils.	Monitor the Attitude to Learning scores and analyse individual pupils.	'The EEF guide to the Pupil Premium' - Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. - On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	5
	Follow up concerns with individual pupils by having one to one conversation with the child and teachers and conducting an individual work scrutiny.		

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £12,000.00

Intended Outcome	Actions	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium pupils will access high quality teaching.	Progress and attainment are closely monitored so pupils are not allowed to fall behind. SEND + PP pupils – identify, actions, monitoring, support	The EEF guide to the Pupil Premium' - Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. - Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. - On average, reading comprehension approaches deliver an additional six months' progress. - Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.	1-4
	Clearly identify disadvantaged pupils on all data sets for staff and governors.		

		- Evidence suggests that TAs can have a positive impact on academic achievement	
	Pupils are monitored closely and intervention provided to help diminish any differences. Intervention is implemented to address specific needs	The EEF guide to the Pupil Premium' - Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. - Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. - On average, reading comprehension approaches deliver an additional six months' progress. - Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. - Evidence suggests that TAs can have a positive impact on academic achievement	1-4

Developing skills, personal qualities and emotional wellbeing. Encourage participation in extra-curricular activities. Ensure proportional representation of PP pupils in all aspects of school life.	Examples of 'soft' evidence can be collated to show the additional opportunities and the impact they have. Ensure detailed registers of clubs, indicating attendance of PP pupils. Ensure PP pupils are among those selected for competitions (sport or curriculum based) within and across schools in the MAT.	'The EEF guide to the Pupil Premium' -Overall, the impact of arts participation on academic learning appears to be positive but low. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. -Studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. -The overall impact of sports participation on academic	5

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

Budgeted cost: £ 20,000.00

Outcome	Action	Evidence that supports this approach	Challenge number(s) addressed
Developing skills, personal qualities and emotional wellbeing.	Provide PP pupils with daily breakfast.	Food Research and Action Centre (FRAC) 'Children who do not eat breakfast at home or at school were less able to learn. Children who eat a complete breakfast have been shown to work faster and make fewer mistakes in math problems and to perform better on vocabulary tests than those who ate only a partial breakfast. They also show improved concentration, alertness, comprehension, memory and learning. Beyond academics, children who participate in school breakfast programs show decreased anxiety, depression, and hyperactivity'	5

Ensure PP pupils have appropriate uniform and equipment for school.	'The EEF guide to the Pupil Premium' - There is some evidence that free school uniforms improve attendance in areas of very high poverty. Experience shows that pupils value their appearance and having appropriate uniform has a positive impact on their self-esteem	
Provide access to the Youth Emotional Support Service counsellor.	'The EEF guide to the Pupil Premium' - On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	5
Ensure that all PP pupils can and do take part in enrichment activities.	'The EEF guide to the Pupil Premium' - Overall, the impact of arts participation on academic learning appears to be positive but low. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. - Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self confidence. - The overall impact of sports participation on academic achievement tends to be positive but low (about two additional months' progress). However, there is recent evidence from the UK that sports participation can have a larger effect on, for example, mathematics learning when combined with a structured numeracy programme (with one study showing an impact of up to ten months' additional progress).	5

Developing transition	Provide extra opportunities to visit new school, meet new staff. Ensure consistency of support for PP pupils (internal/external). Sharing of information to support wellbeing and enable smooth	'The EEF guide to Pupil Premium.' - Evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils. -Several studies have shown a dip in attainment coinciding with this time of change, with slippage in literacy and numeracy being especially well evidenced. Reasons cited include: lack of curriculum continuity; difficulties adapting to academic challenges;	5
	transition between phases.	lack of familiarity with school systems, routines and new expectations; and, issues with developing healthy peer networks. -The EEF guidance report, Metacognition and Self-Regulated Learning, includes recommendations schools can think through to apply in their setting. -Develop school routines and peer to peer networks.	
Improve parental communications and engagement to ensure that all eligible families are aware of how to apply for funding and make best use of this.			

Total budgeted cost: £ 43,000.00

Part B: Review of outcomes in the previous academic year

Over the last academic year, outcomes for disadvantaged pupils improved across all core measures.

Challenge 1: Literacy Skills and Reading Development

Barrier

Literacy skills, particularly reading fluency, comprehension and vocabulary knowledge, are lower on entry for many disadvantaged pupils than for their peers and this impacts access to the wider curriculum.

What Was Delivered

- Targeted reading interventions.
- Guided reading and reading comprehension support.
- Wider curriculum reading opportunities.

- Vocabulary instruction across subjects.
- Access to reading resources and targeted support for weaker readers.

Impact

- 71% of disadvantaged pupils achieved the expected standard in reading.
- Reading outcomes improved from 67% to 71%.
- The attainment gap reduced from 13 percentage points to 9 percentage points.
- Internal assessment demonstrated improved fluency, reading stamina and comprehension.
- Staff reported greater confidence when accessing challenging texts across the curriculum.

Evaluation

Funding has had a positive impact on reading outcomes. Disadvantaged pupils continue to outperform national disadvantaged outcomes and the attainment gap has narrowed. Reading remains a key priority as it underpins access to all areas of the curriculum.

Challenge 2: English Attainment

Barrier

59% of disadvantaged pupils were below age-related expectations in English at the start of the strategy period.

What Was Delivered

- Quality first teaching with a focus on disadvantaged learners.
- Targeted intervention for reading and writing.
- Structured feedback and assessment.
- Staff development focused on literacy and vocabulary.

Impact

- Writing outcomes improved significantly from 33% to 71%.
- The attainment gap reduced from 44 percentage points to 7 percentage points.
- Improved reading outcomes have supported wider improvements in English attainment.
- Internal monitoring identified greater confidence in extended writing and comprehension tasks.

Evaluation

Provision has had a significant impact on English outcomes. The attainment gap has narrowed considerably and disadvantaged pupils have made strong progress from their starting points.

Challenge 3: Mathematics Attainment

Barrier

55% of disadvantaged pupils were below age-related expectations in mathematics.

What Was Delivered

- Small-group tuition.
- Targeted mathematics interventions.
- Assessment-led catch-up programmes.
- Additional classroom support.
- Focused feedback and questioning.

Impact

- Mathematics attainment improved from 33% to 57%.
- The attainment gap reduced from 46 percentage points to 23 percentage points.
- Internal assessment indicates improved confidence and fluency.
- Greater improvements were seen in arithmetic than in reasoning and problem-solving.

Evaluation

Whilst outcomes improved significantly, mathematics remains the area with the largest attainment gap. Current provision is beginning to have the desired impact but further improvement is required.

Challenge 4: Lowest Attaining Pupils in Mathematics

Barrier

45% of disadvantaged pupils were identified within the lowest 20% nationally for mathematics on entry.

What Was Delivered

- Targeted intervention programmes.
- Small-group teaching.
- Additional adult support.
- Regular assessment and progress reviews.

Impact

- Pupils in the lowest-attaining group demonstrated improved mathematical fluency and confidence.
- Targeted pupils engaged positively with intervention programmes.
- Attainment improved across the disadvantaged cohort, indicating that lower-attaining pupils benefited from additional support.

Evaluation

Targeted provision has begun to close gaps for the lowest attaining pupils; however, this remains a significant area of need and requires ongoing investment.

Challenge 5: Aspirations, Enrichment and Personal Development

Barrier

Pupil voice and wellbeing surveys identified that some disadvantaged pupils had aspirations and interests that were not being fully realised due to financial or social barriers.

What Was Delivered

- Financial support for educational visits and residentials.
- Access to extracurricular activities.
- Leadership opportunities.
- Pastoral support and wellbeing provision.
- Attendance and family support initiatives.

Impact

- Disadvantaged pupils successfully accessed educational visits, residential experiences and extracurricular provision.
- Funding removed financial barriers to participation.
- Pupil voice indicated increased engagement and a stronger sense of belonging.
- Attendance remained a strength, with FSM attendance at 92.4%, above the national figure of 86.8%.
- Persistent absence was lower than national disadvantaged rates (25.8% compared with 39.2%).

Evaluation

Funding has successfully widened access to enrichment opportunities and improved participation. Attendance and pastoral support continue to have a strong positive impact on engagement and wellbeing.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Little Wandle Phonics for interventions	LW

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	