

# Pupil premium strategy statement 2025-2028

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	Ben Rhydding Primary School
Number of pupils in school	187
Proportion (%) of pupil premium eligible pupils	11 FSM (6%) 3 CLA (2%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025 - 2028
Date this statement was published	15.12.25
Date on which it will be reviewed	September 2026
Statement authorised by	FGB
Pupil premium lead	P Timms
Governor / Trustee lead	Nick Crannigan

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,125
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£30,125</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our Pupil Premium Strategy for 2025-28, seeks to build on the inclusion focus in national school policy (most notably in the new Ofsted Toolkit) and align itself with the DFE focus on providing support earlier in the pupils journey before school and as they enter formal schooling. In line with effective approaches to SEND helping both SEND and non-SEND pupils, approaches that help elevate the progress and thriving of PP (pupil premium) pupils nationally will also help non-PP pupils.

Therefore, this strategy is a mixture of whole school approaches which make the thriving of PP pupils more likely and the targeted tracking and support for those individuals as they progress through primary school. This is both about closing the gap between non-PP and PP within our school setting, whilst tackling social equity through the organisation of the school, staffing and curriculum that gives PP pupils the best opportunity to achieve, belong and thrive in the short to longer term.

This is reflective of a wider drive by the DFE and national agendas, to put oracy at the heart of the curriculum, include an enrichment entitlement and tackle the 40% gap between non-PP and PP pupils before they even reach school age. It is also notable under the new Ofsted framework that leaders should be aware of socially disadvantaged children, pupils with SEND (and where these two categories overlap), pupils who were previously known to social care i.e. children who are looked after, and pupils who may face other barriers to learning or wellbeing i.e. protected characteristics.

The design of this strategy has taken into account a wealth of research and documentation from Ofsted, the Curriculum Review 2025, Education Endowment Foundation, Child of the North Reports, The Chartered College and the National Pupil Premium Strategy 'Menu of Approaches.' In tying this Pupil Premium Strategy to wider school improvement targets, it ensures its prevalence in school leadership and strategic discussion.

Our strategy is built on the following principles:

The belief that high quality teaching, explicit focus on teacher agency and decision making, alongside a whole school drive to promote both inclusion of all groups, whilst maintaining challenge for all pupils is best framed through the concepts of equity of access to learning and deep thinking, a promotion of curiosity throughout the school journey and encouraging agency and independence of all pupils that will provide the foundation of progress for PP pupils over the longer term.

We also will invest in a clear and sustainable approach to TA and teacher targeted support for PP learners, as well as early diagnosis of pupil needs as they enter Reception and all through school. The focus is especially involves understanding the nuances of each child through the lens of inclusion and how they gain access to curriculum, how they are safeguarded and their wellbeing as well ensuring we provide opportunities for leadership, pupil voice and access to wider enrichment beyond the national curriculum.

## Challenges

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

Challenge number	Detail of challenge
1	In Combined Measures (Reading, Writing, Maths) generally perform lower than their non-disadvantaged peers, with 47% meeting expected standards in 2025, compared to 69% nationally.
2	Disadvantaged pupils' gap to non-disadvantaged can be considerable prior to and in the early days of formal schooling, similar to those with SEND needs. 48.5% (almost half) of children receiving Free School Meals (FSM) start school without the necessary skills nationally (Child of North report) and children not school ready on FSM and with SEN have a 25% probability of NEET. 75% is target for GLD at end of Reception by 2028 nationally.
3	Disadvantaged pupils access to curriculum is limited due to limited vocabulary, limiting retrieval of content and ability to self-regulate. Disadvantaged pupils start school with lower language and literacy skills, a major barrier to learning across subjects and need support to acquire these skills.
4	Disadvantaged pupils require schools to work more intensively in partnership with parents and families. PP Pupils are more susceptible to safeguarding issues, influence from online harm and often more targeted emotional support is required to support children to thrive in school.
5	Increasingly, socio-economic factors restrict some children from taking part in certain school activities/residential without financial support and therefore they miss out on enriching experiences that increase aspiration.

## 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
<p><b>ACHIEVE</b></p> <p>Improved <u>combined attainment</u> amongst disadvantaged pupils at KS2 for ARE.</p>	<p>Combined ARE results nationally are 69% and 47% for disadvantaged pupils. The aim is to ensure ARE at Ben Rhydding is above national combined for disadvantaged pupils and as close to possible to ARE for non-pupil premium pupils. In 2025, nationally 4% of disadvantaged pupils met the higher standard in reading, writing and maths (combined), while 11% of other pupils met the higher standard so while the only totalling a few children, disadvantaged pupils on track to meet GD should secure this by end of KS2.</p>

<p><b>ACHIEVE</b></p> <p>The attainment and achievement gap is closed between our PP children and our non-PP children <u>early on</u> in their primary education.</p>	<p>From baseline, the aim is for 85% of pupils to reach GLD in Reception (national 68.3% 2025) and those who don't, persistent tracking and intervention for these pupils. Pupils should leave reception with high levels of self-regulation, self-expression, imagination and emotional literacy which acts as important indicators of later attainment in KS2 and KS1 and beyond. This is supported through EEF guidance/Chartered College research into creativity as a core curriculum need and creative thinking is recognised by the OECD as the 2<sup>nd</sup> most important skill in the 21<sup>st</sup> century.</p>
<p><b>BELONG</b></p> <p>Improved learning environments modelled on 'inclusive challenge' that promotes curiosity, equity and agency and excellent teaching of all learners including SEND.</p>	<p>In line with the new focus on inclusive practices as a driver of EYFS provision and school readiness, building regenerative education that puts 'curiosity' at the centre of the curriculum is supported by educationalists such as Ida Rose Florez. Classrooms will be places where all pupils are expected to contribute, have equity of access to content (part of good SEND provision and for tackling disadvantage) as well as promoting challenge and agency (EFF Metacognition Report). Classroom practice will be recognised as improving learner behaviours and high-quality teacher CPD will enable the concept of inclusive challenge to be realised.</p>
<p><b>BELONG</b></p> <p>High PASS assessment scores indicating good emotional and wellbeing support and opportunities where PP pupils feel valued and can contribute to school life.</p>	<p>Tracking PASS assessments vs academic results across the journey of pupil premium pupils in school, scores improve over time and pupil premium pupils are intentionally involved in pupil leadership opportunities e.g. values ambassadors, energy heroes and in pupil voice groups and are considered for additional emotional support and intervention.</p>
<p><b>THRIVE</b></p> <p>Pupils ability to access and succeed across the whole curriculum through the development of a curriculum framework centred on Active Citizens, Maker Citizens, Safe Citizens, Thoughtful Citizens, Connected Citizens.</p>	<p>The impact of a new curriculum framework to meet new Curriculum Review 2025 is evaluated in terms of attainment and engagement of Pupil Premium pupils. A strong focus on oracy (Prosody and P4C) has measurable impact on reading, writing and maths progress for pupil premium pupils as well meeting the 'enrichment curriculum' as part of the core offer to pupil premium pupils. A focus on financial and digital literacy and a range of physical activities on and off-site support both attainment and wellbeing of pupils.</p>
<p><b>THRIVE</b></p> <p>A range of planned enrichment activities and planned access to range of curriculum experiences that broaden aspirations for PP pupils and good relationships with families.</p>	<p>Subsidised involvement in enrichment activities/clubs offered as part of wider curriculum provide a wider curriculum offer. Local partnerships in the community support pupil connection to society and exposure to different experiences as well as driving excellent attendance for disadvantaged pupils. Wide ranging academic and non-academic workshops supports parents understanding of support they can provide.</p>

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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The <b>adoption of Inclusive Challenge</b> as a pedagogical approach which promotes equity, curiosity and agency for learners and involves AFL strategies which helps deepen learning of all pupils as well as an 'inclusive lens' through which to evaluate teaching and learning.	The Child of the North report and Better Stronger Together publication 2025 calls for better use of diagnostic assessment of pupil needs and disadvantage and to develop inclusive practices in all areas of school aligned with new Ofsted Toolkit 2025. A focus on retaining equitable challenge (high expectations of outcomes for all) whilst ensuring teaching is continually adapted for all learners is a key driver of the new framework.	1,3
Coaching, mentoring, implementation training and <b>collaborative culture of evaluation</b> and teacher progression	A focus on SEND/vulnerable pupils being the focus of all children is detailed by the new Ofsted Toolkit 2025 and retaining the agency of teachers is central to the Teaching Commission report 2025. This means schools are best placed where collective self-efficacy of teachers and teaching assistant is developed and where staff are valued, supported through both a keen focus on inclusive practice in CPD, opportunities to work together to evaluate practice across school. Retaining these mechanisms are important in maintaining the highest standards of teaching and learning, wellbeing and motivation for teachers.	1,2,3
Securing <b>Foundational Skills</b> in Spelling, Phonics, Handwriting and Early Maths	A key strand of the new Ofsted toolkit 2025, writing framework and phonics strategy and early maths is to build fluency in foundational skills which enables all pupils to access a wider curriculum higher up primary school and secondary school.	1,2,3,4
An interwoven <b>Writing, Reading and Oracy Culture</b> and a focus Disciplinary Vocabulary	Building on evidence regarding Prosody as developing better readers which is already present in our curriculum, reading culture will be explicitly linked to developing writing culture (peer editing, workshops). The importance of oracy for writing and reading has been championed Voice 21, is built into Welsh curriculum and now features in Curriculum Review as recommended by All Parliamentary Committee for Oracy. A focus on oracy will therefore be central to our	1,2,3,4

	curriculum, including building on Philosophy for Children, sentence stems in Maths, developing disciplinary vocabulary across different subjects which supports progression and long-term memory, as well as building on Zones of Regulation and securing ethical vocabulary to help KS2 and PP children to build their cultural capital.	
A building of an ambitious but joyful <b>Values in Action Curriculum</b> that meets Ofsted criteria and needs of 21 <sup>st</sup> century learners	Reading research by the IPPR 'Out of Kilter' report and mapping safeguarding themes for schools and building on our work as a Values Based School, the evidence has suggested a renewed focus on citizenship in PSHE. We will build our curriculum around five areas to help pupils 'thrive' longer term not just 'belong and achieve'. A curriculum focused on being Active, Thoughtful, Safe, Connected and a Maker will equip PP children to have broad set of skills for education.	1,2,3,4,5
The <b>adoption of Guided Practice and early identification</b> of pupil need in EYFS pedagogy and training of staff in noticing and meeting gaps early	Only 51.5% of children who qualify for free school meals reach a good level of development at age five, compared to 72% of children not eligible for free school meals. We will seek to identify need Early, a approach already trialed in Bradford, adopt a play-based approach which translates to a challenging offer for Guided Practice in Year 1 and 2 initially, building independent learning behaviours in PP pupils, having worked with LA advisor on this approach.	2,3,4

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

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective deployment of TA's and teachers for lower/higher attainers	Research by the EEF stresses the importance of thinking carefully about how TA's support learners, using a least additional support first to instil high expectations and efficiency of support. A flexible approach to TA deployment, supported by CPD, with a TA team that is skilled to work across different age groups is key. Supporting EHCPs, lower attainers and higher attainers on PP will be an important approach.	1,2,3,4,5
Focus on early writing and reading group	The EEF guidance on supporting SEND pupils indicates how these strategies help all	1,2,3

interventions in KS1, early support for Autism/Cognition and Learning and targeted individual interventions in KS2	learners. The school will continue to promote whole school CPD/Twilights and understanding of SEND needs, as impactful for all learners including PP pupils. This will involve focused Phonic sessions and 1:1 reading, developing OAP that is needed to develop classrooms that are inclusive, low sensory and support reasonable adjustments for pupils with ADHD, autism and early cognition and learning needs. A focus on adaptive teaching and interventions such as Multi-Sensory Learning will support progress of low attainers and PP pupils will be prioritised.	
Developing a coherent academic and social emotional tracking of Pupil Premium pupils from GLD to Year 6	Developing 'inclusion data' beyond SEND or groups with protected characteristics, as a key focus of new Ofsted toolkit, will involve more formal tracking pupils social/emotional profile in line with academic results so SLT are more responsive to their needs over time and proactively plan for ways to accelerate PP progress.	1,2,3,4

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

Budgeted cost: £5,125

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>A focus on Community Wellness (Sustainability, Values, Wellbeing)</b> whilst working towards a Well Schools Trust accreditation alongside a responsive, prioritised <b>PHSE and Safeguarding curriculum</b>	Attendance at our school is very high and while parents report pupil wellbeing as high, this not always reflected within staff surveys of wellbeing. Well Schools Trust have shown a direct link between staff wellbeing and pupil wellbeing therefore funding staff wellbeing and wellbeing initiatives will support PP and non-PP pupils. Changes to PHSE is supported by new statutory PSHE/RSE guidance from 2026 and developing a more explicit safeguarding curriculum to support changes to practices such as digital literacy, misogyny and restorative behaviour approaches and PP pupils are in need of this preventative support.	3,4
The employment of an <b>ELSA support worker</b> in school to complete social and emotional interventions	Training an Emotional Learning Support Assistants to work an afternoon a week, will help us meet the emotional needs of any pupils identified through PASS assessments, have school-based anxiety or are identified through our inclusion group and can do some of the heavy lifting in the communication between classroom and home. Mental Health amongst young people is more prevalent since	4

	COVID and a targeted approach to PP pupils will help support their wider wellbeing.	
The development of our pupil voice policy and strategies to <b>access to leadership/career opportunities</b> as part of the school curriculum and <b>offering targeted, subsidised enrichment activities/after/before school clubs</b> as part of a wider offer to PP pupils.	Living Well Schools, who operate locally in Bradford Authority identify pupil voice as a key aspect of living well for young people. Having already made great strides with our Values Ambassadors, leadership opportunities will be actively promoted to PP pupils as well as taking part in the Primary Futures programme to increase exposure to careers awareness. An 'core enrichment offer' for pupils is one of the pledges by the Labour government including civic engagement including arts and culture, Nature, outdoor and adventure, sport and physical activities and developing wider life skills. We will offer enrichment opportunities outside of direct school curriculum time (e.g. Wake up Shake Up, Sports Clubs), within the school day (lunchtimes) and subsidising access to these for PP pupils. The 2025 report by RSA on Revealing Social Capital Report suggests mixed ability, fluid groupings, access to enrichment and parents mixing at school events all help social cohesion.	5

**Total budgeted cost: £30,125**

## 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.

#### Disadvantaged children meeting ARE at the End of KS2 2024-25

Reading: 50% or 2 out of 4 children achieved ARE at end of KS2

Writing: 50% or 2 out of 4 children achieved ARE at end of KS2

Maths: 50% or 2 out of 4 children achieved ARE at end of KS2

Combined: 25% of pupils or 1 out of 4 children achieved Greater Depth Combined (all subjects) at KS2.

0% of PP children taking the phonics screening check passed (1/1 PP pupils in the class). This pupil is set to resist the phonic test again in Year 2 in 2025/26

#### Other Pupil Premium Internal Data

PP Reading Progress across school: 73% expected progress, 37% above expected

PP Writing Progress across school: 72% expected progress, 16% above expected

PP Maths Progress across school: 73% expected progress, 21% above expected

#### Recommendations

- Track carefully PP children progress across school in relation to PASS assessments, academic data, GLD to develop a more holistic view of the child and plan interventions
- Track both attainment and progress of pupil premium pupils so that attainment of PP pupils in year groups lower than Year 6 meets or is close to the 69% combined measure for non-PP pupils nationally.

### 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
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