

Pupil Premium Strategy Statement

Rawdon St Peter's C of E Primary School

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.

School overview

Detail	Data
Number of pupils in school	8
Proportion (%) of pupil premium eligible pupils	2.7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025 - 2028
Date this statement was published	30 th November 2025
Date on which it will be reviewed	01 st September 2026
Statement authorised by	L Clapham
Pupil premium lead	L Clapham
Governor lead	R Mirfield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,295
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£19,295

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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

To ensure they are effective we will:

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

Challenges

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

Challenge number	Detail of challenge
1	There has been an increase in the number of families experiencing financial difficulties
2	There has been an increase in the number of children who require support for social, emotional and mental health support.
3	There has been an increase in the number of children who require learning support for additional or emerging learning needs

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
<i>All children are immersed in the Rawdon St Peter's educational experience</i>	▪ <i>All children who are disadvantaged attend all school trips.</i> ▪ <i>All children who are disadvantaged attend all residential experiences</i> ▪ <i>All children who are disadvantaged have the correct uniform and resources needed for school.</i> ▪ <i>All children who are disadvantaged can be supported to attend any appropriate after school clubs.</i>
<i>All children who require support for their mental health or pastoral support have their needs met.</i>	• <i>All children who are disadvantage are in receipt of appropriate support from the Learning Mentor.</i>
<i>All children with additional learning needs have their needs met in the classroom.</i>	• <i>All children who are disadvantaged are in receipt of appropriate support from Learning Support Assistants, both in the classroom and through keep up/catch up interventions.</i> • <i>Teachers received and apply CPD to support disadvantaged children in the classroom.</i>

Activity in this academic year

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

Teaching

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Training for teachers on more specialist areas of SEND including Adaptive Teaching.</i> <i>Leaders to develop an RSP approach to adaptive teacher that considers our barriers and context.</i>	EEF – Supporting Children with SEND EEF – Adaptive Teaching EEF – Small Group Tuition	2 & 3

Targeted Academic Support

Budgeted cost: £14,295

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Training for Learning Support Assistants on more specialist areas of SEND including Adaptive Teaching</i> <i>Leaders to review how LSA's are used in order to ensure all members of staff are effective and have impact.</i>	EEF – Supporting Children with SEND EEF – Adaptive Teaching EEF – Making the Best Use of Teaching Assistants	2 & 3

Wider strategies

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Funding to support the role of the Learning Mentor</i>	EEF - Mentoring EEF – Improving Social and Emotional Learning in Primary Schools	3
<i>Children who are disadvantaged to received 50% contribution for school trips and residential.</i> <i>Financial support for families who may need support buying uniform.</i>	There are several piece of research that report on the benefits of children being immersed in their education experience. Cognitive and performance benefits Social and emotional benefits Engagement and motivation benefits This approach also supports the RSP Christian Vision.	1

Total budgeted cost: £19,295

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

End of year outcomes show that the performance of disadvantaged pupils was lower than in previous years in key areas of the curriculum – The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were not fully realised. This is reflected in the data outcomes for July 2025.

Our pastoral support continues to be a strength of the school. Where children need support, teachers and learning support staff take appropriate action.

Key Stage 2

Combined Outcome

Student Group	2022/2023	2023/2024	2024/2025	Change since 2023/2024
Male	56%	57.7%	62.5%	▲ 4.8%
Female	66.7%	81%	63.6%	▼ -17.3%
SEN	0%	28.6%	23.1%	▼ -5.5%
Not SEN	71.8%	75%	78.8%	▲ 3.8%
Pupil Premium Eligible	33.3%	0%	0%	— 0.0%
Not Pupil Premium Eligible	65%	72.7%	65.9%	▼ -6.8%
FSM	50%	0%	0%	— 0.0%
Not FSM	61.9%	72.7%	65.9%	▼ -6.8%
EAL	33.3%	N/A	0%	N/A

Reading Outcome

Student Group	2022/2023	2023/2024	2024/2025	Change since 2023/2024
Male	80%	92.3%	91.7%	▼ -0.6%
Female	71.4%	95.2%	81.8%	▼ -13.4%
SEN	14.3%	71.4%	76.9%	▲ 5.5%
Not SEN	87.2%	97.5%	90.9%	▼ -6.6%
Pupil Premium Eligible	33.3%	66.7%	50%	▼ -16.7%
Not Pupil Premium Eligible	82.5%	95.5%	88.6%	▼ -6.8%
FSM	50%	66.7%	50%	▼ -16.7%
Not FSM	78.6%	95.5%	88.6%	▼ -6.8%
EAL	66.7%	N/A	100%	N/A

Writing Outcome

Student Group	2022/2023	2023/2024	2024/2025	Change since 2023/2024
Male	60%	61.5%	75%	▲ 13.5%
Female	76.2%	90.5%	81.8%	▼ -8.7%
SEN	0%	28.6%	46.2%	▲ 17.6%
Not SEN	79.5%	82.5%	90.9%	▲ 8.4%
Pupil Premium Eligible	50%	0%	0%	▬ 0.0%
Not Pupil Premium Eligible	70%	79.5%	81.8%	▲ 2.3%
FSM	75%	0%	0%	▬ 0.0%
Not FSM	66.7%	79.5%	81.8%	▲ 2.3%
EAL	33.3%	N/A	100%	N/A

Maths Outcome

Student Group	2022/2023	2023/2024	2024/2025	Change since 2023/2024
Male	92%	80.8%	79.2%	▼ -1.6%
Female	81%	95.2%	63.6%	▼ -31.6%
SEN	57.1%	71.4%	53.8%	▼ -17.6%
Not SEN	92.3%	90%	78.8%	▼ -11.2%
Pupil Premium Eligible	66.7%	66.7%	50%	▼ -16.7%
Not Pupil Premium Eligible	90%	88.6%	72.7%	▼ -15.9%
FSM	75%	66.7%	50%	▼ -16.7%
Not FSM	88.1%	88.6%	72.7%	▼ -15.9%
EAL	100%	N/A	0%	N/A

Key Stage One Phonics Outcome

Student Group	2022/2023	2023/2024	2024/2025	Change since 2023/2024
Male	87%	75%	89.5%	▲ 14.5%
Female	77.3%	84%	95.8%	▲ 11.8%
SEN	75%	57.1%	50%	▼ -7.1%
Not SEN	82.9%	84.2%	95.1%	▲ 10.9%
Pupil Premium Eligible	100%	100%	N/A	N/A
Not Pupil Premium Eligible	81.8%	79.5%	93%	▲ 13.5%
FSM	100%	100%	N/A	N/A
Not FSM	81.8%	79.5%	93%	▲ 13.5%

Early Years – Good Level of Development Outcome

Student Group	2022/2023	2023/2024	2024/2025	Change since 2023/2...
Male	65%	60%	37.5%	▼ -22.5%
Female	68%	83.3%	85.7%	▲ 2.4%
SEN	33.3%	0%	100%	▲ 100.0%
Not SEN	69%	76.2%	74.3%	▼ -1.9%
Pupil Premium Eligible	100%	N/A	100%	N/A
Not Pupil Premium Eligi...	65.9%	72.7%	74.3%	▲ 1.6%
FSM	100%	N/A	N/A	N/A
Not FSM	65.9%	72.7%	75%	▲ 2.3%
EAL	N/A	N/A	100%	N/A

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
n/a	