

Pupil premium strategy statement – Rendlesham Primary School

This statement details our school’s use of pupil premium (and recovery 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	December 2025 271 pupils
Proportion (%) of pupil premium eligible pupils	December 2025 PP eligibility 10%
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)	2023/24 to 2025/26
Date this statement was published	20/12/23
Date on which it will be reviewed	Reviewed and updated on 12/12/25 Next review 12/12/26
Statement authorised by	Hannah Woodruffe
Pupil premium lead	Kathy Watts
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,345.00
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£32,345.00

<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>	
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Part A: Pupil premium strategy plan

Statement of intent

- Our aim is for pupils to make at least expected progress in reading, writing and maths and achieve high attainment across these subjects. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal, including progress for those who are already high attainers.
- The classroom environment and learning characteristics will support individual learning needs and encourages personal development.
- Pupils receive support to address their gaps, regular pupil progress meetings with all staff identify sources of intervention and support that can be given.
- Planning will ensure that the disadvantage pupils are challenged in their learning through the delivery of the lessons e.g. chilli challenges, scaffolding and reviews to raise expectations about 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	Maintaining progress in reading, maths and writing
2	Maintaining good attendance
3	Cost of living crisis
4	Low admissions in EYFS and KS1

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
Progress is maintained in reading, writing and maths.	Weekly monitoring for those pupils below the expected standard. Gaps analysis is completed after every NTS/SATs paper.

	<p>Pupil progress plans are implemented to target individual needs including the use of the 7Cs.</p> <p>Mastery approach for KS1 and KS2 as well as daily maths lesson for all pupils.</p> <p>Reading journals continued in KS2 for all pupils.</p> <p>Termly pupil progression meetings with Academy Head.</p>
<p>Weekly targeted intervention groups for KS2 pupils for pre-teaching concepts in place for reading, writing and maths.</p>	<p>Quality feedback given to pupils to improve from all staff. Communication in place through target setting so class teachers know what pupils are working on in intervention time.</p> <p>Pupils will make progress from starting points.</p> <p>SPAG taught as part of the English lessons.</p> <p>Whole school expectations of handwriting in line with the Writing Framework July 2025.</p>
<p>Enrichment opportunities target PP children helping to sustain wellbeing and improved mental health.</p>	<p>Pupils have access to residential and educational visits and also have access to enrichment clubs regardless of family income.</p>
<p>Attendance for pupil premium children is at least in line with national data.</p>	<p>School welfare team monitor attendance.</p> <p>Support offered to parents if persistent absence is identified.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1,012.35 and £500 and £845.31 and £577.80 = £2935.46

Activity	Evidence that supports this approach	Challenge number(s) addressed
30 minute phase briefing each week with TAs and teachers to share planning and expectations and Pupil Progress meetings held termly to plan, assess and review.	EEF Making the best use of Teaching Assistants – TAs are provided with appropriate information to support pupils.	1
CPD for support staff including ELSA and the 7Cs.	EEF Effective Professional Development	1
Regular release for English, Maths and Science subject Leads to support the planning and delivery of the curriculum.	Staff professional Development and Training	1
Development of the maths curriculum across the school including EYFS to support outcomes.	EEF Mastery Learning White Rose	1

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

Budgeted cost: £23,441.93

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trained TA interventions – Lego skills, nurture, Speech & Language, phonics, maths, reading, attention autism, Nessy and ELSA.	Phonics – Teaching and learning Toolkit. Maths Mastery approach White Rose	1

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

Budgeted cost: £330.00 and £1,922.04 and £500.00 and £300.00 and £2,527.00 and £1,710.00 = £7,289.04

Activity	Evidence that supports this approach	Challenge number(s) addressed
Half termly attendance monitoring	AH and attendance lead meet to discuss updates on attendance and review persistent absence. AH will then meet with parents to support.	2
AAH – Parent Liaison link support wellbeing of pupils in school and meets with families to support mental health and attendance.	TIS research – Trauma Informed Practice - wellbeing	1 and 2
Enrichment opportunities provided outside of school hours including the residential	EEF outdoor Learning Resilience, self-confidence and motivation improved	3
Support with uniform costs	Financial support as required for families	3
Opportunity for Nursery aged children to attend before and after school provision including staff and resources.	EEF Earlier starting age and Breakfast provision	3 and 4
Interventions and programmes of support including Play Therapy sessions in school to support wellbeing and SEMH	Child Centred – Play Therapy Research	1 and 2

Total budgeted cost: £2,935.46 and £24,835.13 and £7,289.04

Total £33,666.43

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on our own summative and formative assessments.

The pupils in receipt of pupil premium during 2024-2025 had the following attainment:

- Reading – 59% achieved EXS or better
- Writing – 56% achieved EXS or better
- Maths – 68% achieved EXS or better

The pupil premium children made the following progress from their baseline score at the beginning of the year:

- Reading – 82% of pupils maintained their progress for the year and 9% made accelerated progress.
- Writing – 95% of pupils maintained their progress for the year and 5% made accelerated progress.
- Maths – 95% of pupils maintained their progress for the year and 18% made accelerated progress.

The data demonstrates that the actions put into place to support the PP children enabled them to maintain progress and for some make accelerated progress. We have been able to draw on this school data and observations to assess wider issues impacting on PP children's behaviour, wellbeing and attendance. The deployment of TAs to support SEMH has been impactful, teachers observed that children with this support in class had improvements in wellbeing and focus in class. This support has contributed to the overall learning environment so children feel supported but can also practice personal skills.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A