

# 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

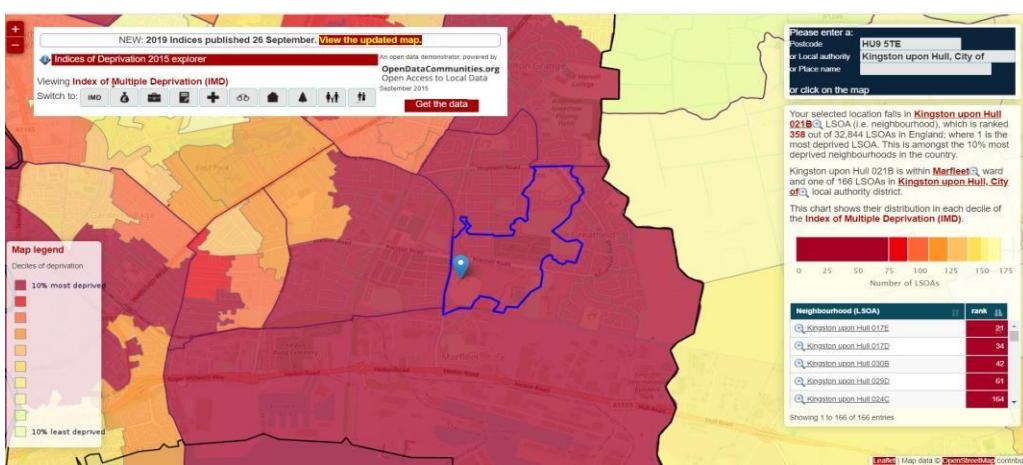
Detail	Data
School name	St Richard's VC Academy
Number of pupils in school	333
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/25 2025/26 2026/27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	E Cook
Pupil premium lead	K Merckel
Governor / Trustee lead	R McEvoy

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£199 980.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£199 980.00</b>

# Part A: Pupil premium strategy plan

## Statement of intent



Our pupil premium strategy is informed by our extensive knowledge of the community we serve and the barriers that some of our children face. It is underpinned by trusted research.

Although the plan will never remove all barriers, we aim to alleviate the issues within our power, to ensure educational outcomes for disadvantaged and vulnerable children are improved. Our teachers have sound understanding of our deprivation level and the barriers that some of our children face. These barriers are faced by some children who are not classified as pupil premium but who are, due to other factors, vulnerable.

Our school is ranked in the highest level of deprivation and the income, employment, health, education and crime deprivation indicators are all very high. These factors combine to make a community faced with hardships, further impacted by the pandemic; this can also lead to some families having what is termed 'aspirational poverty'.

We are acutely aware that disadvantaged children often face barriers to their learning including:

- † Underdeveloped language and communication skills
- † Attendance and punctuality issues
- † Complex family situations
- † Emotional and behavioural difficulties
- † Lack of readiness and confidence to learn

**Principles:**

- We ensure that teaching and learning opportunities meet the needs of all pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. Therefore, we allocate the Pupil Premium funding to support *any pupil or groups of pupils* the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

**Ultimate Objectives:**

- † To improve educational outcomes for disadvantaged children at St Richard's.
- † Support our children academically, socially and emotionally with the challenges they face to achieve their full potential.
- † To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- † To ensure that all children have equal access to the school curriculum and wider learning opportunities.

**Achieving these objectives:**

Our Pupil Premium Plan considers a range of strategies to provide the best provision for all to make progress. These approaches are informed by national research, previous experience and knowledge of our community. The strategies are underpinned by a collective commitment to ensuring all our pupils have the opportunities they deserve to be the best they can be.

**Approaches considered will include, but are not limited to:**

- † Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- † Reducing class sizes, thus improving opportunities for engagement and effective teaching.
- † Small group provision focused on overcoming gaps in learning.
- † Allocation of additional adults to deliver quality assured, targeted interventions.
- † Emotional wellbeing support.
- † Utilising outside agencies to support our children and their families.
- † Funding for enrichment and wider opportunities e.g. music, visits, experiences.

- ⊕ CPD for staff in specific teaching and learning approaches.
- ⊕ Support the funding of specialist services e.g New Options, Advotalk.
- ⊕ Provision of nurture and behaviour support throughout the school day including before school and break/lunchtimes.

*Provision will be constantly reviewed and adapted to ensure that improving outcomes from individual starting points remains at the core.*

## Challenges

Challenge number	Detail of challenge
1	Very low starting attainment when entering EYFS in all areas, but particularly in Language & Communication; Personal, Social, Emotional Development and Knowledge and Understanding of the World.
2	Low level attendance and punctuality.
3	Low levels of language, communication and vocabulary throughout the school.
4	Engagement, capacity and waiting times for outside agency support.
5	Limited access to the world beyond the local community and the impact this has on the acquisition of knowledge.
6.	Parental engagement in academic progress

## Intended outcomes

Intended outcome	Success criteria
Progress in reading, writing and mathematics shows an upwards trajectory particularly by the end of KS2.	Consistently achieve at least national average progress in KS2. Consistently diminish the gap in attainment between PP and non-PP children as they move through the school. Increase number of PP pupils reaching greater depth by the end of KS2 by 2027.
Children have a rich vocabulary which enables them to access the KS1 curriculum with ease and narrow the gap to their more affluent peers.	All children ready for Yr1 will be able to articulate in sentences. All children ready for Yr1 will be able to annunciate clear sentences. All EYFS and KS1 staff are experts in supporting the development of Speech and Language as a results of comprehensive packages of CPD. Low staff to child ratio ensures lots of language rich opportunities take place with each child – with a particular spotlight on those highlighted through initial screening.

	Improvements made from initial screening through bespoke programmes of support.
	Increased numbers of PP pupils, and those who the school class as vulnerable, achieve ELG for Language and Communication.
Despite low starting points, increase pass rate in Phonics Screening Check in Yr 1, so they are in line with National norms.	High-quality synthetic phonics teaching is in place. Assessments are effective and ensure rapid progress. Monitoring shows that consistent checks are in place for all children's phonics knowledge to ensure that all pupils know the sound they are learning and can use the sounds securely when reading letters and sounds. Phonic results back in line or close to national. Achieve above 95% in Phonics Screening Check
Increased attendance of PP children.	Attendance above 95% for PP children  Parents of PA children are effectively supported and challenged by the inclusion team to ensure their child's attendance improves.
Widen pupil gaze beyond the local environment and community, thus counterbalancing the aspirational poverty they may experience.	Enrichment opportunities continue to successfully extend experiences beyond school.  Continued engagement with IntoUniversity programme and Children's University.  Acquisition of knowledge is supported by real life, hands-on opportunities.  Catholic Social teaching curriculum implemented and embedded.
Support all pupils with SEMH needs through bespoke trauma informed practice.	Children with SEMH needs access a higher percentage of the curriculum.  Effective use of targeted ELSA support ensures children have greater resilience and self-regulation techniques.

## Activity in this academic year:

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

### Teaching (for example, CPD, recruitment and retention):

Budgeted cost: **£25 750** (includes specialised CPD from Applied Psychologies and New Options)

Activity	Evidence that supports this approach	Challenge number(s) addressed
New Options Targeted support for speech and language delivering bespoke individual programmes  Applied Psychologies Teacher/TA training to support effective delivery in reading/writing and mathematics	<p>Identified and targeted language and communication need in EYFS. Majority of pupils working in the 22-36 age band will not have the breadth of vocabulary that is typical on entry to FS1/2.</p> <p>This is supported by the findings of Anne Longfield the Children's Commissioner, 'Best beginnings report' which suggests high-quality speech and language / language-rich interventions in EYFS are needed to alleviate the impact that deprivation and disadvantaged home lives has on speech and language</p> <p>A higher than average request for NHS SALT intervention EYFS has led to a very long waiting list in Hull.</p> <p>One to one intensive support works best when a trained TA delivers the programme daily and revisits in both learning and play. New Options support ensures that children move rapidly through the programme ensuring that 100% have moved to advice on request by KS2.</p> <p>Developing language and communication continues to be a priority</p> <p>Applied Psychologies through additional CPD sessions pinpointing area of need to ensure effective provision for all. AP training plan is adapted termly to meet the needs of the children.</p>	1,3, 4 & 6

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

Budgeted cost: £ 279, 784

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group support for all children. TA effectively targeting PP children under the guidance of class teacher.</p> <p>TA support in every class ensuring SDI both academic and SEMH is delivered effectively.</p>	<p><i>The EEF13 found TAs delivering targeted curriculum interventions to small groups or individual pupils (e.g. literacy or maths) can progress learners' outcomes by five months</i></p> <p>Education Endowment Foundation (2021). Making best use of teaching assistants. Guidance Report. London: EEF</p> <p>Teaching assistants are a vital resource in supporting effective progress – not only through direct teaching but also supporting their SEMH</p>	1,3 & 5
<p>Small targeted phonics groups.</p> <p>Half termly assessment and tracking.</p> <p>AHT and Phonics Lead monitoring, coaching and modelling.</p>	<p>Sir Martyn Oliver, Ofsted's chief inspector, said: <i>"It is those children who are most vulnerable who benefit most from a strong start to their education.</i></p> <p>OFSTED's Strong Foundations in the First Years of School's (Oct 2024)</p> <p>High staff to child ratios to ensure rich language and opportunities for modelling spoken language are frequently exploited.</p> <p>Daily phonics sessions in small groups (no bigger than 10) ensuring rapid progress is achieved.</p> <p>Experienced practitioners regularly observe and teach alongside colleagues and set bespoke CPD pathways to ensure progress is maximised.</p>	1,3&5

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

Budgeted cost: £ 69 750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Inclusion team to deliver both support for families and bespoke and group support for vulnerable pupils prioritising attendance</p> <ul style="list-style-type: none"> <li>• My star attendance work</li> <li>• ELSA sessions</li> <li>• Parenting course</li> <li>• Parent support group</li> </ul>	<p>Significant amount of PP children receiving ELSA support last year ( 82%).</p> <p>EEF Toolkit – Social and Emotional learning Support from within the school helps reinforce positive views of the school through an open and supportive network. (Holmes and Boyd)</p> <p><i>Changes in pupils' behaviour and engagement can have significant impacts in terms of academic progress. Most leaders, teachers and TAs recognise that without the underlying social and emotional support they provide, some pupils cannot access the learning required for them to progress academically.</i></p> <p>Use of teaching assistants in schools DFEE research Sept 24</p>	1,2,3,&6
Subsidised school trips/experiences -	<p>In order to continue to support our children to know more, do more and remember more we need to provide them with cultural capital through enriching experiences. We know the majority of our children do not have the opportunity to undertake a wide-ranging experiences outside of school so we see it as our job to continue to counterbalance this disadvantage.</p> <p>Research and experience shows that children from lower economic households are less likely to visit culture-related sites or attend sporting events, these pupils also had lower reading and mathematics scores compared to their counterparts. Taken from <i>Family trips and Academic Achievement in Early Childhood.</i></p>	1,2,3,5 & 6

<p>Subsidised breakfast club 45p per day per child All children</p>	<p><i>Providing children with breakfasts that are rich in fibre, whole grains, and protein can help to boost their attention span, concentration, and memory.</i> <i>Health4schools</i></p> <p>We continue to be concerned that a number of our children are coming to school without breakfast and offer a free breakfast club for <b>all</b> regardless of PP status as many of our parents are only just above the cut off point of PP. Hunger should not be a limiting factor for children in St Richards.</p>	<p>2,4 &amp;6</p>
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**Total budgeted cost: £375 284**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Impact of focus on Phonics and the teaching of reading was positive with strong scores in the Year 1 phonics screening. On leaving Year One, 71 % of the cohort met the expected standard for phonics.

Impact of targeted TA support also supported growth in our end of KS2 SATS results with our combined score well above national (62%).

	<b>EXS</b>	<b>GDS</b>
Reading	74.4%	27.6%
Writing	70.2%	2.1%
SPAG	72.3%	12.7%
Maths	80.7%	14.8%
RWM combined	70.2%	2.1%

In our outcomes for KS2 2025, our Pupil Premium children were above Pupil premium nationally in all subject areas. Reading results for our PP pupils was **65%** compared to 63% for PP pupils nationally. Writing was **61%** for our PP pupils, but nationally 59%. Maths for our PP pupils was **74%** whilst nationally it was 61%. Our combined score was also well above the national picture with **61%** of our PP pupils achieving the Expected Standard in all three areas compared to 47% nationally.

There has been a reduction in the number of PA PP children. This is measured through regular tracking, individual pupil case studies and SLT meetings. Policy applied consistently and attendance and punctuality continues to be high profile. New DSL will continue to build on the impact of outgoing DSL. Next steps – it is important to keep these strategies in place and work alongside East EWO to ensure an upward trend.

Children have been quickly referred to speech and language and assessed within the first term on arrival at STR. Programmes are in place and are consolidated daily in the classroom to ensure maximum impact and resulting with children being quickly discharged from the service. Immediate support is allowing a wider access to the curriculum and SLCN of the cohort is reducing.

The continued impact of Teaching Assistants on the SEMH, C&L and SLC has ensured our children have equal access to a curriculum which has been designed for them. Staff training, coaching and team teaching have ensured the TA support is impactful in ensuring all children can learn in the classroom; in order to access all areas of the curriculum. Same day intervention happens quickly and effectively to ensure misconceptions are addressed and gaps are swiftly filled.

Parental engagement has increased and the school offers Adult Education courses with numbers of parental participants increasing termly. We now offer a range of academic, parenting support and creative courses which empower our parents to become positive role models and life-long learners.

An increase in parent's attending parent's evening and continued engagement in showcase events are following an upward trend.

Timely access to the Educational Psychology service has ensured elevated SEND provision is in place quickly and consequently no child is left behind. Careful monitoring of progress and partnership with all stakeholders ensures the support is provided efficiently.

Subsidised trips continue to open the world up to our children, ensuring they see a world beyond Marfleet. By ensuring cost is not a barrier, we have ensured our children have visited a wide range of places including cultural events at Hull New Theatre, residential trips and visits to London.

## 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
Speech and language specialist support	New Options
Educational psychological services	Applied Psychologies