

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2024-2025) academic year) 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	Radford Academy
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	101 47%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	July 2024
Statement authorised by	Meeta Dave
Pupil premium lead	Kirsty Booth
Governor / Trustee lead	Jeanette Topping

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£145,514
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£145,514

Statement of intent

School vision

At Radford Academy, our approach to learning aspires to academic excellence in an inclusive, nurturing, and supportive environment. This helps all pupils develop their talents, creativity and leadership skills so that they can achieve their potential as responsible global citizens of the future. By raising self-esteem pupils will be proud of who they are and what they believe, but will also respect everyone and understand that difference is to be celebrated. Development of emotional intelligence will ensure that pupils manage emotions in a positive way, empathise with others, communicate with others, overcome challenges and diffuse conflict. Pupils will learn they can have a voice in school and the community and gain the confidence to challenge and take action where there is inequality and injustice. They will be altruistic in their outlook.

As a pupil leaves Radford Academy, they will have made excellent progress and be able to apply their skills and positive character traits to achieve success in their lives and future careers beyond what they ever thought was possible.

Our vision for pupil premium children

At Radford Academy, some pupils face a range of challenges that hinder their academic achievement and prevent them from reaching their full potential. Our goal is for all children, regardless of the barriers they face, to achieve their best. As a school, we offer a variety of opportunities to broaden pupils' horizons and raise their aspirations. We strive to enhance their cultural capital and equip them to become global citizens.

Our strategy and aims

- To ensure that all disadvantaged pupils make accelerated progress to close attainment gaps in all subjects between them and their peers nationally.
- To develop oracy skills which enable pupils to be confident and articulate communicators.
- To promote the development of positive character traits which help pupils to become resilient with a positive mind-set.
- To self-regulate in order to manage emotions and behaviours.
To widen horizons and develop vocabulary in order for pupils to broaden their knowledge of the world and be able to communicate effectively to a wide range of audiences.
- To provide a range of social and cultural opportunities which give pupils a good understanding of diversity and the world around them.
- To give pupils the opportunity to develop their talents.
- To support pupils to acquire basic life skills in order for them to lead successful lives.
- To raise aspirations so pupils aim high, having the drive and determination to succeed in their future chosen careers.

Challenges

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

Challenge number	Detail of challenge
	<p>47% of pupils in Radford are in receipt of Pupil Premium funding.</p> <p>There are a number of challenges that these pupils face such as financial poverty, English as an additional language or weaker vocabulary knowledge, mobility into the school at a later starting point than their peers, limited access to wider life experiences and poor attendance.</p> <p>The challenges listed below are those that we have chosen to prioritise for this academic year.</p>
1	64% (65/101) of our pupil premium pupils speak English as an additional language.
2	The attendance of pupils in receipt of pupil premium funding was 92.8% during the last academic year. Non-pupil premium children were 94.4%. Persistent absences of pupil premium children was 28.1% compared to 18.3% for the non-pupil premium children.
3	Limited understanding of the wider world as pupils have little access to a range of cultural opportunities such as the arts and sports which would help to develop talents and improve their comprehension and general knowledge.
4	The reception baseline and phonics assessments inform us that the starting points for some of these pupils is significantly lower than those non-pupil premium pupils.
5	Pupils start with a poorer understanding of the English language, therefore the vocabulary these pupils know is weaker than their non-pupil premium peers. Additionally, pupil outcomes for writing, spelling and grammar illustrate the gap in these subject areas is at its largest. KS2 outcomes in 2024 showed 56% pupils of pupil premium children in Radford met the writing expectations compared to 58% nationally. Other data across the school shows writing is the area that requires the most development.
6	On entry assessments tell us that the personal, social and emotional development of pupil premium pupils is lower than their peers.

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
To improve the acquisition of the English language.	Pupils will show an increase of vocabulary compared to the baseline assessments undertaken. Pupils will demonstrate more accurate use of these words in the sentences that they produce.
To improve the writing attainment across the school.	For 64% of pupil premium pupils across the school to secure age related expectations in writing.

To improve the phonics knowledge of KS1 pupils in order to develop fluency and confidence in reading.	For 77% of pupil premium children in KS1 who need to complete the phonics check to successfully meet the standard.
To reduce the persistent absence of the pupil premium children and enhance overall attendance.	To reduce the persistent absence gap between pupil premium and non-pupil premium pupils from 10% to 2%. To reduce the attendance gap between pupil premium and non-pupil premium pupils from 1.8% to 0.8%.
To broaden horizons and give pupils a range of stimulating experiences by engaging with sports, arts and culture and the wider world.	Pupils will have visited the theatre, a sporting event and an art gallery throughout the academic year. Pupils will evaluate and discuss these experiences through completion of our wider enrichment forms.
Pupils will be more resilient and independent in their learning.	Pupils will show on their surveys an increase in their views of learning through a scaled response.

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: 65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Showbie / AI Learning/ training through Teams.	The EEF highlights that the effective use of formative assessment can identify learning gaps and help set learning intentions. These apps support teachers in making quick and accurate assessments and save time in providing feedback. Effective feedback has been shown to support pupils in making accelerated progress. The use of voice notes also helps move learning forward quickly and effectively.	1,5
Physical activity –Drumba /Yoga /REAL PE	The EEF states that there is a link between physical activity and academic learning. "Participating in sports and physical activity is likely to have wider health and social benefits." Regular physical activity offers broader benefits, including physical development, health, and wellbeing, as well as other potential benefits, such as improved attendance.	2,3,6
CPD Emotional wellbeing. <ul style="list-style-type: none"> • R2I support • Elsa • Learning mentor sessions 	Observations have identified that some pupils suffer from a range of mental health needs, including anxiety, lower self-esteem, and behavioral issues. Support from Inclusive Education Services has highlighted how becoming an emotionally healthy school or trauma-sensitive school can ensure that a systematic, whole-school approach is implemented, supporting the emotional development and resilience of pupils. The EEF suggests that social and emotional learning is key to children's success but needs to be closely monitored by the school to measure its impact.	6
Additional part time TA in Reception/ KS1	The EEF has shown that small-group interventions are effective in enhancing a child's self-esteem as well as academic capabilities. On entry, most pupils in Reception are well below their peers	4,5

	<p>nationally in communication and language. Since these areas underpin all other areas of learning, it is vital that pupils receive as much adult intervention and interaction as possible in order to develop their language and communication skills.</p> <p>An additional trained teaching assistant will be effectively deployed to engage pupils through continuous provision and adult-directed activities in order to develop language acquisition.</p>	
<p>Continued training for RWI keeping staff up to date with knowledge about current practice</p> <p>This will also include a spelling scheme for years 2 to 6.</p>	<p>The EEF states that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils due to having been exposed to fewer spoken words and books at home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning (5+ months).</p> <p>The EEF also states that studies in England have shown that disadvantaged pupils receive similar or slightly greater benefits from phonics interventions and approaches. This is likely due to the explicit nature of the instruction and the intensive support provided.</p>	1,4,5

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

Budgeted cost: 54,685

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA support across school	<p>Through pre-teaching sessions, impact sessions, and interventions, teaching assistants ensure that pupils are ready for their next lesson. They do this by working with pupils individually or in small groups for short sessions to address any misconceptions from the day's lessons. Intervention plans will be created by the teachers, clearly highlighting the needs of pupil premium children as well as others in the class, with support allocated where necessary.</p> <p>Where pupils need additional support, teaching assistants will spend time with</p>	1,4,5

	<p>them before the session to prepare them, helping to build their confidence before the lesson is delivered. Teaching assistants will also share teaching videos or resources that pupils can access at home.</p>	
<p>The use of technology 1:1 iPads</p>	<p>The additional use of technology has been integrated into plans this year. The EEF has recognized that technology has the potential to increase the quality and quantity of practise that pupils undertake, both inside and outside the classroom. The school has purchased a range of apps that not only help engage and motivate pupils but have also been found to accelerate progress in basic skills.</p> <p>The use of voice notes has also proven helpful for providing direct feedback, moving learning forward quickly.</p>	1,5
<p>Therapeutic offer</p> <ul style="list-style-type: none"> • ELSA 	<p>Pupils participate in TheraPlay sessions, delivered by trained teaching assistants. The Educational Psychology Service reported that pupils who completed the program developed positive attachments, greater self-esteem, trust in others, and positive engagement in their learning.</p> <p>The EEF evidence states that when children engage with social and emotional learning, they are better prepared to take on challenges in their work. It also highlights that the greatest impact comes from closely monitoring these approaches. One teaching assistant will receive training to become an ELSA ambassador.</p>	6
<p>Additional phonics sessions</p> <ul style="list-style-type: none"> • Fast track tutoring • Pinny time 	<p>Evidence from the EEF suggests the importance of phonics in teaching early reading. Additional phonics sessions will help pupils in their early stages of reading. Teaching assistants will deliver extra sessions in the afternoons for targeted pupils. In-house evaluations suggest the impact of the RWI fast-track interventions to help pupils progress in phonics outside of the regular phonics lesson is strong.</p>	4
<p>Small groups English interventions including handwriting and spelling</p>	<p>The use of precision teaching and targeted handwriting support will help pupil premium pupils catch up to their peers. The EEF supports the use of small-group interventions to aid pupil learning. Evidence from teachers regarding the RWI spelling scheme suggests it is having a</p>	1,5

	positive impact on children's confidence in spelling.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor	<p>There is an increasing number of pupils who need support to manage their behaviour, social, and emotional needs. The learning mentor has completed training as a Mental Health Leader and Bereavement Counsellor and has the experience to deliver a range of interventions that help pupils self-regulate and behave appropriately. These include programs such as "No More Stinking Thinking" and 1:1 sessions, which give pupils the time and space to share their concerns and address any issues.</p> <p>Evidence has shown that the learning mentor is a valuable resource, and through the interventions, pupils have reported that it has helped them manage their emotions and behaviour. Monitoring of these pupils shows a positive impact in terms of a decrease in the number of time-outs, improved engagement in lessons, and accelerated academic progress.</p>	6
Attendance support officer	<p>Attendance has recently become a concern for the school. Previously it was above national averages. It is important for our families to have the support of the attendance officer to address these issues and ensure that attendance improves for the targeted pupils. Raising the profile of attendance across the school has helped motivate pupils in each year group to improve. The class with the best attendance (over 95%) each week is rewarded and every half term, pupils with 100% attendance are given rewards.</p>	2
Nottingham Citizens	<p>Collaborative learning, as featured on the EEF website, has notably provided a positive impact. This is particularly evident when designing tasks such as social action initiatives, which encourage talk and discussion, while also giving pupils the opportunity to develop their oracy skills in</p>	3

	different contexts and with a wide range of audiences.	
After school and lunchtime clubs	The Nuffield Foundation suggests that disadvantaged pupils who attend after-school clubs develop relationships based on trust and gain confidence. Therefore, funding for these pupils aims to challenge them further, widen their horizons, raise their aspirations, and provide them with experiences their families may not be able to offer, but which more advantaged peers benefit from. As a result, they are better prepared for secondary school and have a broader understanding of the world, arts, culture, and sports.	3
Music Tuition	Music tuition provides pupils with access to opportunities they may not have at home. It helps widen vocabulary, enrich the curriculum and develop talents. Various research studies suggest a correlation between music tuition and increased academic performance.	3
Uniform	It is important that all pupils come to school ready to learn. No pupil should feel different because their parents cannot meet basic needs. Therefore, once any issues are highlighted, the school will discreetly offer support or connect families with more appropriate organisations to provide the help they need. The school will support by providing uniform. Blazers for all Year 5 and 6 pupils are funded by the academy. As a result, pupils look smart, have high self-esteem, feel a sense of belonging and are proud to be part of the school.	6
Enrichment experiences	The EEF explores the positive aspects of having a variety of enrichment opportunities for pupils to get involved in. The EEF states that all pupils, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich education. Trips and clubs are subsidised to help families, with additional support provided when requested.	3
Opera Programme	The EEF suggests that participation in arts activities can have a positive impact on academic outcomes. This provides pupil premium pupils with an opportunity they are unlikely to access elsewhere. It widens	3

	their horizons and gives them an opportunity to develop their talents.	
Forest School	<p>The New Economics Foundation (NEF) evaluated two schools to highlight how they can provide learning opportunities for pupils who typically do not perform as well in the classroom. Key findings from the evaluation suggest that Forest Schools makes a difference in the following ways:</p> <p>Confidence: Pupils had the freedom, time and space to learn and demonstrate independence.</p> <p>Social skills: Pupils gained an increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play.</p> <p>Communication: Language development was prompted by the pupils' sensory experiences.</p> <p>Motivation: The woodland environment fascinated the pupils and they developed a keenness to participate and the ability to concentrate for longer periods of time.</p> <p>Physical skills: Improvements in physical stamina and both gross and fine motor skills.</p> <p>Knowledge and understanding: Pupils developed an interest in their natural surroundings and a respect for the environment.</p> <p>All of these skills and attributes are important for pupils at Radford to develop or further enhance.</p>	3

Total budgeted cost: £145,514

Review of the year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023-2024 academic year.

During the 2023-2024 academic year the range of provisions stated in the strategy were put in place and saw a steady increase in pupil premium children achieving age related expectations in their year group. The outcomes for these groups were positive in relation to national outcomes for pupil premium pupils.

Reception Data

In reference to the children that have achieved GLD, 7/10 70% of pupil premium children achieved GLD by the end of Reception compared to 11/20 55% of non pupil premium children.

Key Stage 1 Data

In the Year one phonics test 9 /12 children 75% passed their phonics test compared to 12/17 71% non pupil premium children. When comparing our results to pupil premium nationally 68% of pupil premium children passed the phonics test compared to 84% non pupil premium children.

Key Stage 2 data

Reading

Nationally pupil premium children scored 62% pass rate for their reading. At Radford Academy this was 81% which is above the national average. The gap between pupil premium children and non pupil premium children was 17%. This has reduced to 4%.

Writing

Nationally pupil premium children scored 58% pass rate for their writing. At Radford Academy this was 56%. The gap between pupil premium children and non pupil premium children was 17%. This changed to 36%. When looking at writing, this is the biggest gap we face and need to target for the academic year.

Maths

Nationally pupil premium children scored 59% pass rate for their maths. At Radford Academy this was 81%. The gap between pupil premium children and non pupil premium children was 17%. This has reduced to 11%.

Combined

When looking at combined scores the national average is 45% and Radford children scored a combined score of 56% which is an internal increase of 9 % based on last year's data.

Progress

PP Vs non-PP	Cohort:	PP	No PP	PP	No PP	PP	No PP	PP	No PP	PP	No PP	PP	No PP
		(13)	(14)	(14)	(15)	(20)	(10)	(16)	(13)	(9)	(18)	(14)	(13)
PP Vs non-PP	Reading	13 100%	13 93%	14 100%	15 100%	20 100%	9 90%	15 94%	12 92%	6 67%	17 94%	14 100%	12 92%
	Writing	12 92%	13 93%	13 93%	15 100%	20 100%	10 100%	13 81%	13 100%	8 89%	16 89%	13 93%	12 92%
	Maths	8 62%	11 79%	14 100%	15 100%	20 100%	10 100%	16 100%	12 92%	8 89%	13 72%	14 100%	13 100%
	SPaG							15 94%	13 100%	3 33%	12 67%	14 100%	13 100%
	Combined	10 77%	11 79%	13 93%	15 100%	20 100%	10 100%	14 88%	13 100%	8 89%	17 94%	14 100%	12 92%

Progress for pupil premium children compared to non-pupil premium children was generally in line with their non pupil premium peers.

Our Monitoring & Evaluation cycle for 2023 2024

Monitoring for the pupil premium pupils has been carried out through:

- A termly governors' report being shared at AGB meetings.
- A cohort profile for each class which is updated termly, identifying the implementation and impact of support given to pupil premium children for both behavioural and academic reasons.
- The pupil premium lead and pupil premium link governor meeting three times a year and sharing reports with the rest of the governing body.
- Pupil progress dialogue meetings with all teachers which are held on a termly basis to monitor the progress of targeted pupil premium children more closely.

Next Steps following review:

- Continue to use and monitor all case studies for targeted pupil premium children to support them further and celebrate their successes.
- Consider ways to further engage pupil premium pupils with global issues, broader life experiences and cultural capital through an enriching and challenging curriculum, targeted interventions, and school clubs/visit opportunities.
- Review targeted support across all year groups to develop writing opportunities.
- Continue to address the issue of persistent absence amongst pupil premium children with regular meetings and incentives to encourage attendance.
- Develop the acquisition and application of the English language.
- Build resilience.

Externally provided programmes

Programme	Provider
Achieving Excellence in handwriting	Achieving Excellence in handwriting

Service pupil premium funding

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

Measure	Details
N/A	N/A
N/A	N/A

Further information

In planning for the new strategy, we began with a rigorous evaluation of the actions from the previous year and their impact. Research evidence supported the decisions made in the new strategy.

Teachers played a key role in evaluating the actions and their impact, as well as in planning next steps with the pupil premium lead.

Throughout the year, teachers will rigorously review the impact of the strategies and make adjustments as necessary to ensure that pupils' needs are met, with maximum impact on progress and attainment.

The pupil premium lead will monitor the progress of disadvantaged pupils, review and adjust actions in the strategy, scrutinise data, and hold teachers accountable to ensure that pupil premium pupils make good and accelerated progress, closing any attainment gaps between them and their peers.