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 outcomes for disadvantaged pupils last academic year.

overview

Detail	Data
School name	Radford Academy
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	95 pupils- 47%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025 2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Stephen Ross
Pupil premium lead	Kirsty Booth
Governor / Trustee lead	Jeanette Topping

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£154,145
Pupil premium funding carried forward from previous years	£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	£154,145

Part A: Pupil premium strategy plan

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 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 chidlren

Some pupils at Radford Academy face a range of challenges which become barriers to them achieving academically and realising their potential. Our aim is for all children, no matter what their barriers, to be able to achieve their full potential. As a school we provide a range of opportunities for children to widen their horizons and and raise aspirations. We aim to also provide opportunities for the children to widen their cultural capital and 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 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 life styles.
- To raise aspirations so pupils aim high and have 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
95/203 47% of pupils in Radford are in receipt of Pupil Premium funding. There are a number of challenges that these pupils face such as financial poverty, English as an additional language and weaker vocabulary knowledge, mobility into the school, limited access to wider life experiences and poor attendance. The challenges listed below are those that we have chosen to prioritise this academic year.	
1	69% (66/95) of our pupil premium pupils speak English as an additional language. Children arrive at our school with little to no English and this impacts their learning particularly in phonics, reading and writing.
2	The attendance of pupils in receipt of pupil premium funding improved to 95.9% compared to the non pupil premium children which was at 96.3%. This needs to be maintained this year so attendance doesn't drop to the level in the 23/24 cycle of 92%
3	Some pupils have a limited understanding of the wider world, as they have little access to a range of cultural opportunities the arts and sports. This means they are less likely to develop their understanding of the world.
4	The reception baseline and phonics assessments inform us that the starting points for a number of pupils in receiept of pupil premium funding is significantly lower than their peers
5	Some pupils start with a poorer understanding of the English language, therefore the vocabulary these pupils know is weaker than their peers. Additionally pupil outocmes for writing, spelling and grammar illustrate the gap in these subject areas is at its largest. Although published KS2 writing outcomes for pupils in receipt of the pupil premium funding showed 75% met the expected standard compared to 59% nationally, this is not represented across the school
6	On entry assessments tell us that the personal, social and emotional development of some of those pupils in receipt of the pupil premium funding is lower than their peers based on observations by the reception team.

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. Pupils will score a scaled score above 100 on the NFER grammar tests and have a secure

	knowledge of the grammar expectations for their year group. Read Write inc spelling trackers will show an increase in the number of spelling rules that they know over time.
To improve the writing attainment across the school. (carried over from previous year)	For 64% of chidren in receipt of pupil premium funding across the school to secure age related expectations in writing. Current: 47% In Year 1: 53% of children in receipt of pupil premium funding will achieve age related expectations in writing. Year2: 60% of children in receipt of pupil premium funding will achieve age related expectations in writing. Year 3 64% of children in receipt of pupil premium funding will achieve age related expectations in writing.
To improve the phonics knowledge of KS1 in order to develop fluency and confidence in reading.	To maintain above 80% of children in receipt of pupil premium funding in KS1 to complete the phonics check to successfully meet the standard. Current 23/24 phonics data for children in recipet of pupil premium funding is 89%
To maintain the reduction of persistent absence of the Pupil Premium children and enhance overall attendance.	For children in recipet of pupil premium funding to continue to outperform their non pupil premium peers in relation to being persistently absence. Last year 4.6% (5 children) where persistently absent these indetified children will be further monitored this year.
To broaden horizons and give pupils a range of stimulating experiences to engage 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 (for example, CPD, recruitment and retention)

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
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'. There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits reported such as improved attendance.	2,3,6
CPD Emotional wellbeing. • R2I support • Elsa • Learning mentor sessions	Observations have identified that some pupils suffer from a range of mental health needs inlcluding anxiety, low self esteem and behavioural issues. Support from Inclusive Education Services has identified how becoming an emotionally Healthy School / Trauma Sensitive school can ensure that a systematic, whole school approach can be implemented which supports the emotional development and resilience of pupils. The EEF suggests that social and emotional learning is key to children's success but does need to be closely monitored by the school to measure impact. This will be monitored through the use of class pages and discussion	6
Additional training for EYFS team	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 nationally in Communication and Language. Since these areas underpin all other areas of learning, it is vital that pupils are supported with as much adult intervention and interaction as possible in order to develop their language and communication, A trained assistant will be effectively deployed to engage pupils through continuous provision and adult directed	4,5

	activities in order to develop language acquisition.	
Improving attainment of children who are in receipt of pupil premium funding through additional CPD for staff on effective feedback.	The EEF states that providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self regulation strategies and needs to be specific for children to know how to improve. The EEF also states that effective feedback has a positive impact across all year groups. We will conduct a research based approach whereby all teaching staff will receive training and be part of research based practice to see which feedback is most effective for the children and how this helps to move the learning forward and address and misconceptions. Evidence in books shows some impact though more training is needed to so that all children in receipt of pupil premium funding receive the same offer.	5
Additional phonics training to be accessed. This will also include a spelling scheme for years 2 to 6.	EEF states that it is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning (5+ months) EEF also states that studies in England have shown that disadvantaged pupils receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.	1,4,5
Additional training for KS2 teachers using ready steady read together	The EEF published research into the simple view of reading. The improving Literacy in KS1 document provides some support on how to help children to read and understand. In learning walks and in collaboration with the learning lead and NFER test results it is clear that some children in receipt of pupil premium funding struggle particulary with the comprehension element of the simple view of reading. The EEF also states that The explicit teaching of reading comprehension strategies works by giving 'novice' readers the tools to think like 'experts' when reading – which is a necessity when pupils face complex academic texts. The Ready steady read programme's own research suggests that pupil outocmes in	1,5

	reading have made increased through the use of the scheme that focusses on fluency and reading for understading. Once implemented we will monitor the impact of our Pupil Premium children.	
Flash Academy relaunch and training	Due to the mobility in our school community, a number of pupils in receipt of the pupil premium funding enter our school in KS2 with limited English language. Flash Academy enables the teacher to gain a proficiency score and generates lessons to help them. When used effectively this can help with the acquisition of the English Language.	1,5
ISHA training Excellence in handwriting.	From book scrutines one area where some children in receipt of pupil premium funding need extra help is with handwriting. ISHA focses on developing routines and support for children to be able to form letters correctly. When used consistently in school books, pupils demonstrate neater handwriting with letters formed correctlty. This then helps the children with cognitive overload so they don't have to think about their handwriting aswell as writing. The new literacy framework focuses on transcription skills from the early years.	5

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA support across the school for interventions	Through pre teaching sessions, impact sessions and interventions , teaching assistants ensure that pupils are ready for their next session. This will be by taking the pupils individually or in small groups for very short sessions to address any misconceptions from the lesson that day. Fast track tutoring will be implemented to support the development of phonics. Intervention plans will be made by the teachers which will clearly highlight the needs of the children in receipt of pupil premium funding as well as others within the class and support allocated where necessary.	1,4,5

	Where pupils need additional support, teaching assistants will spend some time with pupils before the session preparing them so that they are more confident when the session is being delivered. Teaching assistants will also share teaching videos or resources that pupils can access at home.	
The use of technology 1 I Pad per child	Additional use of technology has been integrated into plans this year. EEF has recognised that technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. The school has purchased a range of apps which not only help to engage and motivate pupils but also help to accelerate progress in basic skills. The use of voice notes has also helped with giving direct feedback to move learning forward quickly,	1
Therapeautic offer	Pupils access Lego Play sessions and ELSA sessions delivered by trained teaching assistants. The Education Psychology Service reported that pupils who completed the programme built positive attachments, developed greater self-esteem, trust in others and positive engagement in their learning. We also have therapet supporting some of our children in receipt of pupil premium funding.	6
Additional phonics sessions Fast track tutoring Pinny time	Evidence from the EEF suggests the importance of phonics for helping teach Early Reading. Additional phonics sessions will help pupils in their early stages of reading. Teaching assistants deliver additional sessions in the afternoons for targeted pupils. In house evaluations suggest the effectiveness of RWI fast track interventions to help pupils progress in phonics outside of the phonics lesson.	4
Widgits	The use of widgits helps to support dual coding for children and is used at the start of a child's writing journey to help them develop transcriptional skills. The use of widgits is also recommeded by the priority literacy trust who recommend the use of them as the first level of transcriptional skills. As the children necome more confident these scaffold can be taking away. It also helps support children in foundation subjects. This will also support EAL children with the acquisition of language.	1,5
WELCOM reception		

Ready Steady Read		

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor	There are an increasing number of pupils who have needed support to manage their behaviour, social and emotional needs. The learning mentor has completed training as a Mental Health leader and bereavement counsellor as well as having the experience to deliver a range of interventions which help pupils to self-regulate and behave in an appropriate manner eg “No More Stinking Thinking” and 1:1 sessions which gives pupils the time and space to share their concerns and address any issues. Evidence has shown that the learning mentor is a valuable resource and through the interventions, pupils have shared that it has helped them to manage their emotions and behaviours. Monitoring of these pupils show the positive impact in terms of their behaviours decrease in the number of time outs, engagement in lessons, and accelerated academic progress.	6
Attendance support officer	It is important for our families to have the time and support of the attendance officer to address the issues and ensure that attendance improves for the targeted pupils. Raising the profile of attendance across the school has helped to motivate pupils in year groups to improve. Best class attendance (over 95%) each week is rewarded and every half term 100% rewards are awarded.	2
Nottingham Citizens	Collaborative learning as featured on the EEF website has notably provided a positive impact. This is particularly clear when it comes to specifically designing tasks such as social action initiatives which encourage talk and discussion, also giving pupils the opportunity to develop their oracy skills in different contexts and with a wide range of audiences.	3
After school and lunchtime clubs	The Nuffield foundation suggests that disadvantaged pupils who attend after school clubs develop relationships based on trust and help them to develop confidence. Therefore funding for these pupils is to	3

	challenge them further, widen their horizons, raise aspirations and give them experiences that their families are unable to provide that more advantaged peers benefit from. They are then better prepared for secondary school and have a greater understanding of the world, arts, culture and sports. Across the school year, the children will be exposed to a range of trips and visits which will enhance their cultural capital such as opera visits and visiting museums. They Year 6 children will also visit London.	
Music Tuition	This provides pupils with access to something that they would not have at home. It helps to widen vocabulary and the curriculum and develops talents.	3
Opera Programme	The EEF suggests that participation in the arts activities can have a positive impact on academic outcomes. This provides children in receipt of pupil premium funding with an opportunity they are unlikely to access elsewhere. It widens their horizons as well as gives them an opportunity to develop their talents.	3
Forest School (training/ resources)	The New Economics Foundation (NEF) evaluated two schools to highlight how they can provide learning opportunities for pupils who typically do not do as well in the classroom. Key findings from the evaluation suggests Forest Schools make a difference in the following ways: Confidence: pupils had the freedom, time and space to learn and demonstrate independence Social skills: pupils gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play Communication: language development was prompted by the pupils's sensory experiences Motivation: the woodland tended to fascinate the pupils and they developed a keenness to participate and the ability to concentrate over longer periods of time Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills Knowledge and understanding: the pupils developed an interest in the natural surroundings and respect for the environment	3

	All of these skills and attributes are important for pupils at Radford to develop.	
My happy mind		

Total budgeted cost:

Review of the year

Pupil premium strategy outcomes

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

During the 2024-2025 academic year the range of provisions stated in the strategy where put in place and saw a steady increase in children in receipt of pupil premium funding achieving age related expectations in their year group. Though more work will need to be done next year to close the gap, the outcomes for children in receipt of pupil premium funding were positive in relation to national outcomes for children in receipt of pupil premium funding.

Intended outcome 24/25	Success criteria	Evaluation July 25
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.	Through book scruntinies and discussions with the English lead and priority literacy facilitator there has been a notable impact on the use of vocabulary used by the children with English as an additional langiage. The immersive sequence within the writing framework used at Radford as helped EAL children to be exposed to more language. Flash academy has been reviewed this year and has not been fully effective. We are investing in additional training to help use the app to it's full potential. Two HLTAs have also attended an EAL course through the teaching school.
To improve the writing attainment across the school.	For 64% of children in receipt of pupil premium funding across the school to secure age related expectations in writing.	47% of children in receipt of pupil premium fudning achieved age related expectations by the end of the accademic year. One reason is that there have been 7 additional children in receipt of additional funding who have joined part way through this school year. This will need to be a continued target for next year and evaluations of writing next year will break the data down into children who have been at the academy since Reception

		as well as including the new starters.
To improve the phonics knowledge of KS1 in order to develop fluency and confidence in reading.	For 77% of childrenin receipt of pupil premium funding in KS1 who need to complete the phonics check to successfully meet the standard.	89% of children in receipt of pupil premium fudning met the standard of the phonics screening check. This will continue to be a target next year as the change in cohort means there is a higher proportion of chidlren in receipt of pupil premium children.
To reduce the persistent absence of the children in receipt of pupil premium children = and enhance overall attendance.	To reduce the persistently absence gap of children in receipt of pupil premium funding to children not in receipt of pupil premium fudning from 10% to 2%. To reduce the attendance gap of children in receipt of pupil premium funding to children not in receipt of pupil premium funding dropped from 1.8% to 0.8%.	The gap between children in receipt of pupil premium funding and children not in receipt of pupil premium children for attendance was 0.4% at the end of the academic year. The children in receipt of pupil premium funding are now ourperforming the children not in receipt of pupil premium children. and have less persistent abscences by 2.1%
To broaden horizons and give pupils a range of stimulating experiences to engage 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.	There have been a number of additional opportunitiesd for children this year from sports activities such as a cricket festival, swimming, girls into sport, swimming galas, there have also been theatre trips. Enrichment forms per class are available to view the full extent. Next year the Pupil Premium Lead will track the number of chidlren attending after school clubs.
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.	This year we have tried a variety of different ways to improve resilience including having wellbeing ambassadors. Different scales and questionairres have been trialed including checking in with the children each morning on a numbered scale. Questionairres will be finalised and used at 3 points next accademic year to provide details on the impact of these activities on resilience. Additional learning mentor has also been employed for sessions for 2 children in receipt of pupil premium funding for next year due to their high level of needs.

Data Analysis

Reception Data

In refrence to the children that have achieved GLD, 7/11 64% of children in receipt of pupil premium fudning achieved GLD by the end of Reception compared to 11/17 65% of children not in reicept of pupil premium funding. The children in receipt of pupil premium fudning perfomed at the same level as their peers in all areas of the EYFS curriculum.

Key Stage 1 Data

In the Year one 8/9 children 89% of children in recipet of pupil premium funding met the phonics screening test standard compared to 16/21 76% of their peers. 67% of pupils in receipt of pupil premium funding met the phonics screening test nationally.

Key Stage 2 Data

Reading

Nationallly, children in receipt of pupil premium funding scored 63% pass rate for their reading. At Radford academy this was 75%, which is above the national avaerage. The gap between pupils in receipt of pupil premium funding and their peers was 11%, this is now 13% due to the additional pupils joining the accademy.

Writing

Nationallly, children in receipt of pupil premium funding scored 59% pass rate for their Writing, at Radford academy this was 75%. The gap between children in receipt of pupil premium fudning and their peers was 29% at the start of the academic year this has reduced to 13%.

Maths

Nationallly, children in receipt of pupil premium funding scored 61% pass rate for their Maths, at Radford academy this was 75%. The gap between children in receipt of pupil premium funding and their peers was 13% at the start of the academic year and has maintained13%.

Combined

When looking at combined scores the national average is 47% and Radford children scored a combined score of 67% which is an internal increase of 11% based on last years data. The gap between children in receipt of pupil premium fudnignand their peers was 29% at the start of the academic year this is now 8%.

Our Monitoring & Evaluation cycle for 2024 2025

Monitoring for children in receipt of pupil premium funding has been carried out through:

- Cohort profile for each class identifying the implementation and impact of support given to children in receipt of pupul premium funding for both behavioural and academic reasons which is updated termly
- Case studies there has been a new format agreed for the next academic year to make it easier for staff to fill in and track.
- Pupil progress dialogue meetings with all teachers are held on a termly basis to monitor progress of these pupils more closely.
- Class pages have been adapted in consulation with the teachers for next academic year.
- Tracking forms for whol school level attendance and attainment data have also been used to identify gaps where more support may be needed and also to track when adiitional children in receipt of pupil premium funding joined the academy.

Next Steps following review:

- Continue to use and monitor the new case study form each teacher will initially select 2 children to target.
- Consider how to further engage children in receipt of children in recipet of pupil premium funding with wider world issues/context and broader life experiences through an enriching and challenging curriculum, targeted interventions and school clubs/visit opportunities – cultural capital. This will be tracked on a new tracking document.
- Continue to look at targeted support across all year groups to help with developing writing opportunities.
- Continue to monitor attendance to ensure levels are at least maintained, continue to collaborate with the attendance officer.
- Plan in time for staff to access additional training for flash academy.
- Build the resilience and independence of all learners and be able to track this through pupil questionairres 3x a year.

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
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 our planning for the new strategy we started with a rigorous evaluation of the actions in the previous year and their impact.

Research evidence supported the decisions that were made in the new strategy.

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

Over the year the teachers will be rigorously reviewing the impact of the strategies and making adjustments as necessary, in order to ensure that pupil's needs are met with maximum impact on progress and attainment.

The pupil premium lead will be monitoring the progress of disadvantaged pupis, reviewing and adjusting actions in the strategy, scrutinising data, holding teachers to account to ensure that pupil premium pupils make good and accelerated progress and any attainment gaps between them and their peers are closed.