

## Ralph Sadleir School - Pupil Premium Strategy Statement Autumn 2025

This statement details our school's use of Pupil Premium (and recovery premium) funding to help improve the attainment of our disadvantaged students.

It outlines our Pupil Premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged students last academic year.

### School overview

Detail	Data
Number of students in school	278
Proportion (%) of Pupil Premium eligible students	18.3% (51)
Academic year/years that our current student premium strategy plan covers	2025-2026
Date this statement was published	November 2025
Date on which it will be reviewed	December 2026
Statement authorised by	K. Scripps (H/T)
Pupil Premium lead	Vicki Wilson and Kerry Scripps
Governor / Trustee lead	J. Tye

### Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£59180
Pupil Premium funding carried forward from previous years	£46094
<b>Total budget for this academic year</b>	<b>£105274</b>

## Part A: Pupil Premium strategy plan

### Statement of intent

At Ralph Sadleir, we are committed to providing a high-quality education that prepares our students for success in the 21st century. Our curriculum is designed to meet the requirements outlined in the National Curriculum, ensuring a broad and balanced education that fosters the intellectual, social, and emotional development of all our students.

Our aims for disadvantaged and vulnerable students are equally as high as for other students, even those who are already high attainers. We aim to close progress and attainment gaps between these students and to overcome barriers to success, keeping student voice and wishes at the heart of our choices; understanding what works for who, why it works, and how long it will work for.

Ralph Sadleir School looks at the areas of difficulty presented in the local area, and that we have seen within our school and will work towards supporting these.

We will consider the challenges faced by vulnerable students, 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 students 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 students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' 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 students excel. To ensure they are effective we will:

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

We aim to close the attendance gap between students in receipt of the Pupil Premium Grant and other students  
We aim to improve the difference in reading age between students in receipt of the Pupil Premium Grant and other students

We aim to improve the range of experiences of students in receipt of the Pupil Premium Grant and other students.  
The money received through the Pupil Premium Grant is ring fenced and used solely to support educational outcomes for these students.

We also recognise that regardless of school context, high quality teaching is the most important lever that schools have to improve outcomes for all students.

## Challenges

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

Challenge number	Detail of challenge
1	Assessment, observations and discussions with students indicate underdeveloped reading skills among disadvantaged students. These are evident from when children start at Ralph Sadleir School.
2	Assessment, observations and discussions with students indicate underdeveloped writing skills among students in receipt of the Pupil Premium fund. These are evident from when children start at Ralph Sadleir School.
3	Assessment, observations and discussions with students indicate underdeveloped mathematical skills among disadvantaged students. These are evident from when children start at Ralph Sadleir School.
4	Analysis of absence data indicates that students in receipt of the Pupil Premium grant have a higher percentage of absence (5.4%) than non-disadvantaged students in 2024/25
5	Students in receipt of the Pupil Premium grant in our school are impacted by economic disadvantages, resulting in limited access to a wider range of enrichment opportunities.
6	Students in receipt of the Pupil Premium grant in our school are impacted by economic disadvantages, resulting for some in limited access to a wide range of learning resources needed to access learning during the school day.
7	Our assessments, observations and discussions with students and families indicate that the education and well-being of many of our disadvantaged students continues to be affected by increasing anxieties and poor mental health.

## 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
<b>Students in receipt of student premium will read at a level in line with their non-disadvantaged peers.</b>	-End of key stage 2 outcomes in July 2026 will demonstrate that the majority of disadvantaged students will attain as well as their non-disadvantaged peers. -Internal school tracking demonstrates that the majority of disadvantaged students will attain as well as their non-disadvantaged peers in years 5,6,7 and 8.
<b>Students in receipt of the student premium fund will attain a writing level in line with their non-disadvantaged peers.</b>	-End of key stage 2 outcomes in July 2026 will demonstrate that the majority of disadvantaged students will attain as well as their non-disadvantaged peers. -Internal school tracking demonstrates that the majority of disadvantaged students will attain as well as their non-disadvantaged peers in years 5,6,7 and 8.
<b>Students in receipt of the student premium fund will attain a mathematics level in line with their non-disadvantaged peers.</b>	- End of key stage 2 outcomes in July 2026 will demonstrate that the majority of disadvantaged students will attain as well as their non-disadvantaged peers. - Internal school tracking demonstrates that the majority of disadvantaged students will attain as well as their non-disadvantaged peers in years 5,6,7 and 8.

<b>Students in receipt of the student premium fund will have a high overall percentage of school attendance.</b>	Sustained high attendance by 2025/2026 demonstrated by: -the overall attendance rate for all students being no less than 95% and the attendance gap between disadvantaged students and their non-disadvantaged peers being reduced by 5.4% to 3% -the percentage of all students in receipt of student premium funding who are persistently absent (characterised as below 90%) being no more than their non-disadvantaged peers.
<b>Students experiencing economic disadvantage in receipt of the student premium grant will have access to enrichment and cultural experiences.</b>	-Every child incurring economic disadvantage will be fully subsidised for all enrichment activities. -Enrichment opportunities linked to learning will contribute to positive attainment for students in receipt of the student premium fund.
<b>The students in receipt of the student premium grant will have the necessary resources for learning in school.</b>	Students will have access to equipment for school, food, and uniform to enable them to be ready for learning.
<b>Supporting the wider emotional wellbeing of students in receipt of student premium to reduce barriers to learning.</b>	Sustained high levels of wellbeing by 2025/26 demonstrated by: -qualitative data from student voice, student and parent surveys and teacher observations. -Reduced number of recorded incidents of lesson non-attendance.

### Activity in this academic year

This details how we intend to spend our student premium (and recovery premium) funding **this academic year** to address the challenges listed above.

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

Budgeted cost: **£ 21000**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Purchase of standardised diagnostic assessments for reading, writing, mathematics.	When used effectively, diagnostic assessments can indicate areas for development for individual students, or across classes and year groups: <a href="#">Diagnostic assessment   EEF</a> Develop strategies to hone in on specific areas of need for KS3 readers, including passage comprehension, reading fluency	1,2,3	25% of annual cost to come from PP  <b>£1500</b>
Consultation support will be provided for curriculum development to support attainment and experiences of wider curriculum.	Curriculum is the underpinning of positive learning journeys supporting the attainment and progress of students across their time at Ralph Sadleir.	1,2,3	HFL Gold Contract with a focus on English and Maths  <b>£3500</b>
External and internal training to support development of teaching	<a href="#">Diagnostic assessment   EEF</a>  Research demonstrates that effective diagnostic assessment can be effectively used to identify	1,2,3	EFA Project and DH time

and learning analysis of data	gaps in the academic development of students experiencing economic disadvantage to support and monitor targeted intervention.		
Purchase and creation of directed time to complete maths-specific training to support the deployment of the curriculum to raise attainment for students in receipt of the student premium fund.	The effect of CPD for teaching staff is clear and is linked to a range of subjects. Maths-specific framework advice is outlined by the <a href="#">EEF</a>	3	Each teacher of maths to have 1.5 of non contact over the year to develop understanding of White Rose Maths and Maths Mastery  10.5 days  <b><u>£2000</u></b>
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="#">Improving Literacy in Secondary Schools</a> Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects: <a href="#">word-gap (Oxford University Press)</a>	1,2	Spelling Training Jan INSET £300
Development of student study skills of students to support access to wider curriculum learning.	<a href="#">Research</a> indicates that the regression/limited development of key study skills of students across the covid period was a significant impact, which had a particular impact on children incurring economic disadvantage within the covid period.	1,2,3	EFA project No cost
Directed time allocation for subject leads to assess impact of curriculum and develop it over time.	Curriculum is the underpinning of positive learning journeys supporting the attainment and progress of students across their time at Ralph Sadleir.	1,2,3	1 lesson per week for 5 teachers works out at 0.2 FTE  <b><u>£14000</u></b>

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

Budgeted cost: **£65000**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Delivering well-evidenced literacy teaching assistant interventions for students that require additional support.	In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching:	1, 2, 3  Lexia SpellZone	5% of TA cost towards Literacy  <b><u>£20000</u></b>

	<a href="#">Teaching Assistant Interventions   Teaching and Learning Toolkit   EEF</a>	Reciprical Reading Reading Quest Fresh Start	
Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions.	In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching: <a href="#">Teaching Assistant Interventions   Teaching and Learning Toolkit   EEF</a>	1,2,3	5% of TA cost towards general support  <b>£20000</b>
Targeted interventions to support language development, literacy and numeracy Targeted interventions and resources to meet the specific needs of disadvantaged students with multiple vulnerabilities.	In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching: <a href="#">Teaching Assistant Interventions   Teaching and Learning Toolkit   EEF</a>	1,2,3	5% of TA costs to support in maths and English  <b>£20000</b>
Develop assessment procedures LBQ LBQ SATS Springboards GL	LbQ's instant feedback and SATs Springboard's practice identify gaps early, while GL Assessments provide precise data. Together, they enable targeted interventions that boost confidence and close Pupil Premium attainment gaps.		<b>£5000</b>

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

Budgeted cost: **£ 19000**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Embedding good practice set out in DfE's guidance on <a href="#">working together to improve school attendance</a> .	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. Attendance Champion/Officer	6,7	Attendance Officer Role  <b>£6000</b>  1 day per week
Creation of Early Start providing soft starts, drop in chats and support when needed to support the monitoring, wellbeing and attendance of	DfE research (2021) indicates that "taking a coordinated and evidence-informed approach to mental health and wellbeing in schools and colleges leads to improved student and student	7	1 hour per day, equivalent to 0.15 fte  <b>£4500</b>

students in receipt of the student premium grant.	emotional health and wellbeing which can help readiness to learn”.		
Allocated development time for mental health lead and mental health champion	Research demonstrates that all interventions are primarily effective when they are appropriately planned.	7	-
Attendance/support officers will be released appropriately to work closely with families to support students’ increased attendance.	Research demonstrates that all interventions are primarily effective when they are appropriately planned.	4	-
Electronic monitoring systems to monitor the rising of attendance figures among economically disadvantaged students.	Effective monitoring of attendance supports a global and analytical view of the	4	-
Provision of pre-school clubs for students experiencing economic disadvantage	Research indicates that students who start the school day with activities before school are more ready to learn, thus heightening engagement and therefore outcomes over time.	4,5,7	Breakfast Club £500
Contingency fund for acute /unexpected issues arising from the experience of economic disadvantage over time.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All	£1000
Students in receipt of student premium funding experiencing economic disadvantage are nourished for the day.	<a href="#">Research demonstrates</a> that students who are provided with effective nourishment leads to higher levels of attainment, thus contributing to ‘closing the gap’ when applied to students experiencing economic disadvantage.	6, 7	Breakfast club
Students in receipt of student premium funding will be provided with economic support to widen academic and pastoral experiences over the course of their time at Ralph Sadleir school (extra-curricular clubs, off-site visits, residential visits etc).	<a href="#">Research demonstrates</a> that participation in extracurricular activities will support the wider SMC, cultural capital and general wellbeing of students over time, thus closing the gap between students experiencing economic disadvantage and their peers.	6	£7000
Internal recruitment and training of a designated wellbeing check in adult on staff.	There is a great deal of evidence which suggests that non-cognitive skills are as important as cognitive skills in determining academic results, and that children from poorer backgrounds tend to have weaker non-cognitive skills than their better-off peers. <a href="#">A recent meta-analysis</a> suggested that programmes aimed at promoting students’	7,1,2,3	-

	resilience and wellbeing could have a significant impact on academic achievement. This programme was funded as it represented a promising solution. This trial has two impact reports: one that explored whether the programme has an impact on health related outcomes (results published in 2019) and one exploring impact on academic attainment, whilst also assessing effects on absence and exclusions.		
Creation of new attendance procedures followed by the school - a bigger push on ensuring all students are in school and more timely interactions with parents		4	-

**Total budgeted cost:** £193,000

**Progress towards 2026 targets**

Detail of challenge	
1	<p><b><i>Assessment, observations and discussions with students indicate underdeveloped reading skills among disadvantaged students. These are evident from when children start at Ralph Sadleir School.</i></b></p> <p><i>To ensure support is directed where it is needed most, the school utilizes a robust screening process:</i></p> <p>Assessment Tools: Regular use of GL Assessments and Star Reader to establish baselines and identify students falling behind age-related expectations.</p> <p>Targeted Groups: A specific focus is placed on Pupil Premium (PP) students and those entering the school with underdeveloped foundational skills.</p> <p>Observation: Continuous teacher observations and discussions ensure that qualitative data matches the formal assessment scores.</p> <p><b><i>Ralph Sadleir Reads</i></b></p> <p>During the 2024/25 academic year, the "Ralph Sadleir Reads" initiative was established as a core part of the daily routine, occurring during the first ten minutes of every afternoon session. During this phase, the primary focus was on teacher-led modeling, where staff read aloud to their classes to demonstrate prosody, rhythm, and a love for literature. This provided a consistent "anchor" for literacy across the school and ensured all students, regardless of their home reading environment, were exposed to high-quality texts. As we move into the 2025/26 academic year, we have strategically adapted this model to move from passive listening to active, targeted practice. The session has transitioned into a silent reading block, which creates a focused environment for the whole class while allowing for high-impact interventions. This shift provides teachers with a dedicated window to hear targeted children read regularly, with a specific priority placed on our Pupil Premium (PP) students. By moving away from whole-class modeling to this more individualized approach, we can provide immediate feedback on fluency and decoding to those who need it most. To further bridge the gap for our most vulnerable readers, identified students also receive daily reading sessions with a Teaching Assistant, ensuring that the foundational skills identified as "underdeveloped" at entry are addressed with high frequency and consistency.</p> <p><b><i>Lexia Success</i></b></p> <p>Results from LEXIA assessments show "good progress" for students who joined the school with poor foundational literacy. This indicates that the phonics and word-recognition gaps are being closed effectively.</p>

2	<p><b><i>Assessment, observations and discussions with students indicate underdeveloped writing skills among students in receipt of the Pupil Premium fund. These are evident from when children start at Ralph Sadleir School.</i></b></p> <p>In collaboration with a Herts for Learning (HFL) adviser, the English curriculum has been systematically reviewed to better meet the needs of students entering with underdeveloped writing skills. A primary shift involves increasing opportunities for transactional writing, designed to boost student motivation by providing clear, purposeful contexts for their work. To facilitate this, the curriculum has been rebalanced: less instructional time is now dedicated to the study of lengthy novels, allowing for a more intensive focus on the mechanics and stamina of writing within lessons.</p> <p>To address foundational gaps in literacy, the school has implemented several targeted interventions:</p> <ul style="list-style-type: none"> <li>● Fluency Lessons: New dedicated sessions focus specifically on SPAG (Spelling, Punctuation, and Grammar) skills to ensure students can communicate with increasing accuracy.</li> <li>● Digital Support: Spellzone continues to provide a bespoke, targeted program for older students, while Spelling Shed has been introduced in Years 5 and 6 to build early spelling confidence through gamified learning.</li> </ul> <p>A significant structural change has been the introduction of setting in English. This allows Pupil Premium students, and others requiring additional support, to be taught in smaller groups. These groups benefit from an adapted curriculum and a higher teacher-to-student ratio, ensuring that the pace and content of lessons are tailored to bridge specific attainment gaps effectively from the point of entry</p>
3	<p><b><i>Assessment, observations and discussions with students indicate underdeveloped mathematical skills among disadvantaged students. These are evident from when children start at Ralph Sadleir School.</i></b></p> <p>Baseline data continues to highlight a significant skills gap for students entering the school. GL Assessment data and the Year 4 Multiplication Tables Check (MTC) indicate that the majority of students arrive working below age-related expectations. Specifically, MTC scores have historically averaged three points below the national average, signaling a weakness in core multiplicative reasoning and fluency that impacts their ability to access the wider curriculum.</p> <p>Curriculum &amp; Resources: The White Rose (WR) curriculum is now embedded across all year groups. This is supported by the purchase of WR workbooks and the introduction of WR Maths Journals for homework, ensuring a consistent approach between school and home.</p> <p>Targeted Fluency Support: Recognizing foundation skill gaps, dedicated fluency lessons were introduced. This is complemented by a high-profile "push" on Times Tables Rock Stars (TTRS) to improve recall speed and confidence.</p> <p>Structural Interventions: We have introduced setting in mathematics, allowing for smaller, more targeted groups. This enables teachers to provide high-intensity support to those furthest behind, particularly disadvantaged learners.</p> <p>Responsive Pedagogy: Teachers are utilizing Learning by Questions (LbQ) and White Rose assessments to pinpoint misconceptions. Furthermore, the embedding of Formative Assessment (EFA) techniques allows staff to adapt teaching "in the moment" based on real-time feedback from students.</p> <p>Internal data and observations demonstrate a positive upward trajectory:</p> <p>Steady Progress: Despite the low starting points, data shows that all students—including those in receipt of Pupil Premium (PP)—make steady and sustained progress as they move through the school.</p> <p>Closing the Gap: The "attainment gap" is narrowing over time; by the point of exit, a higher proportion of students are achieving Age-Related Expectations (ARE) compared to their entry data.</p> <p>While baseline entry levels remain a challenge, the combination of a mastery-based curriculum, specific fluency interventions, and adaptive teaching ensures that disadvantaged students at Ralph Sadleir are now starting to catch up by the end of their journey with us</p>
4	<p><b><i>Analysis of absence data indicates that students in receipt of the Pupil Premium grant have an attendance gap of 5.4% over non-disadvantaged students in 2024/25</i></b></p> <p>While the attendance gap remains high in 24/25 we implemented several high-impact, targeted interventions designed to narrow this gap and address the root causes of persistent absence.</p>

	<p>A main aspect of the year's strategy was the development of a new Attendance Officer role. By providing this staff member with dedicated time, the school has been able to move beyond basic monitoring into active partnership. We have worked closely with parents and external agencies, giving us a better understanding of the barriers facing targeted students and facilitating a more coordinated response to complex family needs.</p> <p>Communication with home has also been strengthened. By including attendance figures within termly reports, the school has ensured that parents have a clearer view of their child's time in school. This has been supplemented by regular, direct communication with families where attendance is a concern, particularly focusing on those at risk of persistent absence to ensure that issues are caught before they become entrenched.</p> <p>The funding of the breakfast club for specific families has proved highly effective; notably, two students who previously struggled with attendance achieved 100% during this period. These students were reported to feel more settled and ready to learn at the start of the day. Similarly, the strategic move of tutor time to the beginning of the school day has improved student wellbeing and successfully reduced morning lateness, providing a more consistent and supportive start to the morning routine.</p> <p>In summary, while the 5.4% absence rate highlights that work remains to be done, the qualitative evidence suggests that the school's focus on relationship-building and removing practical barriers is working well.</p>
5	<p><b>Students in receipt of the Pupil Premium grant in our school are impacted by economic disadvantages, resulting in limited access to a wider range of enrichment opportunities.</b></p> <p>Historically, financial barriers have limited some students' ability to participate in experiences outside the classroom. To address this, the school has used some of the funding to subsidise a wide range of trips and visits, ensuring that disadvantaged students have the same access to enrichment activities as their peers.</p> <p>This included high-value residential experiences, with 7 students attending the Year 8 France trip and 15 participating in the Year 6 PGL visit. 50% subsidy was also provided for the Pantomime, Horrible Histories live show, visits to the Aerozone, the STEM Discovery Centre, Woburn Zoo and Stanborough Lakes activity day.</p> <p>In addition to external visits, the school focused on providing high-quality experiences for students who remained on-site while their peers were in France or at PGL. These organized events were designed to ensure that no student felt left behind. A primary outcome of this initiative was the creation of impressive large-scale artwork. By dedicating time and resources to these creative projects, students were able to produce work of a professional standard. This artwork is now prominently featured in the school's main entrance area, serving as a constant visual validation of their skills and contributions to the school community.</p>
6	<p><b>Students in receipt of the Pupil Premium grant in our school are impacted by economic disadvantages, resulting for some in limited access to a wide range of learning resources needed to access learning during the school day.</b></p> <p>No action required in 24/25</p>
7	<p><b>Our assessments, observations and discussions with students and families indicate that the education and well-being of many of our disadvantaged students continues to be affected by increasing anxieties and poor mental health.</b></p> <p>To mitigate these barriers to learning, we have implemented a multi-layered support strategy focused on early intervention, inter-agency collaboration, and consistent internal communication.</p> <p>We have formalised our partnership with the NHS-led Mental Health Support Team (MHST). This collaboration allows us to provide evidence-based support for students experiencing mild to moderate mental health issues. By bringing</p>

NHS expertise directly into the school environment, we are shortening the gap between the identification of a need and the delivery of professional support.

To ensure no student "falls through the gaps," we have established a weekly Vulnerable Students meeting. This multidisciplinary team ensures a 360-degree view of every high-priority student:

- Attendance Officer: Monitors patterns of school refusal or school-based anxiety.
- Mental Health Lead: Oversees therapeutic interventions.
- SENCO: Ensures neurodivergent needs are met alongside mental health.
- DSL (Designated Safeguarding Lead): Oversees safeguarding and any external agency referrals

Two staff members are currently undergoing training as Emotional Literacy Support Assistants (ELSAs). This has significantly increased our internal capacity to provide tailored emotional coaching. A dedicated member of the support team provides daily "check-ins" for specific students. We have reviewed our internal communications by streamlining how sensitive information is shared, this ensures that all relevant teachers and support staff are briefed on issues affecting a student's readiness to learn.

Recognising that change is a major trigger for anxiety, we worked closely with Freman College to facilitate a bespoke transition program for our vulnerable Year 8 students. This partnership ensured that support profiles and emotional histories were shared well in advance.