

Pupil Premium Strategy Statement

Ryelands Primary and Nursery 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 2025-2026

| Detail | |
|---|--------------------------------------|
| Number of pupils in school | 322 (+50 Nursery Children) |
| Proportion (%) of pupil premium eligible pupils | 65% (208 pupils) |
| Academic years that this strategy covers (3 years is recommended) | 2023 - 2026 |
| Date this statement was published | October 2025 |
| Date on which it will be reviewed | September 2026 |
| Statement authorised by | Linda Pye, Headteacher |
| Pupil premium lead | Sophie Sanders Deputy Headteacher |
| Governor / Trustee lead | EA Holland, Co-opted Governor |

Funding overview 2025-2026

| Detail | Amount |
|---|-----------------|
| Pupil premium funding allocation this academic year | £323,325 |
| Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £0 |
| Total budget for this academic year | £323,325 |

Part A: Pupil premium strategy plan

Statement of intent

At Ryelands Primary and Nursery School, our school motto is to: Imagine, believe, achieve. Our school is a creative, positive and forward-thinking primary school. Pupils and staff greatly enjoy school and feel a real sense of pride; all staff have high expectations and are committed to making a difference. Ryelands is outward looking and engages with a variety of projects with local schools and partners. We recognise that a significant proportion of our pupils are classed as 'disadvantaged' – and are committed therefore to providing the very best education for *all* pupils.

At the heart of our pupil premium strategy is great teaching. At Ryelands we invest in our teachers, as a result they have access to a wide range of professional development which enables them to constantly develop and advance their skills. Key staff are recognised for their knowledge and skills, leading CPD and providing support for schools across County. Each year, our detailed analysis of whole school performance informs school improvement planning for the year ahead which results in a continued focus on the quality of education.

Many pupils at Ryelands are influenced negatively by factors in their home environment and community. There are high incidences of ACES (Adverse Childhood Experiences) and as result we focus on personal development and actively teach resilience, independence and confidence from nursery and throughout school. Our families regularly look to school to provide support and advice on a range of issues and our established pupil support team work hard to help wherever we are able.

Several members of the school leadership team, including the HT attended a series of PD events run by the EEF 'Making the Most for Disadvantaged Learners' in the Summer term of 2021. This strategy statement has been informed by the recommendations from this and the EEF guide to the Pupil Premium: September 2025.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Assessments, observations, and discussions with pupils indicate a high percentage of children begin school with limited experiences and delayed skill development in all areas; a significant number of pupils present with attachment issues and social and emotional difficulties. |
| 2 | Assessments, observations, and discussions with pupils indicate underdeveloped speech & language skills and vocabulary gaps among many |

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| | disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. |
| 3 | Assessments in 2025 indicate that attainment among disadvantaged pupils is below that of non-disadvantaged pupils in Phonics, MTC and KS2 Reading and Writing. However, it is not significant in KS2 Mathematics and there is a positive gap in EYFS. |
| 4 | Families in our area are in the 5% most deprived in the country, facing issues such as unemployment, poor housing, financial difficulties and poor mental health. As a school, we are well placed to identify families who may need support to address such issues. |
| 5 | Pupil attendance is a concern. Post Covid, the school has seen a shift in parental attitudes and as such attendance rates amongst all groups of pupils has declined. Attendance for disadvantaged pupils in 2024-2025 was 91.3% and non-disadvantaged was 95.0%. The attendance gap between disadvantaged and non is -3.7%. |

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 |
|--|---|
| <p>Improve outcomes for disadvantaged children by:</p> <ul style="list-style-type: none"> Ensuring quality first teaching across the school Ensuring no significant difference between disadvantaged and Non-disadvantaged children (attainment and progress) Reducing gaps (where they exist) between disadvantaged/non-disadvantaged children | <ul style="list-style-type: none"> EYFS: No significant difference between PPG/Non-PPG children achieving GLD Phonics: No significant difference between PPG/Non-PPG children reaching the 'expected standard' KS1: No significant difference between PPG/Non-PPG children reaching the 'expected standard' KS2: No significant difference between PPG/Non-PPG children reaching the 'expected standard' KS2: Maintain positive progress figures for PPG children KS2: Attainment gaps reduce to less than 10% in Reading, Writing, Mathematics |
| <p>Provide high quality pupil support to all children and their families so that they are ready to learn, able to succeed and their overall personal development is improved.</p> | <p>Behaviour</p> <ul style="list-style-type: none"> 95% of parents will recognise the behaviour of children in school as being good. 95% of children will consider behaviour in school to be good <p>Safeguarding</p> <ul style="list-style-type: none"> Safeguarding procedures will be judged as effective in the governor's audit. No gap between PPG and non-PPG attendance. Preventative work will be implemented with outside agencies in line with local safeguarding issues <p>Pupil Support</p> <ul style="list-style-type: none"> Case studies exemplify the impact of pupil support and Thrive interventions on children and their families |

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| Continue the high profile of attendance within school and reduce the number of children who receive a late mark | <ul style="list-style-type: none"> • No significant gap between the attendance of PPG and Non-PPG pupils. • Reduce persistent absence to 10% • Reduce late makes to 1.3% • Overall attendance of 95% • Case Studies exemplify the impact of attendance interventions |
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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: £96,225

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Subsidise a non-teaching Deputy Headteacher to oversee teaching and learning and outcomes for PPG children. | In the EEF guidance report: Putting evidence to work: a school's guide to implementation ¹ it states that <i>"School leaders play a central role in improving education practices through high-quality implementation."</i> Having a lead person to oversee the implementation of the PPG strategy ensures that leaders at all levels are held account for their role in improving outcomes for disadvantaged children. | 1,2,3,4 |
| Continue to develop the use of metacognitive strategies in the classroom through providing high quality professional development and resources to teaching staff. | Evidence suggests ² the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. However, while the potential impact of these approaches is very high, particularly for disadvantaged pupils, less is known about how to apply them effectively in the classroom. | 3 |
| Begin three-year programme to introduce and embed Oracy practices into the school | Voice 21 ³ states that, 'in school, oracy is a powerful tool for learning; by teaching students to become more effective speakers and listeners, we empower them to better understand themselves, each other and the world around them. It is also a route to social mobility, empowering all students, not just some, to find their voice and succeed in life.' Evidence from the EEF ⁴ | 1,2,3 |

¹ <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation>

² <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition>

³ <https://voice21.org/what-is-oracy/>

⁴ <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions>

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| | shows that oral interventions can make up to +6 months impact on attainment. | |
| Additional teaching groups in Year 6 to target gaps in knowledge and close gaps with peers | High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds ⁵ . By working in smaller, focused groups, children from all background will access quality first teaching. | 1 |
| Professional Development for teachers – 2 members of staff to access National Professional Qualifications | High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds. Teachers undertaking the NPQ in leading teaching will develop the essential knowledge, skills and concepts that underpin successful leadership of teaching, which can then be further shared in school. | 3 |
| Arts Participation (specifically music, violin and brass tuition) | Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. | 1 |
| Subsidise educational visits and trips to enable all children to access these opportunities | Research by the Institute for Outdoor Learning ⁶ shows that fieldwork and outdoor learning have numerous benefits to children's learning, including 'displaying an increased motivation and appetite for learning that is contributing to raised levels of achievement and progress in other aspects of their development'. | 1,2,3 |

Targeted academic support

Budgeted cost: £62,385

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Employ a specialist Teaching Assistant to deliver speech and language interventions with pupils across the school | Research from the EEF ⁷ suggested that Targeted deployment of teaching assistant to deliver specific interventions for which they are well trained to do resulted in a higher impact on pupil progress overall. Our specialist teaching assistant receives regular training from Speech and Language Therapists. | 2 |
| Educational Psychologist support three days per term to identify need and learning programmes for children with special educational needs | The advice provided by the EP for our most vulnerable children continues to be of high quality and constitutes worthwhile spending. | 1,2,3 |
| Employ two specialist Teaching Assistants to work with pupils directly on | Previous in-school observations show the positive impact that specific interventions has on the pupils. This work will then be transferred to the class as staff | 1 |

⁵

https://assets.publishing.service.gov.uk/media/66c4ae9567dbaeb97a13e4c7/NPQ_Leading_Teaching_.pdf

⁶ <https://www.outdoor-learning.org/>

⁷ <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions>

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| behaviour and emotional literacy | work together to embed practices into classroom settings. | |
| Provide Emotional Literacy Support Assistant (ELSA) training for two members of staff | ELSAs can support the children and young person's emotional development and help them cope with life's challenges. ELSAs will also help children and young people to find solutions to problems they might have. | 1 |

Wider strategies

Budgeted cost: £114,063

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Employ a pupil support manager to oversee all of the additional provision and support that is in place to meet the needs of vulnerable pupils and their families; including attendance, child protection and liaison with external pupil support agencies. The PSM will also lead the school's team of learning mentors and make referrals to support additional services where necessary. | The Pupil Support Manager and her team make an invaluable contribution to outcomes for children at Ryelands School. As a school, the evidence for the need is clear and has been well documented as part of whole school evaluation for a number of years. The caseload of the pupil support team increased last year and more families were classed as needing a higher level of support which in turn requires further resources from a school perspective (see previous years impact strategy for details). | 3,4,5 |
| Continue the role of 'Early Help' Mentor to build strong relationships with parents and increase uptake for Early Help at the first opportunity. | Children's Social Care in Lancashire has gone through a big restructure, and there is a bigger focus on Early Help. It is widely recognised that early intervention is key to help overcome issues that | 1,4,5 |
| Sustain the current Learning Mentor Profile in school to deliver 'Thrive' interventions and support our most vulnerable children | EEF research ⁸ into mentoring suggested on average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. At Ryelands, we are confident that our mentoring approach has a significant impact on all children. | 3,4,5 |
| Continue with the 'Thrive' approach – provide training to those new to the Learning Mentor role. Continue to assess children using the thrive assessment tool and develop targeted action | The Thrive Approach ⁹ is a dynamic, developmental and trauma-sensitive approach to meeting the emotional and social needs of children. The Thrive approach is built on attachment theory, child development theory and neuroscience. | 4 |

⁸ <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring>

⁹ <https://www.thriveapproach.com/>

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| plans addressing areas of need Strengthen the Thrive approach with further training for class teachers and support staff | | |
| Employ a Therapeutic Counsellor to support vulnerable pupils a day each week. | The Therapeutic Counsellor has had noticeable impact on the children and families they have worked with in the past, often supporting children with the most complex of issues. | 1,4 |
| Develop parental engagement opportunities from EYFS upwards with the aim of building early relationships with families/school and to improve outcomes for children- ensure any unmet needs are addressed, as early as possible. Engaging with community regeneration and adult courses. | Birth to 5 Matters ¹⁰ states: 'It is vital that early years practitioners recognise parents' commitment to their children's early development and education and give priority to working with parents. Research tells us that regardless of the quality of settings, the most important predictor of children's future outcomes is the quality of the home learning environment, so involving parents in their children's learning is the most significant factor in enabling children to do well despite disadvantage | 1,4 |

Total budgeted cost: £ 272,673

£50,652 buffer/contingency in case of overspend

¹⁰ <https://birthto5matters.org.uk/>

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 **2024/25** academic year using EYFS, key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Teaching and Learning

| Intended Outcome | Actual Result (RAG Rated) | | | | | | | | |
|---|---|-------------------------|-------------------------|-------------------------|-----------------------|------------|----|----|----|
| EYFS: No significant difference between School PPG and National PPG children achieving GLD | Overall GLD: 69% School Disadvantaged GLD: 72% National Disadvantaged GLD: 52% Disadvantaged gap: +20% | | | | | | | | |
| Phonics: No significant difference between PPG/Non-PPG children reaching the ‘expected standard’ | Overall Achieving expected standard: 60% Disadvantaged: 52% Non-Disadvantaged: 70% Disadvantaged gap: -18% | | | | | | | | |
| KS1: No significant difference between PPG/Non-PPG children reaching the ‘expected standard’ | Reading expected standard+ 83% Disadvantaged: 81% Non-Disadvantaged: 86% Disadvantaged gap: -5% | | | | | | | | |
| | Writing expected standard+ 73% Disadvantaged: 75% Non-Disadvantaged: 71% Disadvantaged gap: +4% | | | | | | | | |
| | Maths expected standard+ 83% Disadvantaged: 81% Non-Disadvantaged: 86% Disadvantaged gap: -5% | | | | | | | | |
| | | | | | | | | | |
| KS2: No significant difference between PPG in school and nationally reaching the ‘expected standard’ | Reading expected standard+ 71% School Disadvantaged 3yr average: 68% National Disadvantaged 3yr average: 62% Gap: +6% (Close to average – non-sig) | | | | | | | | |
| | Spelling, Punctuation & Grammar expected standard+ 80% School Disadvantaged 3yr average: 75% National Disadvantaged 3yr average: 59% Gap: +16% (Above sig+) | | | | | | | | |
| | Writing expected standard+ 76% School Disadvantaged 3yr average: 74% National Disadvantaged 3yr average: 59% Gap: +15% (Above sig+) | | | | | | | | |
| | Maths expected standard+ 84% School Disadvantaged 3yr average: 80% National Disadvantaged 3yr average: 60% Gap: +20% (Above sig+) | | | | | | | | |
| KS2: Maintain positive progress figures for PPG children | <table><tr><th>Year</th><th>Reading progress cohort</th><th>Writing progress cohort</th><th>Maths progress cohort</th></tr><tr><td>2023, 2022</td><td>74</td><td>74</td><td>74</td></tr></table> <div><div>0 of 3</div><div>1 of 3</div><div>2 of 3</div></div> <div><div>Below</div><div>Close to average</div><div>Above</div></div> <div><div>2ya Read Prog</div><div>2ya Writ Prog</div><div>2ya Mat Prog</div></div> | Year | Reading progress cohort | Writing progress cohort | Maths progress cohort | 2023, 2022 | 74 | 74 | 74 |
| Year | Reading progress cohort | Writing progress cohort | Maths progress cohort | | | | | | |
| 2023, 2022 | 74 | 74 | 74 | | | | | | |

*KS2 comparisons taken from Nov 2025 IDSR between Ryelands disadvantaged v national disadvantaged. School recognises the gap between disadvantaged and non and will continue to strive to close this gap.

| Behaviour | |
|---|---|
| Intended Outcome | Actual Result (RAG Rated) |
| 95% of parents will recognise the behaviour of children in school as being good. | Result from the Parent Questionnaire (Nov 2025) <ul style="list-style-type: none"> 99% Agree "The school makes sure its pupils are well behaved in school." 96% Agree "The school has high expectations of my child's conduct and behaviour." |
| 95% of children will consider behaviour in school to be good | Result from the KS1 Pupil Questionnaire (July 2025) <ul style="list-style-type: none"> 99% Agree "I behave well in class" 96% Agree "Other children in class know the school rules and how to follow them" 99% Agree "I feel safe in and around all areas of school" |
| | Result from the KS2 Pupil Questionnaire (July 2025) <ul style="list-style-type: none"> 98% Agree "I behave well in class" 93% Agree "Other children in class know the school rules and how to follow them" 88% Agree "I feel safe in and around all areas of school" |
| 95% of staff will recognise that policies are well implemented and this has a positive effect on pupil behaviour | Result from the Staff Questionnaire (July 2025) <ul style="list-style-type: none"> 96% Agree "As a whole school, staff understand and implement the behaviour policy" 96% Agree "This school has a culture that encourages calm and orderly conduct and is aspirational for all pupils" |
| Attendance | |
| Intended Outcome | Actual Result (RAG Rated) |
| <ul style="list-style-type: none"> Overall attendance of 95% | Overall attendance 2024/2025: 92.8% |
| <ul style="list-style-type: none"> No significant gap between the attendance of PPG in school and nationally | School Disadvantaged: 92.0% National Disadvantaged: 92.6% Gap: -0.6% (Close to average) |
| <ul style="list-style-type: none"> Reduce persistent absence gap between PPG in school and nationally | Persistent Absence Overall: 22.4% School Disadvantaged: 26.0% National Disadvantaged: 24.4% Gap: -1.6% (Close to average – non-sig) |
| *Comparisons taken from Nov 2025 IDSR between Ryelands disadvantaged v national disadvantaged. School recognises the gap between disadvantaged and non and will continue to strive to close this gap. | |

Further information

Planning, implementation, and evaluation

In planning our pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.